

PROCEEDINGS

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Literacy, Culture and Technology From Local to Global Perspectives



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PREFACE

Literacy, culture and technology play an important role in recent educational development. In many Asian countries the challenges to increase the level of literacy and to implement recent technology in teaching are formidable. Problems often occurred in the way of efforts to improve literacy instruction and practice especially for the early grades. In line with the efforts to improve the level of literacy, the recent advance in technology, on the other hand, carries other challenges for the teacher to use for the benefit of language literacy development. Technology has transformed many parts of our lives and gives opportunity to engage, support as well as challenging us as teacher in and out the classroom.

To address the issues, the Indonesian Reading and Writing Association (Perhimpunan Baca Tulis Masyarakat Indonesia) in coordination with International Reading Association (IRA) and International Development in Asia Committee (IDAC) organize a 2013 Asian Literacy Conference under the theme “LITERACY, CULTURE and TECHNOLOGY : From LOCAL to GLOBAL PERSPECTIVES” .

This conference explores approaches, issues and questions related to literacy, culture and technology in language teaching which are specified in eight topic areas, that is, (1) Approaches and Methods in Literacy and Language Teaching and Learning, (2) Material Development in Literacy and Language Teaching, (3) Assessment in Literacy and Language teaching and Learning, (4) Technology’s Assisted Language and Literacy Teaching and Learning, (5) Teacher’s Professional Development, (6) Integrative Local Curriculum and Instruction, (7) Language and Literacy Learning Across Age Level (Children, Teens, Adults or Early Learners) and (8) Literature and Culture in Language and Literacy Teaching and Learning (Short Stories, Drama or Poems in Teaching Language and Literacy).

Last but not least, the committee would like to take this opportunity to thank all the parties that have provided a considerable support to make this conference a valuable forum for professional exchange of knowledge, experience and skills related to literacy, culture and technology in teaching context. It is realized that the publication of conference proceeding would have been far from being perfect, however, with the new spirit of initiation to improve literacy instruction and practice, it is hope the proceeding could be a useful resources for the readers.

Bali, September 05, 2013
Conference Chair
Irene Talakua

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**PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS IN
INDIA: PROBLEMS AND PROSPECTS**

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Abstract

Adult Education functionaries are working at different levels to facilitate learners to develop the knowledge, skills and other attributes. They have to address a number of problems and issues. They have to organize training programmers for the middle and grassroots' level functionaries, monitor and evaluate the literacy etc. Thus, there is a greater concern for the professional development of adult educators. Keeping the above in view, an empirical study on the 'Professional development of adult educators in India' will be conducted with the following objectives:

1. To know the need for professional development of adult educators
2. To examine the appropriate approaches and strategies needed for their professional development
3. To identify the organizations which are providing professional development activities, and
4. To know the problems of adult educators and the organizations in the process of professional development.

The roles and functions of adult educators need for their professional development, objectives and method of investigation, findings of the study and recommendations would be presented in the paper.

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Introduction

Adult Education functionaries are working at different levels to facilitate learners to develop the knowledge, skills and other attributes. They have to address a number of problems and issues. They have to organize training programs for the middle and grassroots' level functionaries, monitor and evaluate the literacy etc. Thus, there is a greater concern for their professional development. Professional education is in great demand as it helps to sharpen the regular professional, technical and interpersonal skills (Reddy, 2011).

There are different professional development activities which are designed to improve the quality of instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their promotions and salary. Within the scope of a professional growth plan, the teachers and administrators can undertake a range of professional learning activities such as reading professional journals, trying out new practices in the classroom, participation in seminars/workshops and joining professional organizations. Today, the emphasis is on institution-based activities such as coaching, partnerships and team/group development.

In this paper, an attempt has been made to understand the need for professional development of adult educators, to examine the approaches/strategies used in professional development programs, problems in organizing the professional development programs and prospects in capacity building of adult educators.

Need for Professional Development of Adult Educators

The adult educators are required the professional development programs mainly to teach adults of various categories in various settings. They must also learn about online education, continuing education, workforce development, extension education and lifelong education. As a result of professional development programs, the adult educators are expected to increase the knowledge, develop confidence, improve their capacity to act, change in their teaching practices, learn more from reflection of experiences, and modify the behavior and attitudes. Further, adult educators have to acquire various skills to become experts in the field of subject in order to improve the quality of adult education programs and make them more successful.

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The main elements of expertise that are needed by the adult educators are-acquisition of knowledge, improve the capacities to act and develop the confidence levels in difficult situations. The Professional Competencies that are to be developed by the adult educators are: 1) Meta-knowledge of teaching and learning for Lifelong Learning, 2) Substance and pedagogical knowledge, 3) Social and moral code of the teaching profession,4) Reflection – development of the profession and 5) Practical skills for the profession

The adult educators expected to learn different innovative strategies in different settings/environments are: 1) In educational institutions such as schools and universities, the strategies include motivation, teaching skills, material development, evaluation and certification, etc., 2) In work places, the strategies such as environment building, organizing, communization, etc., 3) In everyday life, the functionaries must learn the strategies like frequency, intensity and variety to make his functions more effective, 4) In media and technology-based environments, the computer-aided instruction, e- learning, web-based education and 5) In the process of innovation development, they must have active interaction, collaboration, non- linear, learning to learn skills, crossing borders, cross-disciplinary, new leadership and ownership of processes.

The professional development programs for the adult educators are needed to strengthen and enhance teaching strategies so that the learners are better prepared for today's fast-paced, innovative, global workforce; and to expand the capacities of functionaries to engage in motivation, persuasion, instruction, monitoring and evaluation.

Appropriate approaches and strategies of professional development

The Professional Development of adult educators can be done through continuing education and lifelong learning, workshops/conferences, summer institutes, in-service training programs, open/distance learning institutes (university of third age), study circles, peer learning activities, on-line professional development programs etc.

1) Continuing education and Lifelong learning programs

The main strategies available under Continuing education and Lifelong learning programs are: Informal learning patterns, wherein the trainees would learn on their own through observation and self-initiation, continuing education courses which are not leading

to qualification offered by the higher educational institutions, Open and Distance education courses, which are meant for the acquisition of formal qualifications or work and leisure skills later in life, on-the-job training provided by the business and management institutions to impart knowledge and skills, self-directed learning using a range of sources and tools including the online applications for professional growth.

2) Seminars, Workshops and Conferences

Participation in the deliberations of Seminars, Workshops and Conferences would help in knowledge sharing and help to acquire new knowledge and skills. These seminars/workshops focus on an interactive, face-to-face, and hands-on approach that enables participants to gain valuable skills that can be applied in the workplace. The above Workshops aim to equip participants with a set of essential and useful tools which can be put into practical use. This will enable participants to make realistic improvements in their professional lives. A two-phase approach will be adopted during each workshop. The first involves a knowledge-sharing phase during which the lectures will be imparting theoretical knowledge. The second involves the practical application of theory.

Professional lecturers offer participants with a wealth of first-hand knowledge and experience. Participants are further engaged in active discussions and simulation exercises enriching both their knowledge and practical skills. In order to accomplish the goals of professional development, a series of workshops can be developed and will be delivered.

Orientation and Refresher courses

Orientation and Refresher courses organized by the staff development institutions will enable the functionaries to cope up with the socio-economic conditions in the society and to acquire the latest developments in the field of their interest respectively. One such institution is the Academic Staff College, which is mainly entrusted with the responsibility of organizing in-service training programs for the teachers in the colleges/universities by the University Grants Commission, New Delhi. These include Orientation courses and Refresher courses. The main objectives of orientation courses are to inculcate in the young lecturers self-reliance and make them aware of social and economic concerns of Indian society and the role of education in dealing with them. The thrust of refresher course is to help teachers acquire

knowledge about the latest developments in the field and encourage them to undertake quality research.

Professional Journals

The professional Newsletters, Journals, etc., would provide knowledge and information to the adult education functionaries in India. They include IAEA News letter, IUACE News letter, Indian Journal of Adult Education (IAEA, New Delhi), Adult Education & Development (AICMED, Kolkata), Prasar (Rajasthan Vidyapeeth, Udaipur), Literacy Mission (National Literacy Mission, New Delhi). The international Journals include – Convergence (International Council for Adult Education, Toronto), Adult Education and Development (German Adult Education Association, Bonn) etc. These materials bring out information, news, theoretical base and research results to the functionaries of adult education for broadening and expanding their outlook towards the field of adult education.

Mentoring

Mentorship refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. "Mentoring" is a process that always involves communication and is relationship based, but its precise definition is elusive. Further, it is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protege)' (Bozeman, B.; Feeney, M. K., 2007).

Coaching

Coaching is the art and practice of inspiring, energizing, and facilitating the performance, learning and development of the player (Myles Downey). The coaching methods include both theoretical and practical sections. Where motivational speeches are done theoretically, workshop, seminars come under practical methods. Hence the method

of training is decided depending on the need of the trainees. Coaching should always be systematical.

The University of Third Age (U3A)

In India and elsewhere, the 'University of the Third Age' (U3A) provides an example of the almost spontaneous emergence of autonomous learning groups accessing the expertise of their own members in the pursuit of knowledge and shared experience. No prior qualifications and no subsequent certificates feature in this approach to learning for its own sake and, as participants testify, engagement in this type of learning in later life can indeed 'prolong active life'.

Study Circle Meetings

A study circle is one of the most democratic forms of a learning environment that has been created. It is a place within the institute, outfitted with equipment and materials where people can study independently in their spare-time on a chosen topic by using relevant study materials. There are no teachers and the group decides on what content will be covered, scope will be used, as well as a delivery method. It creates continuity in the educational process and ensures active participation of the members. Some study circles aim at increasing the knowledge of their members and may be of academic type. Others may have an immediate practical object, yet others may develop as academic – cum – problem solving groups. The study circle meetings take place at regular intervals for group study and discussion on common problems.

Peer Learning Activities

The quality of professional education and training systems – covering initial and continuous professional education and training – is closely linked to the quality of adult education teachers and trainers, and hence to the quality of their initial education and of their continuous professional development throughout their career. Specific peer learning activities are organized in this area with the aim of exchanging good practices and to support the reform processes in national systems.

Online Professional Development Programs

Modern information technologies such as Computer, Internet, E-mail, Satellite and cable system, Telephone Network, On-line resources, Web Services etc., are playing a major role in the professional development of adult educators. Online professional development programs hold great promise for use with adult educators. If adequate attention is given to instructional design and content, such programs can help overcome geographic and time barriers, and ease teachers' access to relevant, personalized, and meaningful professional growth opportunities (Egbert & Thomas, 2001). Online professional development programs can have a positive impact on teachers' practices. Both Childs (2004) and Coffman (2004) observed that new skills learned through online professional development activities were transferred to the classroom, and Childs and Crichton (2003) described teachers' reports that they had made changes in their teaching practices as a result of online professional development.

Roessingh and Johnson (2005) compared the challenges and benefits of teaching online courses with teaching the same courses in a traditional face-to-face setting. They found the quality of the students' work in the two courses to be the same, and concluded that online courses will increasingly have a place in education and professional development because they offer flexibility and choice, can help in overcoming physical barriers, and can provide an effective environment for promoting self-reflection and community building among learners. Both Marceau (2003) and Belzer (2005) emphasize that professional development programs for adult educators need to be more accessible, offer greater choices (for experienced as well as novice teachers), and promote an "ethic of collaboration" (Marceau, 2003, p. 67). Online professional development seems poised to help in meeting these needs.

In order to understand the full range of professional development options available online for adult educators, it is helpful to distinguish between two broad categories of online resources and online training. Some of the Web sites have been designed specifically for adult education teachers, others are designed with different teacher populations in mind but nevertheless provide important information and activities for adult education teachers.

Problems of adult educators and the organizations in organizing professional development programs

Many problems are being faced by the adult education functionaries in attending the above professional development courses. The problems include: Lack of awareness about the courses/programs for their professional development, undemocratic behavior of the heads of the institutions in deputing the functionaries, Lack of financial support for attending the programs organized in far off places, not too relevant courses designed by the professional development institutions etc.

Similarly, the professional development institutions are being encountered the problems in organizing the professional development courses/programs for adult educators. Adult educators often work part time, may teach in more than one program, and often transfer from program to program. In addition, they may have widely varying teaching experience, training, and qualifications. As a result, it can be difficult to bring all adult educators together in one place and at one time for professional development events; grouping all adult educators based on their experience and needs; and sustain activity/ motivation over time after an initial presentation of workshop. Further, the professional development institutions are facing the problems such as: How to increase professional competencies of adult educators? How to develop rich learning environments for them? And how to improve their abilities to learn the new competences?

Prospects for the Professional Development of Adult Educators

In spite of the above problems, the adult education functionaries have better prospects in equipping their professional knowledge and skills:

1. Online professional development opportunities and resources offer a way to address these challenges. Increasingly, educators and researchers are seeking ways to use the internet to deliver content, provide opportunities for interaction, and build community among groups of teachers who are not in the same place at the same time.
2. Some examples of initiatives offered by the professional development institutions are listed below.

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- Professional Development Facilitators in each comprehensive program support and assist local staff training.
 - Sponsored workshops for programs implementation, to improve the competencies of New Adult Educators and Administrators, and Workforce Education.
 - A Winter/Summer Institute provides intensive training in priority areas such as literacy program, motivation of adult learners, subject/ content, material preparation, special needs etc.
3. A website can be created to support adult educators, their training and communication.
4. Motivate and support the adult educators take an active role in their professional learning. The institutes can help the adult educators to meet the challenges and continue to be a lifelong learner.
- While organizing the professional development courses, the following precautions to be taken by the courses need to directly address teachers' needs and learning goals.
 - The courses must be centered on the teachers and their needs—both in content and delivery style. They encourage teachers' continued participation and provide a useful model of learner-centered teaching.
 - These courses help the teachers to integrate technology into their instruction.
 - The courses help the teachers' sense of belonging to a community.
 - These courses build a community identity among adult education teachers.
 - Emphasize a common sense of responsibility among members.
5. Professional development institutions:

Adult Education is gaining importance due to its nature to provide educational opportunities for different sections of population viz., students, non-students youth, women, educated or non-literate adults, working or non-working etc., to become productive workers, responsible family members and good citizens. The core faculty in the Departments of Adult & Continuing Education/Lifelong Learning & Extension in the university sector facilitates to organize Teaching, Training, Research and

Extension programs and enable the target groups to gain knowledge, skills and other attributes. In the process, the departments are exposed to administrative and academic problems. To enhance the knowledge and competencies of the core faculty and enable them to discharge their functions effectively, there is a need to orient them to develop aptitude in the areas of lifelong learning & extension viz., Teaching, Training, Research and Extension.

Conclusion

An attempt has been made in this paper to understand the need for professional development of adult educators and described various approaches/strategies such as workshops/conferences, summer institutes, in-service training programs, open/distance learning institutes (university of third age), study circles, peer learning activities, on-line professional development programs etc., used in professional development programs. Further, the problems faced by adult education functionaries in attending the professional development programs are noted and presented various opportunities in equipping their professional knowledge and skills in order to cope up with globalized economy.

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A NEEDS ANALYSIS APPROACH: IS THE READING SKILL PROMINENT?

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Abstract

Needs analysis, sometimes called Needs Assessment, has been one of the major motives for the emergence of ESP as the umbrella term and thus EAP as a subdivision. Apparently, in such courses, a “one-size-fit-all” approach is discredited and each setting has to be matched with its own context and its own participants’ needs. Several authors have emphasized the vital position that Needs Analysis holds in syllabus design and curriculum development, particularly for EAP (Hamp-Lyons, 2001; Bernard & Zemach, 2003; Basturkmen, 2006; Hyland, 2006; etc). Thus, the present survey aims at adding to the body of knowledge that exists about the Iranian context of EAP and specifically for the students majoring in Computer Engineering as well as Information Technology. Moreover, it aims at investigating the probable mismatch (es) that exist/s between what has been highlighted in literature about the currently most prominent skill included in EAP textbooks in Iran and what the students perceive as their real needs. As the findings of the study suggest, the students preferred to learn productive skills of writing and speaking rather than the reading and listening skill. Thus, the results necessitate a closer consideration of the situation in view of the fact that a large squad of people are involved in such courses.

Keywords: ESP; EAP; Needs Analysis; language skills; language sub-skills

1. Introduction

Communicative language teaching brought with it a change in focus from English as a system to be studied to English as a means of communication in syllabus design. Accordingly, content selection was done based on learners’ communicative needs (Carter & Nunan, 2001). According to Strevens (1980) ESP is devised to meet particular needs of the learners and the themes and topics which are covered relate to the occupations or the areas of study. Besides, the language chosen for ESP is selective rather than general and the language skills that are included are limited to learners’ needs. Moreover, as Amirian and Tavakoli

(2009) add, the prominent foundation based on which ESP emerged was “the diversity and specificity of learners’ objectives and needs for learning English”. Thus, ESP is designed to build up students’ skills in order to enable them to communicate in English language. (Tarnopolsky, 2009)

2. Needs Analysis and its importance

Initially, as Ajideh (2009) maintains, the analysis of texts for ESP used to be based on frequency counts for structures and vocabulary while there appeared a shift of emphasis from vocabulary and structure when the significance of communicative aspects of learning language increased. Thenceforth, the emphasis was put on linguistic use of the language rather than form; it was then that the issue of Needs Analysis came into view. As Belcher (2004) mentions, ESP is an attempt to help learners accomplish their academic and occupational needs and goals which she believes need to be assessed cautiously by ESP practitioners through needs assessment.

Known as the first step in designing any ESP course (Bernard & Zemach, 2003), the significance of Needs Analysis is emphasized in research when designing courses, preparing text books, and for deciding on the kind of teaching and learning that is going to ensue even from previous decades (Robinson, 1991; Jordan, 1997).

Brown (2005:269) defines Needs Analysis as “the processes involved in gathering information about the needs of a particular client group in industry or education”. In educational settings, he explains the process by first finding out the learning needs of the students which are later translated to learning objectives that work as the basis for all decisions about the course such as materials, activities, or tests.

Amirian and Tavakoli (2009) see Needs Analysis as a prerequisite when course design is concerned because of “the diversity of needs and their unique and situation-based nature”. Referring to the essentiality of this process, they contend that it helps in planning more satisfying courses by fulfilling students’ needs.

Ajideh (2009), taking Needs Analysis as reasonable, believes that this process can specify the language content that is to be taught in ESP courses to meet the needs specified. Needs Analysis according to him provides two impressions. It either specifies the final

behavior (ends of learning) or identifies the things that the learners need to do in order to learn the language (p.166).

Discussing about needs, Brunton (2009) argues that there are two approaches in seeing the needs of learners: narrow and broad. In the narrow approach the focus is on the immediate needs of the learners with a restrictive syllabus while in the latter the focus is on immediate needs and skills and situations which are not found in the Needs Analysis. He also encourages an eclectic approach for material selection by moving towards a negotiated or process-oriented syllabus.

Referring to the types of Needs Analysis mentioned by Brindley, West, and Jordan, some of which may overlap, Brown (2005: 272) includes the nine different kinds of Needs Analysis in his list as follows:

1. Target-situation analysis seeks information on the language requirements learners' face in learning a specific type of language.
2. Deficiency analysis accounts for learners' current wants and needs and their target situation deficiencies or lacks.
3. Present-situation analysis focuses on the students' proficiencies at the outset of instruction.
4. Learning-oriented analysis takes the view that needs (in terms of syllabus, content, teaching methods, materials, etc) should be negotiated between students and other stakeholders.
5. Strategy analysis focuses on learners' preferences in terms of learning strategies, error correction, group size, amount of homework.
6. Means analysis focuses on the learning situation, with as few preconceptions as possible in terms of practicality, logistics, cultural appropriateness, etc.
7. Language audit takes a large scale view of NA in terms of strategic language policies for companies, professional sectors, governmental departments, countries, etc.
8. Set menu analysis sets out to create a menu of main courses from which the sponsors or learners can select.

9. Computer-based analysis is done by computer to match perceived needs to a database of materials “...from which the course content can be negotiated between students and teacher...” (West, 1997, p.74, cited in Brown, 2005)

There are various instruments and data collection techniques which can be used in conducting a Needs Analysis such as questionnaires, structured interviews, language audits, participant observation, or diaries, journals, and logs. (Long, 2005)

After the information is gathered through Needs Analysis and based on the approaches that the institution, the teachers, and the students have in learning different syllabuses may be defined such as structural, situational, topical, functional, notional, skills-based, and task-based as well as some recently introduced syllabus types such as lexical and problem-solving syllabuses. (Brown, 2005)

Referring to Needs Analysis as a cornerstone on which every ESP course is founded, Basturkmen (2006) mentions that Needs Analysis may also affect learners’ motivation since they can clearly see the consequence of what is being taught to them. She also mentions that because of the time restricts and also the emphasis on specific purposes, ESP is the place where teachers and designers need to be selective. Needs Analysis in her view is the process through which the skills that students may need in the target situation are specified. Different Needs Analysis studies have been mentioned in Basturkmen which have either aimed at finding students’ perceptions about needs (Ferris, 1998), or which attempted to carry out more in-depth studies by focusing on ethnographic principles (Ibrahim, 1993). Yet, she continues to mention the different criticisms made of Needs Analysis including that of Auerbach (1995) who argued that Needs Analysis serves the interests of the institutions rather than the learners’ needs and interests, or Long (1996) who believed that Needs Analysis data cannot be relied on particularly when the learners are not familiar with the concept of needs.

Nonetheless, as Awasthi (2006) points out, it is not possible to include the needs of all individual learners in a single volume of a textbook, but what seems to be important is that “exclusion of the need of the learners of the particular linguistic proficiency will de-motivate them as well”. (p.4)

3. The current status of ESP in Iran

English for specific purposes in Iran is principally limited to university level unlike General English which is involved in all primary, secondary, and university levels (Talebinezhad & Aliakbari, 2002). English for Academic Purposes as a subdivision of ESP (English for specific purposes), particularly in Iran, is often associated with the analysis of texts from various academic disciplines (Hassrati, 2005:45). Students at Iranian universities from engineering, medicine, and basic sciences to business and humanities have to pass general and specialized English courses in order to fulfil the requirements of their academic programs (Sadeghi, 2005). Soleimani (2005: 216) states that the purpose which lies behind all books published for ESP students is “to enable the students to study their specific academic reference materials and textbooks to get familiar with scientific and technological advances in their field of study.”

However, reading skill an indispensable part of any language teaching program, seems to play a large and significant role in ESP courses in Iran. This, according to Jodairi (2005) is because of the initial Needs Analysis of Iranian students in the past decade which gave prominence to reading skill since most of the students in ESP courses sought to learn reading comprehension and translation. As Alimohammadi (2003: 1236) states, the objective behind the ESP courses for Iranian university students is to help them fill the gap which exists “between their general knowledge of English and the literature they will have to read later on in their studies and academic career.” According to him this is accomplished by presenting readings on a content-based basis which work as a means for improving students’ ability in reading and comprehending the relevant materials of their fields. As he mentions:

To achieve these goals, ESP courses introduce students to new vocabulary items of semi-scientific and specialized nature. Students are also provided with practice in reading skills which is hoped to enable them to improve their reading speed and comprehension.

Likewise Amirian & Tavakoli (2009:9) state that in ESP courses in Iran reading comprehension and teaching sub-technical/technical terminology is emphasized. From Ziahosseiny’s (2005) point of view ESP curriculum is organized in the way that leads to the

development of learners' reading skill so that they can use it later in managing the problems they face while using the language.

Tayebipour (2005) describes the ESP syllabus in Iran taking a 'uni-skill' method and this single skill according to him is the reading skill. The reading passages which are compiled and included in ESP course books are supposed to be relevant to the learners' fields and the emphasis is expected to be on developing the reading skill and contextualization of vocabulary exercises (Akbari & Tahririan, 2009). Similarly, Soleimani (2005) believes that the basic principle for teaching ESP courses has been the teaching of reading skill in order to enable students to study their specific subject areas.

As is clear from the ESP literature and the comments made by some practitioners in Iran (Jodairi, 2005; Alimohammadi, 2003; Amirian & Tavakoli, 2009; Ziahosseiny's, 2005; Tayebipour, 2005; Akbari and Tahririan, 2009; Soelimani, 2005; Suzani, 2005; Fathi, 2008) these courses are mainly concerned with the teaching and practicing of the reading skill.

3.1 ESP Instructional materials in Iran

Farhady (1995) refers to materials design for current ESP course books as a "patchwork" with modifications and adaptations accompanied by some traditional activities such as true-false, multiple-choice, matching, and fill in the blanks exercises which he calls "the most primitive manner in which a textbook can be designed for a group of learners". Hence, he believes the way ESP course books are prepared is not in line with any of the general ESP models such as the models based on discourse analysis, lexis analysis, or syntax analysis.

Most of the units provided this way follow the same system in introducing the topic of the passage and other unit parts as follows. For instance, let us take the book which is designed for engineering students. ESP course book for the students of engineering mainly consists of three sections: pre-reading, reading for comprehension, and homework (Amirian and Tavakoli, 2009). Every unit begins with a pre-reading section which has different aims such as the pronunciation practice (Fathi, 2008), the introduction of technical terms in the text (word study), and the introduction of vocabulary by using them in the context of a sentence using definitions and exemplifications. For technical terms teachers either use the definitions

in the book or use their own definitions or synonyms. This is done to provide the learners with some pre-understanding of the terms and vocabulary before the main text is practiced. A grammatical point is normally introduced deductively (Amirian and Tavakoli, 2009).

After this section, learners are provided with a passage that will be paraphrased by the teacher after which the learners face some reading comprehension questions in the form of true/false, multiple choice, and essay-type (Soleimani, 2005). After the reading comprehension section different exercises are provided such as finding the synonyms, filling in the blanks using the appropriate part of speech aiming to practice grammar, and filling the blanks using the appropriate word aiming to practice meaning. Two other short passages are offered, one for practicing translation and the other for free reading. At the end of each unit a list of technical and sometimes nontechnical terms are presented for which ESP learners have to find equivalents in the native language, Persian. Linguistic features of texts are emphasized while minimal attention is given to the skills and strategies which can help in getting the meaning out of the text (Soleimani, 2005). The homework section includes vocabulary exercises (parts of speech, fill in the blanks, and matching), grammatical exercises (mechanical drills), reading comprehension exercises (text with multiple choice form questions), and translation practice and terminology. (Amirian and Tavakoli, 2009)

3.2 Criticisms of ESP courses in Iran

Among ESP practitioners there is a consensus that ESP courses in Iran have not reached their objectives in the sense that students cannot use their knowledge in the outside world as a real language user after graduation (Tayebipour, 2005; Hassaskhah, 2005; Zohrabi, 2005; Soleimani, 2005; Hayati, 2008; Amirian & Tavakoli, 2009, etc.). These scholars offer different reasons for this unsatisfactory outcome of ESP courses in Iran ranging from the problems associated with materials included in text books, instructors, teaching methodology, approach to ESP, exam-centeredness of courses, and ignoring future needs of learners.

Hassaskhah (2005) argues that language used and taught in ESP courses in Iran is “language for display”. Firstly, most of the instructions include the presentation of forms and sentences as models which the learners are required to translate. Besides, she disapproves ESP courses because of not taking a learner-centred approach. As she mentions, in these

courses centrality of the learner, learner purposes, learner interests, and the social nature of the language which is a focal point in modern teaching theories like communicative language teaching is ignored. Secondly, study skills and discourse genre appropriate for authentic language use find no way in such classes. Thirdly, since ESP learners in Iran cannot see the immediate results of what they are learning, they consider these courses as obligatory and boring. A further criticism of ESP courses according to Hassaskhah is that the courses do not consider learners' interests and needs, and also lack the motivational principle which can help in encouraging learners in further learning. Being exam-oriented, these courses ignore the life-long needs of the learners and no "real-life communication" takes place but only the skills the students need in taking exams.

Likewise, Fathi (2008) believes that the existing materials are not satisfactory since their focus is mainly on vocabulary and syntax while the learners' needs are ignored. However based on the findings of her study she concludes that the students see texts in their ESP course books as useless and they requested the texts to be more subject-specific. Besides, the students complained about the traditional teaching of grammar. In line with the students, ESP teachers in the study stated that the students must be exposed to genuine and interesting English texts.

Moreover, having conducted a case study, Amirian and Tavakoli (2009) refer to the mismatch that exists between the course contents and the required skills and materials of the learners at workplace. Learners in their study mentioned some sub-skills in reading which they perceived as critical while not included in textbooks as reading catalogs, books, formal letters, foreign visitors' reports, technical documents, journals and newspapers and also using the internet. Having reviewed the comments made by learners they report that learners' dissatisfactions from the content of the text books rooted in the fact that the content had a general basis and did not exactly relate to their field.

For Tayebipour (2005) the drawbacks referring to ESP courses in Iran are twofold. One set of problems are associated with instructors' qualifications and another set relate to what he calls materials design. He refers to two main reasons why this is happening. The first reason is the read-only approach being implemented in which the only focus is on reading skill. The second reason as he writes is that the approach towards reading skill, as a "valued

skill for ESP courses”, is passive rather than active and reading is only considered as an end product rather than a process. Because of this, as he states, ESP students “have hardly ever gained the proficiency required for reading fluently their own materials such as relevant articles, journals, and academic books”. (p.224)

In a similar way, Mahdavi-Zafarghandi (2005) believes that both General English and English for Science and Technology (EST) courses which are offered at Iranian universities have been unable to facilitate learners’ achievement of the course objectives. He came to this conclusion based on the results he got from his study in which dentistry students were not able to understand the dentistry films and they didn’t have sufficient reading skills to skilfully read texts about dentistry although they had completed the course successfully. He further proposes that there is a need for changing the curriculum by the inclusion of listening skills and the application of modern approaches in ESP courses.

In brief, it has been highlighted in literature that the current ESP course books and the methodology which is followed do not support a learner-centered approach. Moreover, the current approach does not consider the real needs of the learners. This is perhaps so because learners are not involved in the process of choosing their preferred skills and normally no Needs Analysis as a core feature of any ESP course is conducted.

4. Research Procedure

The data was collected during the second academic semester of 2010. The participants were selected randomly to fill in the questionnaire items. The purpose of the study and also the objectives of the questionnaire were clearly explained to the students by the researchers before administration. The Data was collected through the adaption of the Needs Analysis questionnaire presented by Peterson (2009) in the 43rd Cardiff conference. The questionnaire consisted of four sections relating to the four language skills as well as their sub-skills. The students had to choose between two items of important and unimportant to show their preferences in learning the language skills and the sub-skills related to each of the items. So, they had to specify if they thought the skills or the sub-skills are either important or unimportant to them.

4.1 Participants

The participants in the present survey included 66 students majoring in Information Technology and Computer Engineering in Islamic Azad University of Mashhad in Iran. They were all male sophomores who were taking their ESP courses during the second academic semester of 2010. The students had passed their Basic English course in which they were introduced to basic grammar points, general vocabulary, and reading comprehension strategies. The students were instructed through the textbook “English for the students of engineering” which followed the same pattern explained above.

4.2 Instrument

The questionnaire through which the data was collected was adapted from Peterson’s 2009 Needs Analysis questionnaire which consisted of four sections related to the four language skills with their corresponding sub-skills. For instance the listening section included listening to lectures, instructions, presentations, reports, as well as explanations given by the teacher. Other language skills were followed by their related sub-skills as well the details of which are available in the following tables.

5. Results

The data was analysed by using Statistical Package for the Social Sciences (SPSS) version 15.0. To find out about the students’ preferences for each sub-skill, the frequency analysis was run. As is shown in table (1), from among the reading sub-skills, reading the manuals [n= 55 &78.6%], followed by legal documents [n=50, 71.4%] were preferred by the majority of the students. However, other sub-skills such as reading the contracts [n=27 & 38.6%], and price lists and specialist literature [n=24 & 40.0%] were chosen by students as unimportant.

Language skill	Language Sub-skills	Frequencies	
		Important	Unimportant
Reading	Manuals	55 (78.6%)	11 (21.4%)
	Instructions	48 (68.6%)	18 (31.4%)

	Contracts	39 (55.7%)	27 (38.6%)
	product specifications	48 (68.6%)	18 (31.4%)
	price lists	42 (60.0%)	24 (40.0%)
	specialist literature	42 (60.0%)	24 (40.0%)
	legal documents	50 (71.4%)	16 (28.6%)

Table 1: percentages and frequencies for the reading skill

With reference to the speaking sub-skills (Table.2), taking part in conferences [n=61 & 87.1%] and giving presentations [n=60 & 85.7%] were highly preferred by the students. However 25.7 per cent of the students believed that giving instructions is not considered as an important sub-skill which they would like to be included in their course.

Language skill	Language Sub-skills	Frequencies	
		Important	Unimportant
Speaking	foreign visitors	59 (84.3%)	7 (15.7%)
	foreign colleagues	58 (82.9%)	8 (17.1%)
	on the phone	56 (80.0%)	10 (20.0%)
	taking part in meetings	59 (84.3%)	7 (15.7%)
	taking part in conferences	61 (87.1%)	5 (12.9%)
	giving presentations	60 (85.7%)	6 (14.3%)
	giving instructions	52 (74.3%)	14 (25.7%)
	small talk	58 (82.9%)	8 (17.1%)

Table 2: percentages and frequencies for the speaking skill

For the sub-skills specified in the questionnaire which related to the writing skill (Table.3), writing translations [n=63 & 90.0%] and writing emails [n=58 & 82.9%] were of high preference. On the other hand, writing memorandums was considered as an unimportant sub-skill by 42.9 per cent of the students.

Language skill	Language Sub-skills	Frequencies	
		Unimportant	Important
Writing	business letters	15 (27.1%)	51 (72.9%)
	E-mails	8 (17.1%)	58 (82.9%)
	Memorandums	26 (42.9%)	40 (57.1%)
	Reports	16 (28.6%)	50 (71.4%)
	Articles	9 (18.6%)	57 (81.4%)
	summaries(of articles)	17 (30.0%)	49 (70.0%)
	Notes	11 (21.4%)	55 (78.6%)
	Translations	3 (15.7%)	63 (90.0%)
	Glossary	7 (15.7%)	59 (84.3%)

Table 3: percentages and frequencies for the writing skill

As for the sub-skills related to listening (table. 4), the frequency analysis shows that listening to lectures [n=53 & 75.7%] and presentations [n=49 & 70.0%] were highly preferred as important sub-skills while 38.6 per cent of the students believed that listening to instructions was an unimportant listening sub-skill. It needs to be mentioned here that since many of the ESP teachers still use Persian (the official language in Iran) as the medium of instruction instead of English, many students believed that this sub-skill is of minimum importance to them.

Language skill	Language Sub-skills	Frequencies	
		Unimportant	Important
Listening	Lectures	13 (24.3%)	53 (75.7%)
	Instructions	23(38.6%)	43 (61.4%)
	Presentations	17 (30.0%)	49 (70.0%)
	Reports	18 (31.4%)	48 (68.6%)
	EXPLANATIONS given by the teacher	17 (30.0%)	49 (70.0%)

Table 4: percentages and frequencies for the listening skill

After all, to decide which language skill has been prioritized the researchers had to look for the related sub-skills. Thus, each language skill (reading, listening, speaking, and writing) mean percentage (Table.5) was obtained as the mean of the corresponding sub skills.

Then, the percentage of each language skill was calculated. The table shows each language skill together with the mean percentage

Language skills	N	Mean per cent	Std. Deviation
Speaking	66	87.69	17.33
Writing	66	82.54	20.59
Reading	66	70.29	28.66
Listening	66	74.46	34.37
Valid N (listwise)	66		

Table 5: Means percentages of the main skills

6. Concluding Remarks

The significant role of Needs Analysis has many times been emphasized specially as a first step to be taken in designing ESP courses. As Robinson (1991) suggests, Needs Analysis has to be conducted continuously even within the scope of one course since the students may develop different needs as they get involved with the course. Moreover, reliance on data gathered for one group of learners cannot be simply generalized to other groups. However, based on the results of the present survey, there seems to be a mismatch between what is included in ESP textbooks in Iran as the major skill for Information Technology and Computer engineering students and what their expectations of the courses are. Additionally, as the data suggests students prefer to learn productive skills (writing and speaking) rather than receptive skills (reading and listening). Interestingly, the results also depict that the reading skill which has been given emphasis- not only through the literature but also through the text book - has been the least preferred language skill by this group of students.

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RESPONDING TO BRILLANTES
AN EVALUATION OF STUDENT RESPONSES TO FAITH, LOVE,
TIME, AND DR. LAZARO

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Abstract

This paper draws on reader-response theories to bridge the gap between the reader and the text, a serious concern in literature classrooms. Taking a look at this connection, the study evaluates reflection papers written by students from four different Philippine literature classes on Gregorio Brillantes' short story *Faith, Love, Time, and Dr. Lazaro*. It peruses the effects of the interaction of reader and text— how the reader interprets the text, to what extent does s/he use the cues in the text, how does s/he relate her personal experience to get meaning out of the text, and in the process of reading, what have the reader realized. It is the hope of this paper to prove that reflective reading—an intellectual as well as personal experience for students— anchored in the text, will help them create meaning of literature and the reading experience and relate such meaning to their lived experiences.

Introduction

Lately, the reading of literature has become an ordeal for students in the undergraduate courses. The task of the literature teacher then becomes equally arduous. We want our students to read works that we consider of value; we want them to learn how to discover this value/learning; and we want our students to discover this value or learning, thus, appreciating literature.

Except for a few, this is a difficult task for most students. Often, they are inhibited in formulating genuine interpretations because they fear that their interpretation is "incorrect." Students often feel that only those who possess superior abilities can understand the "deep words" of a poem or the "profound meaning" of a story.

If we must free our students from the inhibitions of reading literature and foster a profound sense of involvement in reading and learning, then we must touch-base with their responses. In this way, we are not only fostering trust in our students we also acknowledge

that they are in their own way legitimate readers.

Related Literature and Studies

Readers are essential because as George Poulet, in his *Phenomenology of Reading* (1969) would say "...books are objects....[that] wait for [the reader] to come and deliver them from their materiality, from their immobility." Both reader and text bring the work into existence. Iser (1974) believed that the literary work is a product of reader and text. Rosenblatt (1993, 1988) proposing to use the term 'transaction' to label the convergence of reader and text, posited that in the two stances that one takes in reading-- *efferent* stance (one wants to carry away something) and *aesthetic* (one is involved in the literary experience)--the reading of literature must fall in the middle of the continuum.

In the application of reader response theories to the teaching of literature, Galda and Beach (2001) traced the relevant studies done on students' responses to literature and their implications to classroom practice. What the studies implied was that research in the future would probe the implications of how contextualizing literary responses affect the teaching of literature.

Purves (1996) focused on the intellectual activity involved in reading a literary text. He was aware that "...meaning is made, not borrowed, and the making of meaning is a difficult and a personal undertaking." The author in discussing his approach in the classroom discovered that students through reflection, were engaged in "a more thoughtful and disciplined way of talking with others about a piece of literature and by extension about [their] daily lives."

Reflection is also a central concept for Kathleen Yancey (1998). In her book, the author noted the gap between the learning and the meaning making process happening in the classroom to that that of the real world. To bridge this gap, she saw the need to make the reading and writing relevant to the students' lives. She suggested that the teacher could make use of other resources such as the hypertext (texts from the Internet) and encourage students to reflect on the learning process (by compiling a portfolio) so that students actively participate in the learning experience. Yancey saw reflection as an avenue through which "...we understand ourselves through explaining ourselves to others."

In the Philippine context, a few authors have written about how to teach literature. De

Ungria (2002) acknowledged that in teaching a poem, several responses were drawn out by it— intellectual or affective, or it could be “a mix of both.” He pointed out that the key “[was] to encourage students to connect with the texts and to form opinions about these...” but that students must also realize that the different opinions must be validated by textual reference. J. Neil Garcia (2002) in writing about how to teach a poem would begin with taking the students through the auditory experience (that is, listening to the poem read out aloud) and proceed to the formal analysis of the poem. While Garcia was “ministerial” about teaching the students how to analyze a poem through looking at its formal elements, he also welcomed the idea of ‘alternative’ or varying interpretations in “the level of theme.” In Jose Dalisay, Jr.’s essay *One Story at a Time* (2002), he acknowledged the present concerns regarding the teaching of literature: teachers, preoccupied with “meaning and relevance” reduced the complex story into a “moral or social parable”; and that the author knew everything about the story— a misconception. Dalisay clarified that our role was to help students formulate their readings and encourage them to share these readings and in the process “negotiate meaning” with others.

Studies by Squire (as cited in Billiard, 1967) and Garrison and Hynds (1991) are relevant because they examine student responses, with the former focusing on the effect of text to reader and the latter examining in detail the reading process.

According to Billiard (1967), Squire’s study on the responses of students on selected short stories yielded one important result. Students who were more personally attached to the text came up with richer literary responses; this result has therefore relevant implications as to what texts should be included in the curriculum and in the classroom. Garrison and Hynds (1993) focused on how readers interact with the text. In their research on how proficient and less proficient readers use evocation and reflection in reading, it was revealed that in responding to the stories, less proficient readers relied on their personal narratives and moved completely away from the text. Proficient readers however wove their personal experiences into their analysis of the text.

Methodology

This study did a content analysis on students' written responses to *Faith, Love, Time*,

and Dr. Lazaro, a short story by Gregorio Brillantes. Fourteen reflection papers (written by students from four different Philippine literature classes in Silliman University) were evaluated. In writing the reflection paper, the students must simply present at least three reasons why they chose the text. The basis for the choice was quite simple; they had to choose a text-- from the several discussed in class-- that struck them most (they either liked it or hated it). A final requirement in class, the reflection papers aimed to encourage students to "talk back." Since the task required personal reflection and judgment, the simple "like/hate equals 3 reasons" criterion was used. In discussing the reasons why they chose the text, the students needed to revert back to the story to present a justifiable stance. In short, while students evaluated their feelings toward the text and examined it against their socio-cultural background, values, and biases, they were at the same time required to ground their responses to the story.

As to the choice of the short story, literary value and relevance were the essential considerations in choosing it. Brillantes' works have been highly anthologized in Philippine literature textbooks and similar publications. This short story alone appeared in leading Philippine literature textbooks and several anthologies, i.e. *Likhaan* and *Panitikan*. Content-wise, the story touched on a universal concern about how people, young and old, deal with the existential question: does God exist?

In analyzing the responses of the students, the following research questions will be used (a) How do readers use what they see in the text to formulate their interpretations? How do they use their personal experiences to reflect on the text? (b) How do they see the character(s)? Through this image of the character, how do they see themselves? Through their own beliefs and views, how do they see the character(s)? (c) What are the implications of these responses toward the reading process and the teaching of literature?

Results and Discussion

In evaluating the responses based on the research questions, two strands of interpretive inclination reveal themselves: refusal to accept the character's loss of faith and the confrontation of the issues that explain character behavior.

For the readings that resisted the issues presented in the text, one common feature

among them was the lack of discussion on character behavior and motivation. In fact, the students completely forgot about the text and spinned off on lengthy discussion of religious and moral views. Because the character was dissimilar to them or their context, they identified with other characters in the story who were “similar” to them in terms of religious views or moral inclination. They focused on the character of the son or wife--characters who they could identify with. A couple of these respondents often forced onto the character traits that were textually absent in the character himself. Some used their personal values and gauges in reflecting on the character of Dr. Lazaro. Their own selves became lenses through which they examine Dr. Lazaro’s character and Dr. Lazaro in turn, became a foil to affirm their own faiths and justify their religious views.

Interestingly as well, student-readers in this category, felt the need to save the character from his spiritual death but were unsympathetic about Dr. Lazaro's situation. Thus they either moralized about the value of faith or of God in general. Their refusal to delve deeper into the character’s behavior and motivation actually pulled them away from the text thereby taking a detached, and we might add, a safer stance that of an authoritative voice discussing religion, moralizing, yet disengaging from the text altogether. Furthermore, students in this category of readers saw the text as a story of "redemption." These reader-bound responses revealed how much these students refuse the aesthetic experience of moving in and out of the text but instead focused on what is more comfortable for them, a discussion of their own faith.

On the other hand, those who immersed themselves in the literary experience confront Dr. Lazaro’s loss of faith and even sympathized with him. They understood the questions that he asked about the existence of God and being future medical practitioners. They related to him. Furthermore, they saw themselves with reference to Dr. Lazaro, that while they may question their own faiths when faced with the similar situations in and out of the hospital, unlike the main character, they would see the tragic events as ways to strengthen their faith. Since their own faiths were challenged by Dr. Lazaro’s disbelief and loss of faith, they took refuge in the affirmation of their own faiths. Furthermore, unlike the first category of readers who gave a detached discussion on religion, their responses were more reflective and text-focused. They did not refuse the character his reasons for his choice. They granted him this as

they understood his behavior based on what they had read in the story. Responding to the challenges the text presented, these students talked about the importance of choosing to be faithful.

Given the criterion (like/hate plus three reasons grounded on the text) upon which teachers and students agree, the latter, as we see in the second category of responses, became inquisitive and reflective of their own thoughts toward the text. Here they used cues from the story to formulate tentative readings and related their religious views and moral judgment to clarify their interpretations and make meaning of the experience of reading the story. Ultimately, students who successfully went back and forth the efferent-aesthetic continuum took learning in their own hands.

Touching base with student responses in this research reveals several things. Firstly, teachers see how well students make use of textual cues or references in the story. They either use them well or completely disregard them. We see for instance how readers can abandon the text and opt to take the easy way out, which is to solely discuss their own views. And we have students who decide to immerse into the world of the text even though it meant looking into themselves and asking questions about their own faith. Secondly, encouraging responses to a literary text invites students to take the journey of making meaning. Whatever discussions or interpretations the students arrive at constitute a journey nonetheless. In this journey, they evaluate characters, issues, and themes in the story and relate them to their own personal lives. When they do this there follows an attendant evaluation of their own values and character, thereby making the reading of literature personal and relevant. Needless to say, this is very significant as this is the whole point of encouraging our students to read. Reading literature, thus, takes on a profound effect on students because as they grapple with making sense of the text, in the process, they make sense of their own selves.

Although this research evaluated written responses of students, the results reveal two things in the teaching of literature: the importance of teaching students how to read textual clues and the need to listen to what students have to say. As their responses have shown, reader-response activities have the potential to veer students away from the text especially that they appeal to the emotion. Hence, there is a need to fortify students' skills in text-based reading to fully understand their responses. Although people feel that appealing to the

emotions is not at all academic, personally involving oneself in the reading process is in fact an intellectual and rigorous undertaking, as shown from the reflection papers written by students who have decided to confront the main character in the story. It is very important to always go back to the text to articulate personal responses more effectively. Secondly, reader-response based activities in the classroom will foster a sense of involvement in students. A reader-response based instruction will enable students to take charge of their own learning by using reflection as a tool to understanding. Such reflection may be used not only in literature classrooms but also when they deal with various facets of information in their lives.

Recommendations

There are four things that this study might encourage. Firstly, in explaining in-depth students' refusal to entertain questions of faith, future researchers might look into the influence of culture on student responses, especially the concern on spirituality among college students, specifically Filipino students. Secondly, it might be interesting to take a look at the correlation of reading proficiency and interpretations students arrive at. Specifically in relation to this study, researchers might want to evaluate reading proficiency among those students who resisted the text. Thirdly, researchers might conduct an observation and video-record the proceedings on how reader-response discussion on a literary text works in the classroom. In this way, non-verbal responses may be accounted for. Lastly, the study can be future basis for reader-response researches in the country to improve continually literary pedagogy, the crossroad where education and literature meet.

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WILLINGNESS OF STUDENTS TO USE TABLETS AS A LEARNING TOOL

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Abstract

This study aimed to begin planning stage of the enhancement of integration of technological advancements in classroom instruction in St. Paul College Pasig. Based on Parasumaran and Colby's (2001) Technology Readiness Index Model, the research evaluated around one hundred high school students' readiness based on the following technological beliefs: exposure to the features of the tablets and their optimism, discomfort, and insecurity on using tablets as a learning tool. Multiple regression analysis revealed that technological beliefs on reading experience and perception that the tablet is a better tool in making students learn affect significantly students' willingness to use tablets. As such, careful integration must be observed. Teachers must consider carefully the kind of materials, applications, and resources that will be used alongside the tablet. If educational institutions fail to fulfill the aforementioned significant technological beliefs, then the use of tablets as a learning tool may end up in vain.

Introduction

The world we live in now is wrapped around social networks, rapid advances in technology, and communication that have become wider and more global than ever before.

Both young and old are overwhelmed by the amount of information that one can freely get anywhere in the World Wide Web. In fact, the challenge to humanity is no longer information gathering, but information handling.

As the case is such, sectors of society need to act proactively in order to maintain order and organization. Media, the Church, government, and educational institutions are demanded to adapt to all kinds of global phenomena and changes.

Educational institutions, for one, are responding by adapting new technologies and using these as instructional tools and aides. From personal computers to the Internet, other

digital devices such as tablets and e-book readers are being used now in order to aid classroom instruction and student learning.

In the Philippines, a number of basic education institutions have adapted the use of tablets for instruction. Schools like La Salle Greenhills (Padilla, 2011), De La Salle Santiago Zobel and St. Paul University Surigao (Newsbytes, 2012) have acquired tablets and iPad units to be used as pedagogical tools.

After a preliminary study has been done on the possibility of enhancing the integration of technology in classroom instruction, St. Paul College Pasig – the locale of the study – deemed it essential to allow students to use iPad units as a learning tool.

As with any innovation, the school administration should undertake proper planning which will ensure the minimization of problems that can be encountered once the innovative program is running (Gallaghan, 2001, as cited in Pickett, 2009). Hence, the preparedness and readiness of all stakeholders of a school – in this study's case that of the students – who will be affected by the innovation should be assessed in order to properly address any concerns prior to the implementation of any innovative program.

Research Problem

This research study aimed to answer the following research questions:

1. Do the number of years of ownership of an e-gadget and the number of features they use in a gadget affect students' willingness to learn using an e-gadget?
2. Will students' perceptions regarding the following technological beliefs affect their willingness to learn using e-gadgets: features are easy to understand and setup, functions are easy to learn and use, reading is fun with e-gadgets, and concepts can be more easily understood using such educational technological devices?
3. How does one's experience dealing with digital books and PDF versions of texts placed in e-gadgets affect his willingness to use these devices for learning?

Methodology

Research Design

This study on the relationship of certain technological beliefs on students' willingness to use e-gadgets as a learning tool in classroom instruction made use of the correlational research design.

The predictors of the study were the following: specific aspects of e-gadgets such as the length of time of use of e-gadgets, the number of features used in an e-gadget, the ease of setup and the understandability of the features of e-gadgets, the ease of learning and usage of functions of e-gadgets, reading experience, perception as a better tool in understanding lessons, PDF reading experience, and digital book reading experience. While the criterion variable is willingness to use e-gadgets as learning tools in classroom instruction.

Setting and Participants

For the current study, Grades 8-10 students during School Year 2012-2013 of St. Paul College, Pasig, an exclusive Catholic school for girls run by the Sisters of St. Paul of Chartres, were selected as the study's participants. They were selected as the researcher is a part of the high school faculty of the school and is the current head of the Educational Technology integration of the school.

The pilot implementation next school year of the integration of the use of tablets as a tool for learning in classroom instruction triggered the researcher to choose this particular set of students.

The researcher wished to find out students' level of willingness to use e-gadgets in classroom instruction. The participants fall between ages 13 and 16. Most of the students also belong to the upper middle class to the upper class socioeconomic status.

Instrument

The instrument used (see Appendix A) is an adaptation from the instrument used by Lam, Lam, Lam, & MacNaught (2009) in their own study on the usefulness and usability of e-books in pocket personal computers.

In order to provide a clearer and more complete picture of the students' innovativeness profile – that is their tendency to try out technological innovations – the

researcher included questions regarding the length of usage of e-gadgets and the number of features that they use in an e-gadget.

For the attitudinal questions, a 4-point scale was used with the following labels: Strongly Agree, Agree, Disagree, and Strongly Disagree.

The last part of the survey questionnaire is aimed at seeing if the population has had an experience using e-gadgets as reading tools and at evaluating if the reading experience was enjoyable or not.

Method of Analysis

As this is a correlational research, an inferential statistical treatment was used. The researcher chose multiple linear regression analysis, as this is the method of analysis that fit the kinds of variables that the study looked into.

The criterion variable, willingness to use e-gadgets as a learning tool in classroom instruction, was regressed against the following predictor variables: length of usage of e-gadgets, number of features of an e-gadget used, attitude towards the ease of setup and understandability of an e-gadget, ease of learning and understandability of its functions, positive reading experience in using e-gadgets, and potentiality of e-gadgets as a better instructional tool.

To be able to use multiple regression, the researcher translated nominal variables to intervals. Length of usage of e-gadgets, despite being a numerical value, had to be assigned a particular value because some of the choices were ranges of periods of time which will not be properly accounted for in the study. The following scale was used to identify an individual's length of usage of an e-gadget: 0 is to never, 1 is to less than 3 months, 2 is to 3 months to 6 months, 3 is to 7 months to less than a year, 4 is to 1 year, 5 is to 2 years, 6 is to 3 years, and 7 is to 4 years up. Number of features of e-gadgets, on the other hand, was just quantified. No specific consideration was done as to the particular feature/s that the students use in the e-gadget.

The attitudinal statements were given corresponding values depending on the participant's answer to the 4-point scale. Four points was given to Strongly Agree answers, 3 for Agree answers, 2 for Disagree answers, and 1 for Strongly Disagree answers.

Lastly, the following data treatment was used for the final two pairs of questions. A participant who have experienced reading a PDF in an e-gadget and enjoyed the experience was given 2 points, while those who did not enjoy were given 1 point. Similarly, two points was given to those who have experienced reading a digital version of a book and enjoyed it, while a point was given to those who did not enjoy. In both cases, when the participant has not experienced reading either type of digital texts, zero points were given.

Results

For the current study on the relationship of technological beliefs on students' willingness to use e-gadgets as learning tools in classroom instruction, a total of 94 respondents were surveyed.

Table 1
Means and Standard Deviations of Technological Beliefs

	M	SD
Length of ownership of E-gadgets	4.96	2.14
Number of Features Used	6.35	2.53
Features are easy to understand	3.29	0.73
Features are easy to setup	3.17	0.82
Functions are easy to use	3.26	0.80
Functions are easy to learn	3.32	0.82
Reading Experience	2.94	0.93
Better Learning Tool in Understanding Concepts	2.81	0.88
PDF Reading Experience	1.49	0.77
Digital Book Reading Experience	1.40	0.85
Willingness to Use E-gadgets as Learning Tool	3.23	0.91

Table 1 illustrates the descriptive statistical results of the variables of the study. The values of the SD for all the variables investigated are very low, except for length of ownership of e-gadgets and number of features used.

Moreover, students' attitudes and technological beliefs about e-gadgets is quite positive, with functions being easy to learn as the belief that received the highest mark (M=3.32). Next to it is the features are easy to understand belief (M=3.29) and functions being easy to use coming third (M=3.26).

Majority of the respondents have been using e-gadgets between 1 to 2 years (M=4.96), although the standard deviation value being high (S=2.14) indicates that the

population’s experience with using e-gadgets with regards to the time element ranges from between 7 months to more than 4 years.

A lot of respondents also use around 6 to 7 features of e-gadgets (M=6.35), although as with length of ownership of e-gadgets, the relatively high SD value (S=2.53) indicates a high variance of number of features being used by the population.

It can also be seen that majority of the respondents are amenable to using e-gadgets as learning tools in classroom instruction (M=3.23).

Multiple Regression Analysis was used to correlate the willingness to use an e-gadget as a learning tool in classroom instruction with students’ technological beliefs. The following table shows the quantified relationship between and among the variables

Table 2
Regression Summary for Dependent Variable Willingness to Use E-gadgets as Learning Tools

	Beta	SE	B	SE	t(85)	p-level
Length of ownership of E-gadgets	0.11	0.10	0.05	0.04	1.12	0.27
Number of Features Used	-0.02	0.10	-0.007	0.04	-0.19	0.85
Features are easy to understand	-0.13	0.15	-0.16	0.19	-0.84	0.40
Features are easy to setup	0.13	0.16	0.14	0.17	0.80	0.42
Functions are easy to use	0.27	0.17	0.32	0.20	1.62	0.11
Functions are easy to learn	-0.03	0.17	-0.04	0.19	-0.19	0.85
Reading Experience	0.25	0.11	0.24	0.11	2.25	0.03
Better Learning Tool in Understanding Concepts	0.30	0.12	0.31	0.12	2.59	0.01
PDF Reading Experience	0.004	0.09	0.005	0.11	0.05	0.96
Digital Book Reading Experience	-0.05	0.10	-0.05	0.10	-0.49	0.62

Note: R=0.72, R²=0.52, Adjusted R²=0.46

Out of the 10 predictors of willingness to use e-gadgets as learning tools in classroom instruction, only two significantly affect it: the students’ technological belief on reading experience and on e-gadgets as better learning tool in understanding concepts and lessons.

Table 3 shows the amount of correlation that each predictor has with another and the amount of correlation that each predictor has with the criterion variable. Reading Experience and Better Tool in Understand Lessons both have a $p < .05$.

Table 3
 Correlations between Willingness to Use E-gadgets as Learning Tools
 * $p < .05$

	1	2	3	4	5	6	7	8	9	10	11
Length of ownership of E-gadgets	-										
Number of Features Used	0.63	-									
Features are easy to understand	0.44	0.44	-								
Features are easy to setup	0.41	0.45	0.80	-							
Functions are easy to use	0.35	0.42	0.81	0.79	-						
Functions are easy to learn	0.45	0.46	0.80	0.81	0.86	-					
Reading Experience	0.35	0.32	0.58	0.64	0.55	0.62	-				
Better Learning Tool in Understanding Concepts	0.34	0.31	0.57	0.68	0.63	0.63	0.61	-			
PDF Reading Experience	0.29	0.36	0.30	0.29	0.32	0.35	0.37	0.30	-		
Digital Book Reading Experience	0.29	0.21	0.35	0.33	0.26	0.34	0.45	0.42	0.47	-	
Willingness to Use E-gadgets	0.36	0.32	0.51	0.61	0.59	0.58	0.59*	0.63*	0.26	0.28	-

A separate multiple regression analysis of the technological beliefs on innovativeness show that length of ownership of e-gadgets significantly affects willingness to use e-gadgets as learning tools, $t(91)=2.09$, $p=0.04$. It should be noted, however, that innovativeness technological beliefs affects only 14% of the criterion variable.

Table 4
Regression Summary for Dependent Variable Willingness to Use E-gadgets as Learning Tools

	Beta	SE	B	SE	t(91)	p-level
Length of ownership of E-gadgets	0.27	0.13	0.11	0.05	2.09	0.04
Number of Features Used	0.15	0.13	0.06	0.05	1.22	0.22

Note: $R=0.38$, $R^2=0.14$, Adjusted $R^2=0.12$

Another separate multiple regression analysis of the technological beliefs on specific reading experiences shows that PDF reading experience, $t(91)=1.51$, $p=0.13$ and Digital Book reading experience, $t(91)=1.79$, $p=0.07$ do not significantly affect students' willingness to use e-gadgets in classroom instruction.

Table 5
Regression Summary for Dependent Variable Willingness to Use E-gadgets as Learning Tools

	Beta	SE	B	SE	t(91)	p-level
PDF Reading Experience	0.17	0.11	0.20	0.13	1.51	0.13
Digital Book Reading Experience	0.20	0.11	0.22	0.12	1.79	0.07

Note: $R=0.32$, $R^2=0.10$, Adjusted $R^2=0.08$

Another separate multiple regression analysis of the above technological beliefs on reveals no statistically significant difference between the results in Table 6 and Table 2.

Table 6
Regression Summary for Dependent Variable Willingness to Use E-gadgets as Learning Tools

	Beta	SE	B	SE	t(87)	p-level
Features are easy to understand	-0.11	0.15	-0.14	0.18	-0.75	0.46
Features are easy to setup	0.13	0.15	0.14	0.17	0.84	0.40
Functions are easy to use	0.26	0.17	0.30	0.19	1.59	0.11
Functions are easy to learn	-0.002	0.17	-0.002	0.19	-0.01	0.99
Reading Experience	0.23	0.11	0.24	0.10	2.31	0.02
Better Learning Tool in Understanding Concepts	0.29	0.11	0.30	0.11	2.66	0.009

Note: R=0.71, R²=0.51, Adjusted R²=0.47

Discussion

It can be concluded based on the results that the Grade 8 to 10 students SY 2012-2013 of St. Paul College, Pasig have a generally optimistic view of using e-gadgets as tools for learning. Most of the technological beliefs received high rating: for understandability of the features (M=3.29); for ease of setup of features (M=3.17); for ease of learning of functions (M=3.26); for ease of usage of functions (M=3.32); for reading experience (M=2.93), and; for better tool in understanding lessons and concepts (M=2.81). As what Parasuraman and Colby (2001) have mentioned in their book, young individuals have a greater tendency of being optimistic in the way they see new technology. This can be affirmed by their high willingness to use e-gadgets as learning tools in classroom instruction (M=3.23). The predictors dictate 45% of the criterion variable, a relatively high value.

Of the technological beliefs mentioned above, what should be highlighted are the only two predictors that significantly affected the students' willingness to use e-gadgets as learning tools: reading experience, $t(83) = 2.25$, $p=0.03$ and better tool in understanding lessons and concepts, $t(83) = 2.59$, $p=0.01$.

The results of innovativeness – length of ownership of e-gadgets and number of features used in an e-gadget – are positive as well. Although the separate multiple regression analysis of innovativeness technological beliefs with willingness to use e-gadgets revealed that the length of ownership of e-gadgets may significantly affect the criterion variable.

It should also be noted that there is a need to review the use of PDF files and simple digital versions of books in e-gadgets. Participants report a split decision and a certain

amount of either discomfort or insecurity on technological beliefs on PDF reading experience ($M=1.49$, $S=0.77$) and Digital Book Reading Experience ($M=1.40$, $S=0.85$) even though there is no reported significant relationship between willingness to use e-gadgets and PDF reading experience, $t(83)=0.05$, $p=0.96$ and Digital Book reading experience, $t(83)=-0.49$, $p=0.62$. In the analysis of the survey questionnaire, students who enjoyed reading from either PDF files or digital versions of books were assigned 2 points while those who did not were assigned 1 point. The mean of both technological beliefs are near 1.5, the median of the two assigned values. This confirms the earlier discussed notion of Parasumaran and Colby that optimism and innovativeness does not necessarily mean that participants of the study will not feel a certain amount of discomfort and insecurity.

Implications

The results of the study clearly indicate a need for proper planning and identification of the purpose of the curricular innovation, as affirmed by the findings of Klein and Sorra (1996). The plans need to build a culture that will allow all stakeholders that will be directly affected by the curricular innovation to feel the need and want this need to make use of technological innovations such as e-gadgets to further the development of education.

Moreover, teachers must carefully select resources and materials that they will integrate in the use of the tablet as a learning tool. Interactive multimedia resources and materials may aid teachers successfully in facilitating how students can better understand lessons. The integration of values, which the teacher must design with the integration of technology, will assure a deeper appreciation of the technological innovation as a tool for learning.

Similarly, publishing companies need to rethink how they design digital versions of the books that they have offered as the participants are split in the decision whether reading PDF versions of print publications and simple digital version of textbooks are enjoyable to read or not. It cannot be more emphasized that the reading experience of students, coupled with their belief that e-gadgets are better tools in making students understand concepts and lessons, is a very significant determiner and predictor of the willingness of students to start and sustain the use of e-gadgets as learning tools in classroom instruction.

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TEACHERS' PERCEPTION OF THE USABILITY OF ENGLISH ORAL BUDDY OF MC ONLINE

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Abstract

Martínez-Sáez*, Sevilla-Pavón, Gimeno-Sanz and Macario de Siqueira (2012) proposed that computer-assisted materials can function as a useful and creative tool to facilitate language teaching and learning. Since only limited studies have examined the usability of online teaching material in promoting speaking skills, this study thus investigate Taiwanese EFL English teachers' perspectives on the usability of an e-learning system, *English Oral Buddy of Marshall Cavendish Online (MC Online)*, (http://www.mconline.hk/LEAD/login_hk/lms_login.aspx), widely used in Singapore, an ESL context, to enhance learners' oral ability. Participants were 11 in-service English teachers at various school level and 10 pre-service English teachers. Referencing Liu, Liu and Huang (2011) and Chapelle and Jamieson (2008), the instrument was a self-developed 57-item questionnaire with high reliability coefficient of .946. Results showed that both the in-service teachers and the pre-service English teachers' perspectives towards *MC Online* were highly positive, $M = 4.23$, $M = 4.33$ respectively. Among the items, the question with the lowest point was concerning the difficulty level of the provided learning materials. It is concluded that the Level 1 and Level 2 of *English Oral Buddy of MC Online* is more suitable for Taiwanese EFL learners' of intermediate level and up.

Keywords: *Marshall Cavendish Online, teachers' perception, website evaluation, speaking training website*

Introduction

For learners of learning English as a Second Language (ESL) or learning English as a Foreign Language (EFL), speaking ability is considered the most difficult skill among the four language skills for language learners (e.g. Levy & Stockwell, 2006). In addition, language learners would encounter greater anxiety when they are asked to speak in class, which might be a barrier for EFL learners to try to speak in classrooms. For example, Liu and

Jackson (2008) stated that EFL learners who were required to have conversation with peers in class had speaking-in-class anxiety. Because EFL learners might have speaking-in-class anxiety, practicing speaking out of language classrooms becomes another choice for language learners. In order to provide a possible solution to the speaking-in-class anxiety, Buglione, De Vito, and Mulloy (1990) asserted that computers have been proved to be an effective medium in the treatment of anxiety even though the application of computer-assisted cognitive-based therapy is still under exploration. Moreover, Gu (2002) pointed out that the multimedia used in oral training classrooms not only enhance learners' oral ability but also have positive effects on learners' cooperative communication skills and learning motivation. Additionally, Hsu (2010) confirmed that learning through computers would be one of the possible solutions for ESL learners to improve their second language. The results revealed that the constructive interaction speaking website applied in her study assisted learners in speaking English more accurately. Martínez-Sáez* et al. (2012) claimed that CALL materials have the benefits of offering learners authentic materials and motivational tasks. Therefore, Martínez-Sáez* et al. (2012) concluded that CALL materials are regarded as helpful and novel sources for language teaching and language learning.

However, even though CALL materials are helpful, there are numerous being websites and learning materials on the Internet, which should be further evaluated before being utilized by teachers and language learners. Avouris, Tselios, Fidas, and Papachristos (2003) stated current online website developers might neglect the process of evaluating a newly invented website, even though website evaluation is a vital stage before releasing the website. Thus, Dix, Finlay, Abowd, and Beale (2004) proposed two phases of usability evaluation, including evaluation through expert analysis and evaluation through user participation. The purpose of conducting an expert analysis is to understand which functions might be barriers to learners. Kukulaska-Hulme (2006) examined how language learning and teaching materials have approached usability when developing technology-based learning materials. The results showed that language learning website should have specific disciplines to follow. Hsu, Yeh, and Yen (2009) conducted a study related to establishing efficient evaluation criteria and using the criteria to evaluate three web-based learning platforms, including GEPT, NSCU, and PCSCHOOL. The evaluation criteria are composed of four dimensions, including the

parts of instructional strategy, teaching material, learning tool, and learning interface. After conducting the expert and user participation analyses, the results revealed that only in teaching material part was NSCU evaluated as the best website among the three learning platforms; however, in the other three parts, PCSCHOOL was considered as the best platform. Therefore, language learners can realize which website is more suitable for them among the three websites after having the experts and users' evaluation. In addition to the above mentioned evaluation criteria, Chapelle and Jamieson (2008) proposed five steps for teachers to evaluate a CALL website, as shown as follows. CALL materials should be selected to teach the sounds and accents that are relevant for learners, be selected explicitly to teach English speaking skills, provide opportunities for oral practice through interaction with the computer, evaluate learners' performances and provide feedback, and help learners develop learning strategies for explicit online learning for oral language through the use of online reference tools. However, Chapelle and Jamieson's (2008) criteria focus on evaluation of speaking websites, which conforms to the need of this study; hence, their criteria are used in this study.

Since CALL materials are considered as useful media for language learning and website usability evaluation is thought to be important, the current study aims to conduct an expert analysis to evaluate an oral practice website, *English Oral Buddy of Marshall Cavendish (MC) Online*. The reason to carry out this study is that to the researchers' best knowledge, no studies have been conducted to evaluate the usability of *English Oral Buddy of MC Online*, which is now widely used in Singapore and has been introduced into Taiwan lately. On *English Oral Buddy of MC Online*, there are three major sections, including *Reading Passage*, *Picture Discussion*, and *Conversation*, which can be utilized to do oral practice. However, the researchers intend to understand whether the learning materials in the Level One and Level Two of the MC Online are suitable for Taiwanese beginning learners or not, therefore the present study centered on evaluating the learning materials and the functions in these two levels, consisting of *Reading Passage* and *Picture Discussion* sections; therefore, the *Conversation* section will not be included in the evaluation. The two targeted sections, which are reading aloud task and picture description task, on *English Oral Buddy of MC Online* are thought to be helpful for language learners to improve their speaking ability

(Sanacore, 1992). Kato (2009) conducted an experiment on using reading aloud on Japanese college learners' reading and found that a greater degree of L2 reading proficiency requires greater orthographic processing skills. In addition to RA, picture description is also considered to be a useful technique for English teachers to use to enhance EFL learners' oral ability (e.g. Araujo, 2010; Morozova, 2013). Farnardi (2008) carried out a study with a picture description task and a narrative task to analyze six Brazil learners' complexity, accuracy, fluency, speech rate of L2 speech. The results showed that by comparing the learners' performances of narrative task, all of the dimensions of L2 speech were increased, except speech rate. Besides, though *MC Online* is widely used in Singapore, it has just been introduced to Taiwan in recent years. Hence, the purpose of this study aims to investigate in-service and pre-service English teachers' perception towards the *English Oral Buddy* of *MC Online*; then, the following research questions will be addressed:

1. Do in-service and pre-service English teachers in Taiwan have positive perception towards the usability, learning materials, and functionality of the Level One and Level Two of *English Oral Buddy* of *MC Online*?
2. Do in-service and pre-service English teachers in Taiwan have positive perception towards the functions provided in the teacher account of the Level One and Level Two of *English Oral Buddy* of *MC Online*?
3. Is the Level One and Level Two of *English Oral Buddy* of *MC Online* in accordance with Chapelle and Jamieson's (2008) CALL evaluation criteria?

Methods

Participants

Twenty-one participants took part in this study, including 11 in-service English teachers and 10 pre-service teachers majoring in English or children's English teaching. For the 11 in-service teachers, they are teaching at different school institutions, consisting of two cram school teachers, two elementary school teachers, three junior high school teachers, two senior high school teachers, and two college teachers. Regarding the pre-service English teachers, all of them were recruited from English graduate institution and have basic knowledge towards the field of CALL since they have already taken the CALL course.

Instrument

Two instruments, including a teacher's perception questionnaire towards the Level One and Level Two of *English Oral Buddy of MC Online* and a self-developed semi-structured interview, were adopted. Referencing Liu, Liu, and Hwang's (2011) questionnaire and Chapelle and Jamieson's (2008) speaking training website evaluation criteria, the researchers developed the main instrument, a 57-item 5-point Likert scale questionnaire with high reliability coefficient of .946. In the questionnaire, there were five parts, consisting of website usability, language learning material, functionality of assisting language learning, teacher's perception of the Level One and Level Two of *English Oral Buddy of MC Online*, and evaluation according to Chapelle and Jamieson's (2008) criteria. Items 1 to 32, including sections of website usability, language learning materials, and functionality of assisting language learning, were used to answer research question one; items 33 to 47, aiming at understanding the teacher's opinions, were employed to answer research question two; items 48 to 57, focusing on Chapelle and Jamieson's speaking training website evaluation, were applied to answer research question three.

Procedure

The questionnaire of teachers' perception towards the Level One and Level Two of *English Oral Buddy of MC Online* was gathered within forty-five minutes. At the beginning, one researcher demonstrated the learning material and the functions of the Level One and Level Two of *English Oral Buddy of MC Online*. After the website demonstration, the participants were asked to fill in the teacher's perception questionnaire.

Data Analysis

Because of the small sample size, this study adopted the Wilcoxon Rank Sum Test in SPSS 20 Chinese version to analyze the data collected through the teacher's perception questionnaire.

Results and Discussion

In the following sections, the results of the three research questions will be presented and discussed respectively. To answer research question one, "Do in-service and pre-service English teachers in Taiwan have positive perception towards the usability, learning materials,

and functionality of the Level One and Level Two of *English Oral Buddy of MC Online*," items 1 to 32 were adopted. In terms of in-service and pre-service English teachers' perception towards the usability, the average mean score of items 1 to 8 related to website usability was 4.13, which revealed that both groups of teachers evaluated the usability of *English Oral Buddy of MC Online* highly. Among the eight items, Item six, providing the difficulty levels of the learning materials, received the highest point, $M = 4.43$. It is likely that the words used in the Level Two were more difficult than those used in the Level One. After conducting the corpus analysis of the words utilized in the learning materials of the Level One and Level Two of *English Oral Buddy of MC Online* of *MC Online* and *Vocabulary Quotient (VQ)*, compiled by Ho (2009) in Taiwan, the comparison of the Level One and VQ revealed that 66% of the total words appear in the elementary school level, and 34% of the words appear in the junior school level or above; however, the comparison of the Level Two and VQ showed that 56% of the total words appear in the elementary school level and 44% appear in the junior high school level or above. Items two and three, the need of quicker page-loading speed and the provision of the loading speed information, obtained the lowest point, $M = 3.86$, as shown in Table 1. It is likely that the teachers might take the page-loading speed and information into consideration before adopting a new website. If the speed of page-loading is too slow, teachers and users might encounter problems in accessing the learning materials on the website.

Table 1. The teachers' perception towards the website usability of the Level One and Level Two of *English Oral Buddy of MC Online*

Number of Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	M.	SD.
01	5 (23.8%)	15 (71.4%)	1 (4.8%)	0	0	4.19	.51
02	4 (19%)	11 (52.4%)	5 (23.8%)	1 (4.8%)	0	3.86	.79
03	5 (23.8%)	10 (47.6%)	4 (19%)	2 (9.6%)	0	3.86	.91
04	9 (42.8%)	9 (42.8%)	2 (9.6%)	1 (4.8%)	0	4.24	.83
05	8 (38.1%)	11 (52.4%)	1 (4.8%)	1 (4.8%)	0	4.24	.76
06	12 (57.1%)	7 (33.3%)	1 (4.8%)	1 (4.8%)	0	4.43	.81
07	5 (23.8%)	9 (42.8%)	7 (33.3%)	0	0	3.90	.76
08	11 (52.4%)	6 (28.6%)	4 (19%)	0	0	4.33	.79

Average $M = 4.13$

Items 9 to 18 were used to understand the teachers' perception towards the learning materials of the Level One and Level Two of *English Oral Buddy* of *MC Online*. All the teachers had positive perception towards the learning materials of the website, and the results were presented in Table 2. The average mean score of items 9 to 18 concerning the learning materials provided on the website was 4.31, showing that both in-service and pre-service English teachers had positive perception towards the learning materials provided on this website. Among the ten items, Item 17, offering three different representative speaking tests, including *Reading Passage*, *Picture Discussion*, and *Conversation*, received the highest score, $M = 4.71$. It is liable that the three speaking tests are widely used in different tests, such as General English Proficiency Test (GEPT) and Cambridge Young Learners English Test (YLE) widely used in Taiwan. In the oral examination of GEPT Elementary Level, reading a passage is one kind of test type. In GEPT Intermediate Level, reading a passage and describing a picture are also adopted as test types. In GEPT High-intermediate Level, describing a picture is also utilized to elicit test takers' oral ability. For YLE, the way to measure test takers' oral ability is to have a conversation with the proctor. Therefore, it might be the reason why Item 17 was ranked highest. Items 9, 10, and 14, regarding the learning materials showing common English usage, being a supplementary material regarding the course content, and offering diverse course contents, obtained the lowest point, $M = 4.05$. It might be that the teachers considered the learning materials are more suitable for intermediate or even advanced learners in Taiwan, which might not represent the common English usage and might not be a suitable supplementary material for less skillful learners in Taiwan. In addition, each level consists of ten lessons, most of which are related to daily life environments, such as topics related neighborhood, farms, restaurants, and zoos. Since the features of the topics are similar, it might be the reason why the in-service and pre-service English teachers considered the website should provide various course contents.

Table 2. The teachers' perception towards the learning materials of the Level One and Level Two of English Oral Buddy of MC Online

Number of Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	M.	SD.
09	7 (33.3%)	8 (38.1%)	6 (28.6%)	0	0	4.05	.80
10	5 (23.8%)	12 (57.1%)	4 (19%)	0	0	4.05	.66
11	7 (33.3%)	9 (42.8%)	5 (23.8%)	0	0	4.1	.76
12	12 (57.1%)	7 (33.3%)	2 (9.6%)	0	0	4.48	.67
13	9 (42.8%)	12 (57.1%)	0	0	0	4.43	.50
14	6 (28.6%)	10 (47.6%)	5 (23.8%)	0	0	4.05	.74
15	10 (47.6%)	10 (47.6%)	1 (4.8%)	0	0	4.43	.59
16	9 (42.8%)	9 (42.8%)	3 (14.3%)	0	0	4.29	.71
17	15 (71.4%)	6 (28.6%)	0	0	0	4.71	.46
18	12 (57.1%)	8 (38.1%)	1 (4.8%)	0	0	4.52	.60

Average $M = 4.31$

Regarding items 19 to 32, they were utilized to know the teachers' perception towards the functionality of assisting language learning in the Level One and Level Two of *English Oral Buddy of MC Online*. Table 3 shows that all the teachers had positive perception towards the functionality of assisting language learning of the website.

Table 3. The teachers' perception towards the functionality of assisting language learning of the Level One and Level Two of English Oral Buddy of MC Online

Number of Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	M.	SD.
19	10 (47.6%)	8 (38.1%)	3 (14.3%)	0	0	4.33	.73.
20	3 (14.3%)	11 (52.4%)	6 (28.6%)	1 (4.8%)	0	3.76	.76
21	13 (61.9%)	6 (28.6%)	2 (9.6%)	0	0	4.52	.67
22	15 (71.4%)	3 (14.3%)	3 (14.3%)	0	0	4.23	.74
23	10 (47.6%)	11 (52.4%)	0	0	0	4.48	.51
24	15 (71.4%)	6 (28.6%)	0	0	0	4.71	.46
25	17 (81%)	4 (19%)	0	0	0	4.81	.40
26	13 (61.9%)	7 (33.3%)	1 (4.8%)	0	0	4.57	.59
27	13 (61.9%)	8 (38.1%)	0	0	0	4.62	.49

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28	11 (52.4%)	9 (42.8%)	1 (4.8%)	0	0	4.48	.60
29	11 (52.4%)	8 (38.1%)	2 (9.6%)	0	0	4.43	.67
30	10 (47.6%)	11 (52.4%)	0	0	0	4.48	.51
31	13 (61.9%)	8 (38.1%)	0	0	0	4.32	.49
32	10 (47.6%)	11 (52.4%)	0	0	0	4.48	.51

Average $M = 4.44$

The average mean score of items 19 to 32 centering on the functionality of assisting language learning was 4.44, showing that both the in-service and pre-service English teachers thought that the website provides useful functions for learners to improve their speaking ability. Amid the fourteen items, Item 25, providing students with the chances to record their voices and listen to their own recordings in *Reading Passage* and *Picture Discussion* sections, received the highest point, $M = 4.81$. The reason why this item was ranked the highest may be that the provided voice recording and voice listening functions might enhance learners' speaking ability. Through recording and listening to their own voice, learners can realize which part should be further improved. However, Item 20, informing students of their current learning progress and the schedule they should be following, attained the lowest score, $M = 3.76$. The reason might be learners can only see their final practice time and score, but they cannot see all the practice times and scores, such as the first time and the second time they did the practice.

Items 33 to 47 were used to answer research question two, "Do in-service and pre-service English teachers have positive perception towards the functions provided in a teacher account of the Level One and Level Two of *English Oral Buddy* of *MC Online*." The average mean score of the fifteen items was 4.21, indicating that all the enrolled teachers had positive perception towards the functions offered in the teacher account.

Table 4. The teachers' perception towards the functions in a teacher account of the Level One and Level Two of English Oral Buddy of MC Online

Number of Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	M.	SD.
33	6 (28.6%)	13 (61.9%)	2 (9.6%)	0	0	4.19	.60
34	11 (52.4%)	7 (33.3%)	3 (14.3%)	0	0	4.38	.74
35	4 (19%)	8 (38.1%)	8 (38.1%)	1 (4.8%)	0	3.71	.84
36	11 (52.4%)	9 (42.8%)	1 (4.8%)	0	0	4.48	.60
37	7 (33.3%)	11 (52.4%)	3 (14.3%)	0	0	4.19	.67
38	3 (14.3%)	11 (52.4%)	6 (28.6%)	1 (4.8%)	0	3.76	.76
39	6 (28.6%)	13 (61.9%)	2 (9.6%)	0	0	4.19	.60
40	12 (57.1%)	8 (38.1%)	1 (4.8%)	0	0	4.52	.60
41	10 (47.6%)	9 (42.8%)	2 (9.6%)	0	0	4.38	.66
42	11 (52.4%)	5 (23.8%)	3 (14.3%)	2 (9.6%)	0	4.19	1.03
43	8 (38.1%)	8 (38.1%)	5 (23.8%)	0	0	4.14	.79
44	9 (42.8%)	10 (47.6%)	1 (4.8%)	1 (4.8%)	0	4.29	.78
45	5 (23.8%)	10 (47.6%)	5 (23.8%)	1 (4.8%)	0	3.9	.83
46	10 (47.6%)	9 (42.8%)	2 (9.6%)	0	0	4.38	.66
47	10 (47.6%)	9 (42.8%)	2 (9.6%)	0	0	4.38	.66

Average $M = 4.21$

Table 4 reveals that Item 40, focusing on the function for teachers to evaluate students' oral performances, received the highest score, $M = 4.52$. Brown (2004) asserted that assessment of learners' learning performance might be the most important component for teachers to enhance students' learning. Therefore, it might be the reason why the in-service and pre-service English teachers ranked this item highest. On the contrary, Item 35, regarding the suitability for providing the exercises of six levels of difficulty for different levels of Taiwanese students, gained the lowest score, $M = 3.71$. It might be the words used in the learning materials provided in the Level One and Level Two don't fit in with the Taiwanese beginning learners' proficiency level.

Items 48 to 57 were applied to answer research question three, "Is the Level One and Level Two of *English Oral Buddy of MC Online* in accordance with Chapelle and Jamieson's

(2008) CALL evaluation criteria." The average mean score of the ten items was 4.16, showing that the website fits in with the Chapelle and Jamieson's CALL evaluation criteria.

Table 5. The teachers' evaluation of the Level One and Level Two of English Oral Buddy of MC Online according to Chapelle and Jamieson's (2008) criteria

Number of Items	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree	M.	SD.
48	5 (23.8%)	13 (61.9%)	2 (9.6%)	1 (4.8%)	0	4.04	.74
49	11 (52.4%)	8 (38.1%)	1 (4.8%)	1 (4.8%)	0	4.38	.80
50	6 (28.6%)	9 (42.8%)	6 (28.6%)	0	0	4	.77
51	8 (38.1%)	11 (52.4%)	1 (4.8%)	1 (4.8%)	0	4.24	.76
52	6 (28.6%)	10 (47.6%)	5 (23.8%)	0	0	4.05	.74
53	6 (28.6%)	11 (52.4%)	3 (14.3%)	1 (4.8%)	0	4.05	.80
54	5 (23.8%)	11 (52.4%)	5 (23.8%)	0	0	4	.70
55	8 (38.1%)	10 (47.6%)	3 (14.3%)	0	0	4.24	.70
56	14 (66.6%)	6 (28.6%)	1 (4.8%)	0	0	4.62	.58
57	3 (14.3%)	15 (71.4%)	2 (9.6%)	1 (4.8%)	0	3.95	.66

Average $M = 4.16$

Table 5 shows that Item 56, allowing students to speak and record their own voice to do self-monitoring, obtained the highest score, $M = 4.62$. Lan (1996) mentioned that "self-monitoring is considered to be a self-regulatory process in learning" (p. 101). Therefore, owing to the importance of self-monitoring, it might be the reason why the in-service and pre-service English teachers ranked this item the highest. For Item 57, providing interesting and useful material for students to use, received the lowest point, $M = 3.95$, showing that the website should provide more interesting materials and useful materials for learners. The reason might be due to learners' motivation. Through interesting and useful materials, learners might become absorbed in the materials and be more willing to learn.

Conclusions

To conclude, the current study aims to investigate Taiwanese in-service from elementary school to college and pre-service English teachers' perceptions toward Level One and Level Two of *English Oral Buddy of MC Online*. The results indicate that all of the participants have positive attitude toward this online English oral learning and teaching website.

Despite the positive results of this current research, it has some limitations. First of all, because of the limitation of time and the limited number of demonstration account, this study only investigated teachers' perception towards *English Oral Buddy of MC Online*. The learners' perception towards the website remains unknown. Thus, future studies can conduct user participation analysis of the website. Finally, to understand more about the effectiveness of *English Oral Buddy of MC Online* in teaching oral ability, teachers can adopt this website as a supplementary teaching material in reality in the future.

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A READING INTERVENTION PROGRAM FOR STRUGGLING ADOLESCENT READERS

Frederick Perez
Portia Padilla

Abstract

This qualitative research developed a 32-hour reading intervention program for 13 struggling adolescent readers in a public high school in a small rural town, to answer the following:

- a. What are the features of a reading intervention program for struggling adolescent readers in a public high school in terms of: word recognition, vocabulary, fluency, and reading comprehension?
- b. How effective is the program in terms of improving the readers' performance in the identified areas
- c. cost benefit, support of different stakeholders, and participation of the students?
- d. How can the reading intervention program be improved?

Based on data on the participants' reading skills, attitude, interests, and preferences gathered using pre-validated tools, the researcher developed the content and organization of the intervention program and selected appropriate instructional and assessment strategies and procedures. Lesson plans were validated by experts, then improved prior to their implementation. Additional improvements were made during the program, to adjust to the students' instructional needs, and also after it ended, to refine it for future use. The program's effectiveness was reflected in its relatively low cost, stakeholders' expressed support for it, and students' active participation and improved reading skills.

Introduction

Teachers in their workroom often lament their students' inability to understand the reading assignments in their textbooks; they complain about students who cannot read; they equate mental ability with their students' fluency in reading; they are frustrated about their students' low-level of vocabulary.

To address this problem, schools have organized reading intervention programs which address the needs of these students. A reading intervention program is necessary to provide

small-group explicit instruction that can be tailored to the needs of struggling readers (Paterson & Elliott, 2006).

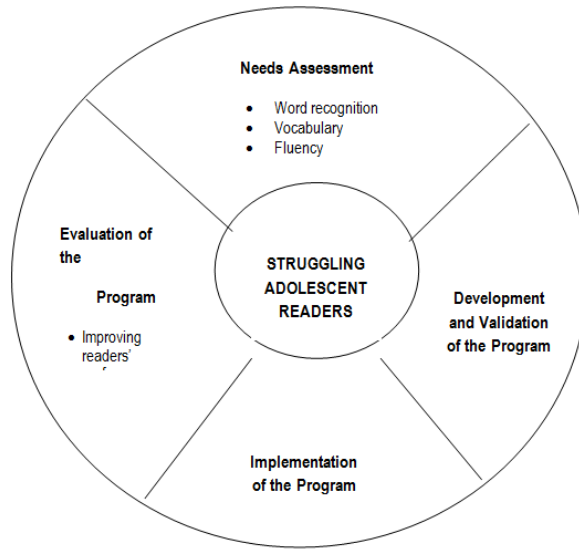
Developing a Reading Intervention Program for Adolescents

Theorists say that it is never too late to teach someone to read and write. The age of adolescence is a crucial stage in one's personal development and an intervention program is necessary so that the lack in reading skills may be addressed as early as the onset of high school. Prevention and early intervention will help the struggling adolescent readers cope with the demands of high school (Lewis & Moorman, 2007; Rycik & Irvin, 2001; Biancarosa, Deshler, Nair, & Palincsar, 2007).

A reading intervention program for struggling adolescent readers need to address word recognition, build vocabulary, develop fluency, and increase comprehension.

For the purpose of this research, the researcher developed a reading intervention program for struggling adolescent readers based on the content of adolescent literacy instruction proposed by Biancarosa, Deshler, Nair, and Palincsar (2007), Shanahan (2005), and Sedita (2004) and the needs of struggling readers as explained by Bursuck and Damer (2007) and Sousa (2005) which give emphasis on word recognition, vocabulary, fluency, comprehension, writing, information and communication technologies literacies and alternative literacies. The study melds the reading component skills which the sample population most urgently needed at the time of the research which included word recognition, vocabulary, fluency, and reading comprehension adapted to the ELLs (Gunning, 2002; Fisher, Rothenberg, & Frey, 2007). Explicit instruction on all the reading component skills is the baseline of the reading intervention (Biancarosa, Deshler, Nair, & Palincsar, 2007; Bursuck & Damer, 2007; Sousa, 2005). A specialized teacher provided instruction by outside the core instructional time of the students (Allington, 2006; Lipson & Wixson, 2003; Moats, 2001).

The reading intervention program for struggling adolescent readers followed the paradigm illustrated below. Below is the study's conceptual framework.



Research Aims

This research specifically answered the question:

What are the features of a reading intervention program for struggling adolescent readers in a public high school in terms of word recognition, vocabulary, fluency, and reading comprehension?

Methodology

Research Design

The research design of this study is one of program development, which involved the study of 13 individual cases, highlighting the similarities among them as bases for the development of a reading intervention program for struggling adolescent readers.

Sample

The respondents of the study are thirteen First Year High School students, nine boys and four girls, enrolled at the President Memorial Academy (PMA), a public secondary school in the Philippines. They fall under the upper 50% of the lowest 25% of all the identified struggling readers across the four sections of First Year students. All of them speak Filipino, the country's national language, at home.

Research Locale

The study was conducted at the President Memorial Academy (PMA), a public secondary school, located in a small rural town in the Philippines. Majority of the students come from low-income families of agricultural workers, construction workers, and seasonal workers.

Instruments

The researcher used the data provided by the First Year English teacher of PMA in the initial selection of the participants of the research. After the orientation, the researcher used questionnaires and survey forms during the pre-intervention interview and home visitation. The researcher employed a modified and adapted use of the Analytical Reading Inventory (ARI) of Mary Lynn Woods and Alden Moe (2007). After the pretest using Form A of the ARI, the researcher developed five lesson plans targeting specific reading component skills in word recognition, vocabulary, fluency, and reading comprehension. A posttest was given to the participants after the 32 sessions using Form B of the ARI.

Data Collection

Data collected before intervention were used in the development of the reading intervention program. A pretest was given to all the participants in order to determine the program's scope and the participants' reading level. A posttest was given to the respondents to gauge the effectiveness of the reading intervention program and the reading performance of the target population after the intervention.

Data Analysis

Pre-intervention data were gathered to guide the researcher in the development of the reading intervention program. Qualitative data were recorded in anecdotal records and verified using video recordings during interviews and assessment. All the results from the pretest to the posttest were recorded in a comprehensive report for each participant in the research.

Delimitation

This study was limited to thirteen participants and its use of researcher-developed instructional materials. Discussions were also limited to students' responses and the researcher's observations during the course of the research.

Results

The succeeding paragraphs discuss the results of the study.

The research aimed to answer the following question: *What are the features of a reading remediation program for struggling adolescent readers in a public high school in terms of word recognition, vocabulary, fluency, and reading comprehension?*

The participants in this research have basic problems with reading accuracy including phonics and decoding skills and they need intensive instruction in basic word analysis and a strong comprehension instruction (Torgesen, Houston & Rissman, 2007). Because of these factors, four component skills were identified.

a) word recognition

Based on the data from the initial assessment, the First Year English teacher described the reading of these students as “slow”, “syllabicated” and “word for word”. There were some reports on substitutions (e.g. “sayward” for seaward, “nose” for noise, “her” for here, etc.). Decoding problems vary among the respondents which are shown in their pretest and posttest results. The initial assessment records and the results of the pretest showed that the respondents need explicit instruction in decoding for they have not yet mastered the alphabetic principle.

During intervention, the respondents showed mastery of decoding sight words based on their intervention results. Since explicit instruction was used in teaching decoding sight words, the respondents got perfect scores in the 5-item guided and independent practice exercises. The results in the explicit instruction on vowel and consonant sounds yielded varied results. This means that re-teaching and instruction on frequently occurring sounds are necessary.

What helped the struggling adolescent readers was phonics instruction that is sequential, frequent and systematic (Biancarosa, Deshler, Nair, & Palincsar, 2007).

b) vocabulary

Ten of the 13 respondents expressed their need to understand the meaning of words. Since vocabulary is a predictor in comprehension, vocabulary instruction is necessary to struggling adolescent readers. With the evident difficulties of struggling readers in decoding, they have less time in processing the meanings of words in context ((Biancarosa, Deshler, Nair & Palincsar, 2007). Therefore, they rely on their teachers and an outside source to understand the meaning of words.

Translation of vocabulary words in the vernacular has been the means through which the respondents' teachers explain to them the words they encounter in texts. All the respondents are not equipped with metacognitive strategy in order to process words which are new to them. They said that "they use an outside source such as a dictionary or an expert" when they encounter a word which they do not know. Their usual refrain when new words were introduced would be "ano po yon sa Tagalog?" (How do you say it in Tagalog?).

The pretest results show that the respondents do not understand the meaning of the words they cannot decode and at the same time, there is little or sometimes no understanding at all of the words they can decode.

The use of pictures, realia, and translation were the methods which worked for the respondents during the course of the intervention. Based on the intervention results, the respondents understood the words but were capable only of making simple sentences.

c) fluency

There are different factors which contributed to the respondents' lack of fluency in reading.

First, the students do not have access to reading materials. The student textbook ratio is 5: 1. There is a dearth of resources accessible to the students in school. At home, seven of the 13 respondents said that they do not own any book of their own. Nine among the respondents get to borrow reading materials. Seven respondents do not read newspapers while the rest of them have Filipino newspapers on an irregular basis.

Second, there is not much opportunity to read in the classroom especially in the content areas. First Year high school students at PMA have seven subjects, but according to the respondents, they read consistently only in English and Filipino. There are less

opportunities for the students to hear good reading in the classroom which makes students disfluent in reading.

Third, struggling readers spend less time for independent reading. Six of the 13 respondents do not have definite reading time while all the others vary from 2 minutes to one hour and thirty minutes. Six respondents confessed that do not enjoy reading. One said that he is not really fond of reading ("*Hindi po masyado.*" "Not much."). Another gives reading only two minutes a day while two do not really have time for reading. Three of the thirteen respondents want someone reading to them while the rest of the respondents prefer reading alone.

Because of the lack of decoding and word recognition skills, six of the 13 respondents found fluency practice during intervention most difficult for them. Only two of the respondents said that it was a motivating factor in their attendance of the sessions.

Right after teacher modeling and group reading, the struggling adolescent readers read accurately in meaningful phrases, but when asked to read individually, they revert to word-by-word and choppy reading because of the lack of peer support and confidence.

d) reading comprehension

Research says that explicit instruction of comprehension strategies improves reading comprehension (Lenski & Lewis, 2008; Biancarosa, Deshler, Nair, & Palinscar, 2007).

Background knowledge, a key predictor in comprehension, is necessary in order to develop better understanding of texts. The pretest results showed that only one respondent was able to give "a lot of predictions" before reading. Seven respondents had "some predictions" while four gave "very little or few predictions". One respondent was not able to give any prediction at all. The level of retelling is also indicative of the comprehension level of the respondents during the pretest. Two respondents were not able to do any retelling; nine had few details in their retelling while two had some details in their retelling of the selection read.

During the reading intervention, it showed that explicit instruction of comprehension strategies worked especially during guided practice, but some respondents needed follow-up and re-teaching when the results did not show acquisition of strategies.

Conclusions, Implications and Recommendations

The following conclusions and recommendations are forwarded on the basis of the results gathered in this research.

First, **word recognition instruction is still necessary for struggling adolescent readers.** However, it should not be taught in isolation. Decoding instruction should be explicit, sequential, systematic, and time-intensive.

Second, **vocabulary instruction is important but the struggling adolescent readers should also acquire strategies that promote independent word learning.** Struggling adolescent readers still have to be guided in order for them to acquire depth of understanding of words and the concepts that surround these words.

Third, **struggling adolescent readers need fluency instruction that will enhance their decoding and comprehension skills.** Fluency practice is then necessary so that struggling adolescent readers may rise above frustration and school failure.

Fourth, **struggling adolescent readers need explicit instruction in comprehension strategies.** With different comprehension strategies acquired during intervention, struggling adolescent readers will improve their metacognition and understanding of texts.

Fifth, **struggling readers need a research-based intervention program which will address their needs as learners.** Commercially available intervention packages do not necessarily resolve the difficulties of struggling adolescent readers while one-on-one intervention programs are generally more expensive.

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THE DIFFERENTIATED INSTRUCTION IN L2 TEACHING IN A MULTILINGUAL CLASSROOM: THE PHILIPPINE CONTEXT

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Abstract

The present qualitative study is an attempt of enriching our understanding one of the vigorous ways to attend to the needs of the L2 learners in a multilingual context. The following objectives were posted to obtain the needed information: (1) To find out the beliefs of teacher-respondents in L2 teaching in congruence to the principles of differentiated instruction; (2) To determine the extent of differentiation of instruction in L2 teaching in the following aspects: *content-process-product*; (3) To describe the strategies employed by the teachers that promote a culturally-inclusive environment for multilingual learners. There were 32 teacher-respondents in the college level who were invited to be part of the study, and made to respond to the survey questionnaires. They were interviewed randomly and observed by the examiner in their classrooms upon request. Most of the teacher-respondents may be handling senior highschool students at the Far Eastern University-Manila during the full-cycle of K-12 basic education program in the Philippines in 2016.

The findings revealed that the teaching beliefs and strategies of the teacher-respondents reflect the principles of differentiated instruction. It also provides, in one way or another, a realistic and positive images of various cultural groups. The beliefs are translated into a high extent of differentiation of L2 teaching which can create a culturally-inclusive environment where, both for the local and international students, can possibly get a meaningful experience of learning the target language.

Keywords: differentiated instruction, multilingual classroom, L2 teaching, culturally-inclusive environment

Introduction

The Philippine classrooms today are a growing mosaic of diversity. The fact that our local classrooms are teemed with learners from various cultural backgrounds, it is also a valid assumption that they may have their vernaculars as their first language. This variance is more enhanced by the influx of international students who study in our local classrooms. According to the Bureau of Immigration data (posted online in the Ateneo de Manila news portal on March 30, 2013), the population of international students in the country in 2012 has skyrocketed to more than 61,000 from 26,000 of the previous year. The rapidly growing number of these international students is unprecedented, and this phenomenon can be attributed to the rise of the number of the accredited institutions to admit foreign students and to the long dominance of the English language as a widely used for communication in the different key domains in the country. The Admissions and External Relations Office of the Far Eastern University (FEU) discloses that the university has its share of the growing number of international students with 544 of them in the record as of school year 2012-2013. Most of them sit in our classrooms to learn the much vaunted proficiency in English as a second language in the Philippines. Many of the international students in the country have studied a minimal amount of English for a limited time before they plunge into our college classrooms. In the case of the Koreans, which garnered 19.62 % next to the Iranians with 21.44% of the entire population, a crash course of one year or less than that would do to make them part of the mainstream where they have to hurdle difficulties in studying their content and skill-based courses with their limited English. Their plight is not far different from the Chinese students who only get an intensive training course in English for more or less than a year. In the case of our international students at FEU, most of them, if they could not pass the proficiency test administered by the university, attend to their Intensive Training for English Language Course (INTELAC) for an 80-hour intervention course, but it remains next to impossibility to acquire a satisfactory proficiency level in English and to be at par with the language skills of the local students in the university. In this perspective, teaching must meet the variance of learners in attending to their learning needs. A strong claim posits that the best instruction begins where the students are, and its fruition can be attained through creative and meaningful ways of second language teaching (Tomlinson, 1999; Tomlinson & McTighe, 2006; Langa & Yost, 2007). This phenomenon is likely a natural occurrence in other

academic institutions around the country where multilingual speakers are a tapestry of a diverse population calling for a more effective classroom instruction. This point of teaching recognizes the diverse learner-variance, therefore, language instruction should also be differentiated.

Differentiating instruction (DI) in English as a second language is not a new concept. It has been widely embraced theory based on the premise that teachers in general, not only ESL, do creative and intelligent differentiation of approaches that would adapt the diverse needs of the learners in the classroom. Contextualizing second language (L2) teaching and learning in a multilingual setting in the tertiary level, like in the Philippines, L2 teachers have to maximize learner's potential and background information, and utilize materials that are readily available to foster an environment that is friendly to multilingual speakers. Hall (2004) and Langa & Yost (2007) affirm to this belief and suggests aspects for pre-assessment to employ a differentiated instruction. He points out that the learner's varying background, knowledge, readiness, learning preference, and interest should be the resource of information for differentiation. The principles behind this are inspired from the work of Carol Ann Tomlinson (1999) that teachers should focus on the essentials in learning, should attend to student differences, should collaborate with student on learning, and should not separate assessment from instruction. They are framed within the essential components of DI which includes a constant modification of content, process and products produced from learning. In doing so, teachers can provide students with choice, flexibility, on-going assessment, and creativity in differentiating the concepts introduced to them.

To cast to light the differentiation of instruction practiced by the English language teachers at the Far Eastern University in the tertiary level, the following specific objectives are posted:

1. To find out the beliefs of teachers in L2 teaching in conjunction to the principles of differentiated instruction in L2 teaching;
2. To determine the extent of differentiation of instruction in L2 teaching in the following components:

- a. content
 - b. process
 - c. product
3. To describe the strategies employed by the teachers that promote a culturally-inclusive environment for multilingual learners.

The Theoretical and Conceptual Framework

The present study considers both the reflective and instructive aspects of differentiating instruction in L2. Tomlinson's (1999) DI theory brings to the fore the belief that learners should be the primordial concern in L2 teaching, and language teachers have to find meaningful ways in addressing the needs of the learners. It is imperative that teachers are "in the know" of how L2 learners process and develop understanding of concepts and skills.

The context of analyzing the differentiated instruction done by L2 college teachers at FEU is in multilingual classrooms. The diversity of the students is ever changing which calls for varied ways of dealing with the needs of the learners. The key components of DI are examined the variance and the extent of DI in college classrooms. The three components considered are *content*, *process* and *product*. Langa & Yost (2007) further the descriptions of these components. The *content* refers to the elements and materials used in reaching the learning goals and in teaching concepts, principles, and skills that students will learn (e.g. selection of variety of books and resource materials, and use learning contracts with students). The *process* includes how the content is taught by grouping of students with flexibility according to readiness and interest levels (e.g. use tiered activities which encourage students to do series of related tasks of varying flexibility). Lastly, the product allows the students to demonstrate their knowledge and understanding of a topic (e.g. compare and contrast, write a story or a poem, debate or investigate an issue). Other than the analysis of these components, the present study determines also the best practices of L2 teachers at FEU in creating a culturally-inclusive environment for the learner-multilingual speakers. For reference of this conceptual framework, see Appendix A. The Theoretical and Conceptual Framework)

Methodology

The study embarks on a qualitative research. The analysis of the data includes labeling, categorizing, tabulating, and inferring. The data were obtained from all the English language teachers (all Regular Faculty, and Full-time and Part-time lecturers) who are enlisted in the roster of the English Department and at Far Eastern University- Manila of the school year 2012-2013. In all, 32 language teachers actively participated as respondents of the study.

To obtain a meaningful data, a triangulation technique was employed.

- *Survey Questionnaires* were answered by the teacher-respondents. The instrument was divided into three major parts. They are as follows:

Part 1. Demographic Profile of the Teacher-Respondents

Part 2. Teaching Beliefs in conjunction to the DI principles

Part 3. Teaching Practices in differentiating the *content, process* and *product*

Part 2 of the instrument comprises the responses of the teacher-respondents on their teaching beliefs in conjunction to the DI principles. A Likert-style scale was used consisting of *Strongly Agree, Agree, Disagree, Strongly Disagree, and Not Sure* responses. Part 3 of the questionnaire elicits information on their responses on the DI in the following components: content, process, and product. In the same manner, a Likert-scale was employed and the responses would be any of the following: *Always, Sometimes, Seldom, Just Once, and I never do that.*

- *Interviews* were conducted to respondents. An interview sheet was utilized for reference during the duration of the interview process.
- *Observation* was done during actual teaching demonstration in the classrooms. It was made possible with the consent of the teacher-respondent. An observation sheet was also utilized to transcribe the DI practices observed.

Before the *interview* and *observation* were conducted, the teacher-respondents were randomly selected, and briefed them about the end-goal of the research. In this way, the participants would be able to understand the importance of their participation and the worthiness of the pursuit of the study. The detailed information about the DI was kept hidden

and in the background so that a deeper understanding can be seen through the demonstration of DI in the classrooms.

Analysis and Results

All the teacher-respondents are rigorously trained and professionally qualified to teach L2 learners in the tertiary level. Although there were some of them did not respond to some items in Part 1, it is worth-mentioning that all of them have credentials (Ph.D. in Linguistics, M.A. in Language Teaching, M.A. in English Language and Literature Teaching and others) that are vertically aligned to the set of qualifications for L2 teachers at FEU. Some of them did not reveal their age and their number of years in the teaching service. But definitely, two extremes, both the seasoned and newly hired teachers, found to be in collaboration to improve their L2 pedagogies.

Responses on the Beliefs of the L2 teachers in conjunction to Differentiated Instruction

Most of the respondents agree with the beliefs that match to the DI principles. Ninety percent of the respondents claim that language teaching should focus on the essentials of learning, flexible instruction, student differences, and inseparability of the assessment from instruction. There are 3% of them who said otherwise.

With regard to teacher-student collaboration, 76% of the respondents agree with this principles. The respondents said that this collaborative effort will lessen the apathetic filter of the learners, not only to their teachers, but also to the target language. It makes the students feel the “sense of belongingness” when they are favorably accommodated by their teachers. Fourteen percent of the respondents disagree to this practice. The teacher-respondents claimed that they have to lessen this especially to students who tend to be complacent in attending to their academic requirements. Lack of time is another reason for the less effort in conducting teacher-student collaboration. This, somehow, reflects the academic practice in the tertiary level in the Philippines, since language teachers attend to five big class-sizes or more in a day in a tertiary level. Language teachers find this impractical and inconvenient to a lot more time, and instead, collaboration is usually done during class hours.

Responses on Differentiating “Process”

Eighty one point twenty five percent of the teacher respondents allow their students to work alone or with peers on different tasks. It can be attributed to the fact that college students, in particular, are more autonomous and self-propelling students than those from the secondary and grade schools. Teachers instill the value of independent learning to L2 learners. This observation means that the students take more time to process and internalize the language area taught to them.

However, 6.25% of them do not use learning contracts based on readiness, interest, or learning profiles of the students. They admit that they do not know the features of these learning contracts, but they explain that they have indicated in the course syllabi what needs to be attained by the learners at the end of the semester.

Responses on Differentiating “Product”

Fifty nine point thirty eight percent of the teacher-respondents allowed their students to demonstrate learning in various ways other than writing. They understand that students can be more expressive and creative by making graphic organizers, poster making, demonstrations through simulated activities. These practices differentiate the learning outcome. They ensure that the students have working knowledge on the language area taught and be integrated to academic and practical use. However, 9.38% of them said that they never ask their students to do a book report, and debate or investigate an issue. The respondents said that these activities entail rigorous teaching of skills to the students. Sometimes, teachers get disappointed, yet challenged, by the unpreparedness of the students to do these activities.

Responses on Teacher-Support and Student Activities that promote a Culturally-Inclusive Environment

Fifty nine point thirty eight of the teacher-respondents conduct activities to students that reflect cultural diversity and provide realistic and positive images of various cultural groups. This means that both Filipino and international students get a meaningful experience in learning the target language in the classroom. Nine point thirty eight percent of them said that they do not encourage students to use their first language in classroom interactions. Although these teacher-respondents value learners' L1, but this can be the last recourse if simplification of the instruction fails.

Implications to the following:

Pedagogy

The variance of learners in the classroom means that differentiation of instruction must be done vigorously. Language teachers must take time of looking through their students what differentiation is needed to meet where the students are in learning the target language.

Learning a second language is also learning a new culture. The time for processing learning matters more in culture-appreciation than the pacing puts into teaching and learning the language. Therefore, processing and internalizing the language area taught must be conceptualized in the realm of culture, and adequate time needed to suffice .

Research

A dearth of work has been made on the kind of English taught by non-native speakers of English and learned by multilingual students. There is a need to further the definition of multilingual students in different classroom contexts. The learning outcome is the intersecting point of learner-variance. This can be a fertile ground for research.

Demystifying the knowledge of the multilingual students in a certain language area can be a good resource of information to determine *what* and *how much* differentiation shall be made.

Exploration of more variables that must be differentiated can pave more opportunities of understanding the need of “retooling” the curriculum set for L2 learners, and “remodeling” instructions for successful L2 learning.

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Appendix (Philip Jay Alcoberes)

Table 2. Responses on Differentiating Content

	Always		Sometimes		Seldom		Just Once		I never do that		f	%
	f	%	f	%	f	%	f	%	f	%		
1.select variety of books and resource materials	23	71.88	5	15.63	4	12.50	0	0	0	0	32	100
2.select specific areas of interest	24	75.00	7	21.88	1	3.13	0	0	0	0	32	100
3.use of learning contracts	19	59.38	8	25.00	2	6.25	0	0	3	9.38	32	100
4.group students according to readiness levels	11	34.38	17	53.13	3	9.38	0	0	1	3.13	32	100
5.reteach to small groups who need support and explanations	12	37.50	18	56.25	2	6.25	0	0	0	0	32	100
6.provide consultations schedules	22	68.75	9	28.13	1	3.13	0	0	0	0	32	100

Table 3. Responses on Differentiating Process

	Always		Sometimes		Seldom		Just Once		I never do that			
	f	%	f	%	f	%	f	%	f	%	f	%
7.allow students to alone or with peers	26	81.25	4	12.50	2	6.25	0	0	0	0	32	100
8. use tiered activities	20	62.50	11	34.38	1	3.13	0	0	0	0	32	100
9. base learning contracts on readiness level, interests, and learning profile of students	15	46.88	13	40.63	2	6.25	0	0	2	6.25	32	100
10.allow independent learning	20	62.50	9	28.13	3	9.38	0	0	0	0	32	100
11. use of choice boards, reading buddies, and flexible grouping	14	43.75	15	46.88	3	9.38	0	0	0	0	32	100
12. use of web 2.0 as a platform for L2 teaching	9	28.13	14	43.75	7	21.88	1	3.13	1	3.13	32	100
13.use of multi-media	16	50.00	10	31.25	3	9.38	2	6.25	2	3.13	32	100
											32	100

Table 4. Responses on Differentiating Product

	Always		Sometimes		Seldom		Just Once		I never do that		f	%
	f	%	f	%	f	%	f	%	f	%		
14. write a story or poem	12	37.50	14	43.75	5	15.63	0	0	1	3.13	32	100
15. write a book report, or other creative forms of writing	9	28.13	18	56.25	1	3.13	1	3.13	3	9.38	32	100
16. debate or investigate an issue	10	31.25	16	50.00	3	9.38	0	0	3	9.38	32	100
17. design a model or a game	7	21.88	18	56.25	4	12.50	0	0	3	9.38	32	100
18. create a mural or a song	8	25.00	15	46.88	5	15.63	1	3.13	3	9.38	32	100
19. make a comparative and contrastive analysis	12	37.50	16	50.88	3	9.38	0	0	1	3.13	32	100
20. allow students to demonstrate learning through graphic organizers, art, models, posters, etc.	19	59.38	11	34.38	1	3.13	0	0	1	3.13	32	100

Table 5. Responses on Student Activities and Teacher-Support that Promote Culturally-Inclusive Environment

	Always		Sometimes		Seldom		Just Once		I never do that		f	%
	f	%	f	%	f	%	f	%	f	%		
21.classroom activities reflect cultural diversity	19	59.38	11	34.38	0	0	2	6.25	0	0	32	100
22.find creative and meaningful ways to involve international students	19	59.38	8	25.00	2	6.25	1	3.13	2	6.25	32	100
23. use of signs, notices and displays for multilingual speakers	14	43.75	12	37.50	2	6.25	2	6.25	2	6.25	32	100
24.student's L1 is highly valued	17	53.13	9	28.13	1	3.13	2	6.25	2	9.38	32	100
25.communicate a positive attitude	20	62.50	10	31.25	0	0	1	3.13	3	3.13	32	100
26.integrate other vernacular for culture-appreciation	14	43.75	13	40.63	3	9.38	1	3.13	1	3.13	32	100
27.use of informants for enrichment activity	18	56.25	10	31.25	2	6.25	1	3.13		3.13	32	100
28.learn simple expressions from student's L1	12	37.50	17	53.13	1	3.13	1	3.13	1	3.13	32	100
29.allow the students to share cultural similarities and differences	19	59.38	11	34.38	1	3.13	1	3.13	0	0	32	100

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30.orient/ acquaint international students the Filipino way of using the expressions in English	17 53.13	11 34.38	3 9.38	1 3.13	0 0	32	100
						32	100

**INTEGRATING INTERCULTURAL COMPETENCE
IN CROSS CULTURAL UNDERSTANDING COURSE
IN ENGLISH DEPARTMENT OF PATTIMURA UNIVERSITY**

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Abstract

With the current status of English as an international language in multicultural society, ELT practices are expected to empower students with intercultural competence to be able to communicate and involve with people from different cultures. This article is based on the analysis on cross cultural understanding course in English department at Pattimura university in the journey to answer the global demands of understading differences of multicultures of global community. By incorporating intercultural competence, teachers are able to shape the students competent cultural mediators. From the result of the discussion, some topics and materials are suggested to be taught in cross cultural understanding class.

Introduction

English has been developing in 21 centuries as a communication tool among global societies. It has spread initially through colonialism, speaker migration and technology (McKay, 2002, p.16) and led to become a central key to bridge communication gaps for academic purpose, politics, entertainment, tourism, interpersonal relationship and other professional matters. It transcends through cultural, ethnic and national boundaries and globally takes position as a lingua franca or global language in the world (Crystal, 2003, p.1). Global citizens exchange and negotiate meaning with each other in a multicultural context where communicators come from various linguistic and cultural backgrounds by using English. In short, the competence is not merely English is transmissible to fulfil their communicative needs for mutual

comprehensibility, it is also the ability to adjust and mediate intercultural diversity for the success of communication in the form of intercultural competence.

Responding to these global demands, foreign language education has already taken intercultural competence into account and promoted its incorporation in ELT classrooms. English teachers are responsible to connect students with another world which is culturally different from theirs through the use of English (Sercu, 2005, p.1). As a result, they will be competent as cultural mediators when they meet cross cultural encounters in society. Therefore, grasping a comprehensive concept of EIL and its pedagogical practice in the classroom is pivotal. Through these understandings, some revision are made for educators as it is expected that they will be adaptable with the development of English, identify the demand of local and global (glocal) needs and design proper instructional materials to respond to the global challenge.

Theoretical Framework

1. Theoretical principle of EIL

The concept of EIL is grounded in a theory of three-concentric circles proposed by Kachru (1989) in Mackay (2002, p.6). He suggests the notion about the categorization of countries which have undergone English expansion in the world. In inner circle countries, English operates as a mother tongue. While in outer circle countries, English is mainly communicated by people as a second language because of their colonial histories. In expanding circle countries, English has no official status, yet it is applicable for interaction among society across national and cultural borders. The urgency to engage in cross country communication among these circle countries particularly by native English speakers (NESs) and non-native English speaker (NNESs) and NNESs and NNESs causes people start to speak English as a world language. Unavoidably, there is a rapid growth of English used by NNESs in outer as well as expanding circle countries (Canagarajah, 2006 as cited in Sharifian, 2009, p.3). Graddol (1999) as cited in McKay (2003, p.2) agrees, projecting that in the next 50 years, the numbers of NNESs will multiply extensively from 235 million to 462 million, surpassing NESs. Likewise, it is estimated that out of 1.5 billion English users, 400 million speak it as

L1, 400 million as L2, and 600 million as FL with the possibilities that the numbers of English users will still increase in forthcoming years (David Crystal, 2006 p.424). Those figures represent the reality that English is not owned by a particular discourse community called NES but by anyone who speaks English. Accordingly, the use of English by majorly NNEs has begun the era of English use worldwide.

Globalisation has influenced in the spread of English as a lingua franca widely. Crystal (2006, p.426) lists several reasons of English use among global society including variety of political and economical areas, advertisement, music, motion pictures, publication, communications, education and international travel. It is believed that that English has been denationalised and moreover, it has been renationalised (Smith, 1976, as cited in McKay, 2002, p.11). Hence, language cannot be linked to either particular specific geographical domain or culture; rather it belongs to its user (McKay, 2002). It has little to do with people who speak it but those who use it. This knowledge positively changes traditional assumption of ELT by referring to NESs as a model of Standard English (SE) in regards to knowledge and proficiency of the language that NNEs should have (Stern, 1983 p.342). Disagreeing with Stern's idea about the level of competencies for NNEs, Cook (1999) states "Adults could never become a native speaker without being reborn" (p.187). This seems like a mission impossible for NNEs to be NESs. Widdowson (1994) as cited in (Higgins, 2003, p.620) supports this argument by elaborating the notion of the English ownership. He asserts that the norms and standards are no longer owned by NESs but by someone who is proficient to the extent possess and assert through English and eventually be legitimated as the speaker of English. EIL brings a sense of belonging to English as a universal language for its users and not binding on the rules of Standard English from NESs.

According to Matsuda, EIL belongs to speakers from different nations who use it with certain varieties (2003). The varieties of Englishes are emerging worldwide because those are marked by different ecological, cultural, linguistic, social, and other characteristics in particular context (Kandiah, 1998, p.3). He has classified the varieties of Englishes into new Englishes e.g. Singapore English, older Englishes such as American English or English English and English based on pidgins, creoles and decreolized varieties such as Hawaii

English Creole (p.9). Although there are many varieties, English itself is considered as 'native-culture-free-code' (Fielder, 2011, p.80) which means that English will not attach to particular NES cultures. In fact, widely being spoken by both NESs and NNEs, there is a possible existence of cultural misunderstanding in global communication, owing to different cultural and linguistic resources as well as varieties in EIL. The conflict is based on unawareness of the multiculturalism in communication. As a result, it devalues of what Bordieu (1997 as cited in Momenian 2010 p.2) defines as “Cultural capital” which represents the knowledge and modes of different classes and groups in relation to specific sets of social norms. To reduce the misconception of cultures in EIL, hence collaboration of language and culture in ELT is considerably necessary. McKay (2002, p.12) improves Smith’s ideas of EIL (1976) by referring English as a global communication tool with adjustment with local cultures of speakers. The expectation is the English speakers will invest their cultural capital and follow their own standard and ultimately conceptualize themselves as English users (Higgins, 2003). This understanding assists me to reframe how EIL is taught in ELT classroom.

2. EIL Into Pedagogy

C-Bound and N-Bound are suggested by Sifakis (2004) to view the way language is taught in EIL class. He argues that N-Bound relies on codification, regularity and standardness which are mostly adopted by students who use NES as the authentic model. While in C-Bound, culture is the core to achieve comprehensibility in communication. Turning to its use in classroom, the significant findings by Friedrich (2002, p.218) proves that that Brazilian students acknowledged the EIL and many varieties in society, but they still prefer to use American or British English as the standard rules. Matsuda (2003 p.484) concludes that the opportunities to acknowledge EIL and its varieties other than these two significant native speaker models remain oppressed and peripheral position with the centralization of N-Bound. There is a tendency that language classes are apt to adopt N-bound without considering that a real life of NES-NNE communication has always been C-Bound (Sifakis 2004). Hence, teacher needs to bridge this gap and provide a practical approach like English as a lingua franca (ELF) to facilitate these two different axes.

Jenkins (2005) describes ELF as the core of EIL to serve mutual comprehensibility (as cited in Kirkpatrick, 2007, p.193). These terms are used interchangeably by education, yet principally they have same function as a global language. The term lingua franca itself is related to communication between speakers with different “*linguacultures*” (Jenkins 2006, as cited in Baker, 2009 p.569) which implies the use of English among NESs in outer and expanding circle country. Ever since the focus of ELF is cross cultural communication, Kirkpatrick (2007) states “...the focus of classroom moves from acquisition of the norms associated with a standard model to focus on learning linguistic features, cultural information and communicative strategies that will facilitate communication” (p.194). In other words, pedagogy based on ELF will transform students’ delusion of NES as the role model in N-Bound and raise students’ awareness of different cultural dimension in communication in the level of C-Bound.

The use of EIL in multilingual communities coins the presence of bilingual or multilingual speakers. According to Graddol (1997), bilingual and multilingual speakers use English as a culturally appropriate language for particular communicative context (as cited in McKay, 2002). Teachers are responsible to ensure students concept of “multicompetence” as knowledge of L1 and L2 in mind (Cook, 1991 as cited in Cook, 1999, p.190). Along within the pedagogical frame, Kirkpatrick (2007, p.194.) contends to create bi and multilingual citizens in classroom. It then becomes an important task for teachers and education to ensure and create students as multicompetent language users who can confidently contribute in multicultural society.

Besides multicompetence of language, intercultural competence is also prominent for language speakers in cross cultural communication. Intercultural competence refers to the ability to think and act in interculturally appropriate ways (Hammer, Bennet and Wiseman, 2003 as cited in Sinicrope, Norris & Watanabe, 2007 p.3). In teaching EIL, teachers need to be aware that in intercultural communication particularly in expanding circle countries, cultures appear to be varied and dynamic (Baker, 2011). Moreover, Saville-Troike (1983) claims that the concepts of communicative competences and cultural competence are intertwined (As cited in Lessard-Clouston, 2009). It is highlighted the idea that to interpret meaning of language means that we have to understand the context of its communication.

Sercu (2005) supports this argument, claiming that intercultural competence refines communicative competences which focus solely on linguistically, sociolinguistically and pragmatically of one's abilities. He proposes components of intercultural competence, namely :

- Knowledge; particular culture, self and other concept, interaction to communication knowledge
- Skills or behaviour; ability to interpret, relate, discover, acquire operate knowledge, attitudes and skill
- Attitudes or traits; value self and others, position learning intercultural competence

Cultural acquisition should occur in accordance with language learning and do not make it as "lecturettes" (Rivers, 1986 as cited in Steele & Suozzo, 1994 p.1). it is substantial to teach language through culture and vice versa, verifying that teacher cannot teach language in a vacuum, therefore cultural background is necessary to be taught. The comprehension of learning language through sociocultural and pragmatics meanings in culture will help students to be effective in cross cultural communication and create what Canagarajah (2005) states 'local in global' (as cited in Baker, 2009 p.573) in a classroom.

3. Integration of intercultural competence and EIL in class activities

To have a clear framework of material development in EIL, Matsuda (2003) suggests that the selection of instructional model, cultural topics, interactive activities and assessment should serve comprehension pluralism in EIL. McKay (2002 p.129) presents the similar view that classroom should construct "A sphere of interculturality" which means students learn another cultures as a foundation to reflect on their own.

Based on these arguments of multiculturalism in EIL, there are some considerations as follow. Firstly, in order to consider the choice of materials, according to Steele and Suozzo (1994, p.87) authentic materials are valuable along with various language techniques with the aim of integrating language and cultural understanding. Teachers can expose pictures, photos, videos which engage which students daily activity. Secondly, Cortazzi and Jin (1999) as cited in McKay (2003, p.10) argue that the selection of cultural contents in ELT should cover three distinguished category of cultures which are source culture materials (students local

cultures), target cultural materials (inner circle cultures) and international target culture materials (outer and expanding circle cultures such as ASEAN countries which are Indonesia's neighbours). The balance of teaching those three cultures will avoid misconception of students to be detached only to the perfect model of NES culture. Here, each culture should be treated carefully in ELT. For instance target culture which is derived from multicultural society such as England with many immigrants there. Nizegorodcew (2011, p.14) questions teachers for only teach merely majority culture based on nation state such as English short story, art and literacy or include minority culture such as immigrants' way of living. The decision of teachers to teach particular culture relies on their own preferences. Thirdly, to design the activities, Baker's approach (2011.p.68) is used by elaborating some strands to develop ELF in intercultural context. Exploring local cultures by examining the difference and complexity of local and national cultures, these strands work as the basis to compose various activities in the classroom. These four strands are :

- Exploring language learning materials or resources which is related to local cultures
- Discovering the traditional media and arts through English includes all media which depict the images of cultures.
- Exploring IT/electronic media as a part of communication media
- Providing cultural informants who have experienced with particular cultures.

In summary, these suggested activities will be appropriately applicable in my context of ELT to embrace the local, target and international cultures as well as facilitate students to communicate their local cultures and experience foreign cultures as well.

THE FRAMEWORK OF ELT IN INDONESIA

In this section, the context of ELT in English Department of Pattimura University will be described and some activities will be recommended for the improvement of its pedagogical practices.

1. INDONESIA UNIVERSITY LEVEL

For an undergraduate degree or S1(Sarjana), students are required to take eight semesters or four year courses in university. As a tertiary institution of education, universities in Indonesia

have rights and freedoms to develop their own curriculum. Different from 12-year education, Elementary to Senior high schools, there is no normative or standard curriculum for universities to follow. Each university will conduct their own curriculum under the supervision of Accreditation Bureau of Tertiary Education on behalf Education ministry. The eligibility and quality of university will be assessed and standardized within a certain period of time.

Stenhouse (1975 p.142) defines a curriculum as 'An attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'. This echoes that curriculum is one of the essential elements supporting education. However, Bordier and Passeron (1977) as cited in Auerbach and Burgess (1985, p.476) claim that no curriculum is neutral. There are always particular cultural and social values that underlie in pedagogical implementation. I acknowledge that the sense of imperialism by dominant power of NES is strongly embedded in Indonesia curriculum as the perfect model. As the product of NES teaching, there will be illogical admiration of NESs which triggers NNESSs' desire to become a member of NES culture (Shridhar and Shridar, 1994, as cited in McKay, 2002 p.40). It will be problematic since students will undermine their own local heritage.

2. ENGLISH DEPARTMENT BACKGROUND AND GOALS

As it has been explained before about the imperialism of NES, students tend to subjectively change their culture into NES cultures. The reason is although culture is spelled "C" by many educational institutions, yet it is not perceived a major part of language curriculum Steele & Suozzo (1994, p.120) which is assumed here as source and international cultures. When curriculum is developed, educators should be careful to elaborate it, as Auerbach and Burgess (1985) accentuate "The choices that educator make reflect their views of learning process, the social context for learning, and the students' place in society" (p.476). Based on the observation, English department as a part of faculty of teachers training and educational science in Pattimura University has already set the goal "to generate professional, competent and highly dedicated, innovative and competitive English graduates to sensitive in dynamic social development in Maluku and Indonesia" (Kemendiknas, 2009).

Obviously, this department is ready to answer the global demand for the competent English teachers who proactively maintain the cultural heritage. Nevertheless, the implication of teaching EIL and intercultural acquisition have not been contextualized clearly in the classroom as it will be discussed further.

3. CROSS CULTURAL UNDERSTANDING CLASS

Since curriculum is developed by each university, therefore the English department is in charge with of its own curriculum and each lecturer is encouraged to design his or her own syllabus. It is asserted that that there are three different ways to teach culture. First method is eclectic method, in which culture is into incorporated curriculum. Second one is incorporation with cultural syllabus. While the last method is culture taught isolated as part of intercultural studies (Lessard-Clouston, 2009). In this study, Cross Cultural Understanding (CCU) is described. The number of students in this course is 60 students and teachers have about 90 minutes every meeting in class. They enroll this course in semester four in the age of 20. Students come from different source cultures such as Tual, Ambon, Saumlaki and other districts in my province, Maluku. Class discussion and lecture are mostly done as a part of ELT activities. There are two teachers in this class, yet they take a turn to teach this course every half semester. Basically, the goal of this course is students are expected to be able to use the target language appropriately so that they can avoid misunderstanding and misbehaving, either in using or comprehending the target language. Target and native cultures will be critically analysed together in this class. It means that the goal of this course is to give the perspective of two different cultures both target and local cultures, how students embrace the difference and similarities and deal with the problem that is possibly raised in society.

There are some particular issues that need to be revised according to the theories discussed. Firstly, the class is teacher-centred in which teachers are the sources of knowledge. Students have little chance to gain information related to particular culture autonomously because all the resources come from teacher. Secondly, target culture is the centre of this course as it can be seen from the choice of the topic per each meeting e.g. village life (the farm), a tea party, town industry (London, Black hat). Instead of exposing students to target culture and establishing NES imperialism in the classroom, source and international cultures need to be

introduced equally. In regards to these issues, some following activities are suggested to be implemented as a part of supplementary activities or can be the materials itself in classroom in order to accommodate students broadening and enriching their knowledge with source, target and international cultures.

Activity 1: Having a foreign cyber pal

As previously mentioned in the discussion of theoretical background, electronic media is significantly powerful to provide multicultural setting for student to access and have new international friends. Students get chance to have new foreign friends and exchange information about their cultures. It is possible for students to have long lasting friendship with their new cyber pal.

Goal :

- Students are able to make friends all over the world by social networking website
- Students are able to communicate their source culture confidently to other foreign friends
- Students are able to respond appropriately toward their foreign friends' customs or cultures (target or international culture) by showing their highly respect.

Procedures:

- Teacher encourages students to find new friends from social networks such as twitter, facebook or chatroom.
- Beforehand, students should think and discuss particular custom that they have in order to tell their foreign friends about it.
- Teacher gives a week for students to find friends in worldwide network site.
- Students will exchange information about their particular culture or custom with their cyber pal.
- In response to this activity, students will report the result of their ' chat' in the form of presentation in small group for the next meeting.

Alternative recommendation: Students can write a report about their new cyber friends' information and custom. They can make it in “scrap book” and teacher can exhibit it in class so other students can see it (See appendix 1).

Anticipated difficulties: Students are not confident to find new cyber pals and introduce themselves in social network site. Therefore the teacher encourage them to have collaborated partners to help each other to communicate their purpose to new friends.

Activity 2 : Cultural Diversity Presentation

Authentic materials such as pictures, photos, videos etc can be effective for engaging students with real life circumstances. In this activity, students will gain much information about their source, target and international cultures.

Goal :

- Students are able to identify similarities and differences of their source cultures and target/international cultures.
- Students are able to mediate diversity of their cultures and target or international cultures.
- Students gain more understanding and value for various cultures in multicultural society.

Procedure :

- Teacher divides students into group of four or five students.
- In a small group, students brainstorm information about particular cultures derived from source culture and target or international culture to present in front of the class.
- Students will choose two different cultures and try to compare and contrast it.
- For instance, students will explain about the feast "Makan Patita" and the manner of eating in this Moluccas Custom. Students will compare it to western table manner. Students will learn how people value these cultures and how they respond to these cultures (See Appendix 2).
- Students will have a week to prepare the presentation and they have chance to consult their chosen cultures with teacher.

Alternative recommendation:

Since classroom presentation will take longer time, teacher can ask students to make a portfolio of cultures diversity.

Anticipated difficulties : Teacher will manage time wisely so each group will have sufficient time to for presentation for instance 10-15 minute presentation.

Activity 3 : Art Performance

Students value their local, target and international cultures by performing it in the classroom. It becomes an exciting task for students to prepare and have a class performance.

Goal :

- Students are able to perform their local culture/target/international culture
- Students are able to do collaborative work with other students
- Students are able to appreciate their source culture as well as others.

Procedure :

- Teacher will divide three major groups which are source, target and international cultures. In these groups, student will group themselves into a small group of 6 people.
- Each group will have particular art performance.
- Students can choose short play performance or dance. For short play performance, two groups can join together.
- Before the performance, one of the representatives from each group will explain that culture (see appendix 3).

Alternative recommendation: Again, this activity will be time consuming; hence teacher will give limited time for each performance. It also can be done in the middle or at the end of semester as a part of class performance.

Anticipated Difficulties : Sometimes students pay more attention in preparing the performance, therefore teacher needs to remind them that the focus of this activity is not merely about performance but how students value cultures that they present.

Activity 4 : Interview with Cultural informants

Authentic resources can come from people who have experience living in other country or foreigners who are living in Indonesia. They will present how they successfully integrate into

the new culture but still actively retain their native culture. The interview can demonstrate the way people can embrace and live with two or more cultures together.

Goal :

- Students experience living in other foreign country through other people' story.
- Students are able to encounter cultural shock and diversity living in foreign country.
- Students are able to mediate the diversity of cultures.

Procedure :

- Teacher will invite cultural informants who are able to share their experience living in other countries particularly target or international cultures. They will use English to tell their experience about how they deal with new culture, experience culture shock and adjust with the new culture.
- Working in discussion group, students prepare five WH questions to ask regarding the cultural informants' experience.
- As a feedback for this activity, teacher can ask students to write reflection regarding the presentation (see Appendix 4).

Alternative recommendation: As a part of consideration, teacher can invite students who have visited some foreign countries in students exchange program as cultural informants. Teacher also can ask students to give the recommendation of person they know has a cross cultural experience so teacher can contact them to be cultural informants.

Anticipated Difficulties : Because this activity will deal with cultural informants and their spare time, thus teachers need to arrange the time with them before the semester starts. Teachers also should have an alternative activity, in case the informants cannot come to the class.

Conclusion

As a facilitator, by using these activities, teacher will help the students to experience the learning itself and create classroom as a multicultural site. Students will broaden their knowledge of source, target and international cultures, and practice to communicate these in classroom. These activities will bring them experience similar to a real life experience to come communicate and present themselves as the ambassador of their local culture. Teachers

will shift their roles from the resource of knowledge to facilitator of knowledge in which students can learn from their teachers and vice versa. All in all, EIL creates a conducive atmosphere which allows students to embrace and understand new cultures while still celebrating their native cultures as a part of their identities in order to develop mutual understanding in multicultural communication.

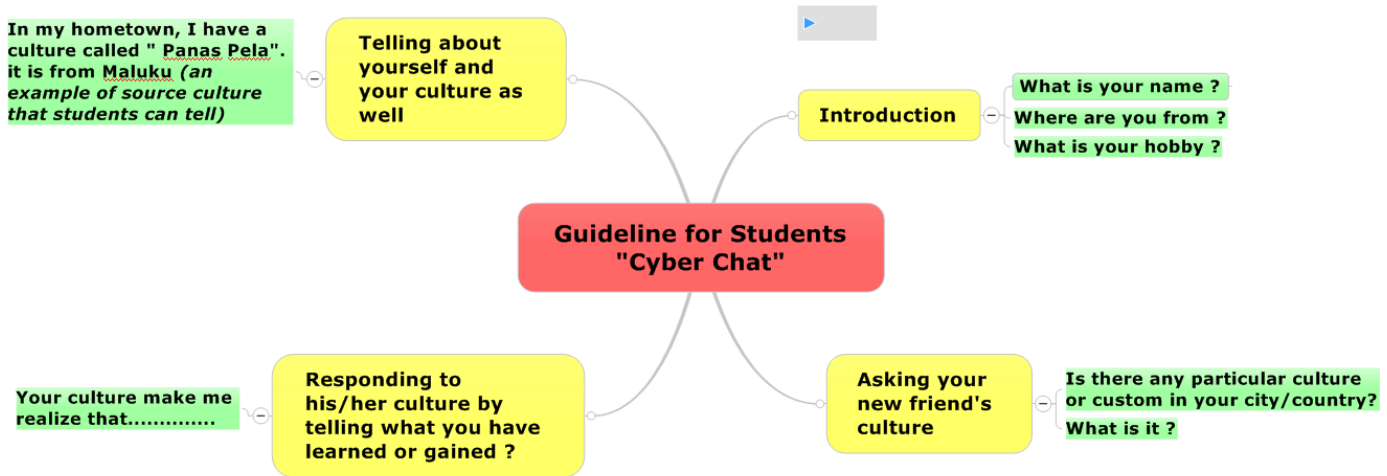
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Appendix 1

ACTIVITY 1 : HAVING A FOREIGN CYBER PAL



The guideline for students' chat provides samples of questions and expression. Students will add their own questions that they want to ask. There is no limitation for question in their chat because the aim is students are able to build communication and friendship with their new cyber pals.

SAMPLE OF SCRAP BOOK

Cover of Scrap Book



<http://cindystokes.typepad.com/.a/6a00d8354cb12169e2011>

MY CYBER PAL

Personal Information

Name

Address

You can add by your own!

My Impression

(Write 3 things that you have learned from your friend, you can make it in a short paragraph).

.....

.....

.....

Culture/custom

(What is it ?).....

(Describe your cyber pal's culture in 5 brief sentences).....

.....

.....

.....

Appendix 2

ACTIVITY 2 : CULTURAL DIVERSITY PRESENTATION

This is an example of two different cultures of having and sharing food.

Target Culture : Australia



<http://i.telegraph.co.uk/multimedia/archive/01397/ba>

Source Culture : Maluku



<http://2.bp.blogspot.com.0ATLsvvH8/s400/DSC05729.JPG>

BARBEQUE vs MAKAN PATITA

DESCRIPTION :

(Make 5 WH questions and answer those questions by your own).

e.g. Who are those people ?.....
.....
.....
.....
.....

SIMILARITIES :

(Write 3 similarities of those two cultures)

.....
.....
.....

DIFFERENCES :

(Write 3 Differences of those two cultures)

.....
.....
.....

THINGS THAT I HAVE LEARNED :

(Write 3 things that you have learned from those cultures)

.....
.....

Appendix 3

ACTIVITY 3 : ART PERFORMANCE (Sample)

LEGEND OF KING ARTHUR : DRAMA FROM ENGLAND (TARGET CULTURE)



<http://www.facebook.com/photo.php?fbid=441577719186588&set>

KATREJI DANCE FROM AMBON MALUKU (SOURCE CULTURE)



<http://latar23.student.umm.ac.id/files/2010/07/katreji.png>

KOREAN TRADITIONAL SONG (INTERNATIONAL CULTURE)



<http://www.telcomplus.net/satkins/NewFiles/korday1.jpg>

GUIDELINE FOR ART PERFORMANCE

- In your group choose one of particular cultures (Source, target or international culture)
- Prepare your group performance
- Your group will have 15-20 minutes to perform.
- Before the presentation, one of your group members is going to explain the culture you have chosen covered four important questions below.

1. What culture you are going to perform?
2. Why do you choose it?
3. How you are going to perform it?
4. What kinds of moral or social values you can learn from this culture?

Appendix 4

ACTIVITY 4 : CULTURAL INFORMANT INTERVIEW

STUDENTS' REFLECTION

Today, I have learned cultural information from

.....

Mention 5 things you have learned from today's interview

.....

.....

.....

.....

.....

Are there any suggestion for particular cultural informants you want to have in class ?

.....

.....

Mention 3 things that you want to learn specifically in the next interview with other cultural informants.

.....

.....

.....

Feedback

IMPROVING ENGLISH PROFICIENCY THROUGH ONLINE GAMES

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Abstract

The development of online gaming through the computer network in Indonesia is increasing in recent years. MMORPG (Massive Multiplayer Online Role Playing Games) is one of the computer online games genres that very popular in Indonesia. The importance of cooperation in the MMORPG is one of the factors that make it is interesting to be played. English is mostly used in MMORPG, since player should read the command in English. Therefore the player vocabulary richness is one of the key success factors to win the game. This study wants to reveal whether the English proficiency of the polytechnics students will be determined by their online gaming habit. This study uses the students of Business English Politeknik Ubaya as a tool in finding the relationship between their online gaming habit and TOEFL test result. TOEFL is an English proficiency test that is generally accepted. Questionnaires are given to reveal student habits in playing online games. The findings of this study can help polytechnics to concern with the impact of online gaming in improving English proficiency.

Keywords: English Proficiency, Online Games, TOEFL, MMORPG, Business English Politeknik Ubaya.

Introduction

The technology development in Indonesia triggered some behavior changes in playing games. Game itself is a type of play activity, conducted in the context of a pretended reality, in which the participant(s) try to achieve at least one arbitrary, nontrivial goal by acting in accordance with rules (Rollings and Adams, 2006). The Indonesian traditional games slowly but sure is left behind. The traditional games are replacing with different types of games that make use of various computer technologies that identically called as video games. Video games here refer to any type of digital or electronic (i.e. non-mechanical) games, regardless of whether they are played on a desktop computer, video game console, mobile phone, tablet computer or any other platform. Thus the concept of video game includes everything from simple self-explanatory computer solitaire and Facebook games to complicated simulator and role-playing games with manuals exceeding a thousand pages (Uuskoski, 2011).

Computer games themselves have existed as a major recreational activity since the introduction of Pong in the 1970's. Since the introduction of the personal computer the availability of electronic entertainment has increased drastically, becoming available in locations where it was previously can't be accessed. The sheer number of personal computers in the workplace and presence of games on the World Wide Web have made computer games easily accessible to everyone (Anastasia and Chaplin, 2005). It triggers the online gaming era.

Online gaming is a technology rather than a genre, a mechanism for connecting players together rather than a particular pattern of gameplay (Rollings and Adams, 2006). It is a video game played over some form of computer network which is the internet, using a personal computer, video game console or handheld game console. Many online games have associated online communities, making online games a form of social activity beyond single player games. One advantage of online games is the ability to connect to multiplayer games, although single-player online games are quite common as well. A second advantage of online games is that a great percentage of games don't require payment. Also third that is worth noting is the availability of wide variety of games for all type of game players (Rollings and Adams, 2006).

Online Gaming in Indonesia is associated with computer based only, since playing online through the other devices is not so popular. Online computer gaming development in Indonesia triggered by various parties opened computer online-games rental. Certain parties even switch professions from internet cafes to online games rental only. The proliferation of online-gaming in public places in Indonesia sparked massive expansion of the overseas game providers to open a server in Indonesia, and even some local providers are also take part in this competition. This phenomenon makes the Indonesian online gamer has wide choices of games and genre.

Online gaming; like any other entertainment media, having several types of genre. Some of the genres are MMORPG (Massive Multiplayer Online Role Playing Games), Casual, Sports, Fighting, Simulation, Social Game through Facebook, FPS (First Person Shooting), or (3rd PS) Third Person Shooting. MMORPG and FPS are very popular in Indonesia. In a MMORPG, the player is represented by a pre-configured avatar, controlled by the player. Typical activities involve exploration of a three-dimensional landscape,

encountering other characters, communicating, trading and fighting. MMORPG is played by large numbers of people and represent the most technically advanced form of contemporary online gaming. Many contemporary MMORPG is set in a pseudo-medieval world based loosely on fantasy literature. Players are categorized by the type of creature and represented by appropriate avatars which can carry a number of items (usually weapons, money and food), and has a set of status levels (health percentage level and physical strength).

There are many factors that makes MMORPG such as Ragnarok and World of Warcraft/Defender of the Ancient and FPS such as Counter Strike are very popular in Indonesia. The importance of teamwork in the MMORPG and FPS is one of the factors that make the game interesting to play. Bonus items provided in MMORPG also makes the genre is interesting to play. The items obtained when players reach certain point. This will motivate players to continue to play.

The future of online gaming seems promising. It occurs everywhere not only in Indonesia. Market research firm Parks Associates reported that online gaming service revenues will increase from \$1.1 billion in 2005 to \$3.5 billion in 2009 (Graft, 2005). This analysis refers to developer revenue from provision of online service and content, not hardware. This continuing expansion will include the Massively Multiplayer, Real Time Strategy, and First Person Shooter genres. It will not be limited to them. "Smart Phones" and other mobile devices equipped with global positioning provide an, as yet, largely untapped opportunity for networked multiplayer gaming. As Internet usage continues to grow, so do new ways of relating to other people digitally, though online games, blogs, social network and assorted wireless applications (Seay, 2006). Many Multiplayer Massive Online (MMO) companies are moving towards a free to play model, where users can buy extras in-game. Although these are only micro-transactions, this could represent a major revenue stream (Grimwood, 2011).

The language used in online gaming is mostly English. Although, nowadays there are a lot of developers that translate English into Bahasa Indonesia in order to ease Indonesian players. Dealing with the game, the average player should read and analyze the command that is in the game. English is mostly used in game interactions, therefore only several players who know English can understand the meaning. In this case, players' vocabulary richness is

one of the keys to playing a game well. There are certain players who play by using a trial and error method, by just pressing any button to see where it goes. But, of course this method is not effective. It is interesting to observe whether the Indonesian players will experience a development of English proficiency by playing online-game.

English proficiency of a person is determined by how long he or she learns and uses English. Academic English proficiency refers to the ability to use language in academic contexts, which is particularly important for long-term success in school (Hatta, Butler, and Witt, 2000). It is also determined by how much vocabulary that the person understood, besides his/her speaking, writing, listening, and reading skills. Playing online games in English is one of the medium in which a player gets a lot of vocabularies and tries to understand it. The level of understanding in the variety of vocabularies will support a player to win the game and most probably represent his/her English proficiency. There are previous studies which reveal the positive effect of online gaming, especially in improving the language skills. According to Chiang et al. online gaming can trigger a positive affect (Chiang et al, 2011). Uuskoski (2011) tries to find out whether there is a general correlation between playing video games and being successful in English among Finnish upper secondary school students, and explore the possible reasons for and other factors affecting that correlation. He tries to correlate between playing games and extramural English (EE) activity. EE refers to the English that learners come in contact with outside the school context. The term was coined by Sundqvist (2009) as an all-encompassing umbrella term for concepts used by other researchers such as out-of-class learning, out-of-school learning or spare time English (Sundqvist 2009: 25–26). EE includes all kinds of contact with English outside the classroom, be it reading a book, playing a computer game, listening to music or having a conversation in English. It is a broad term, and unlike the concepts of implicit, explicit, intentional, unintentional, and incidental learning. Thus it allows us to take a completely different, more practical perspective on learning English (Uuskoski, 2011). The results of Uuskoski's study are proving there is a definite and undeniable connection between learning English and playing video games among upper secondary school students from Southern Finland. Therefore playing online games can be also categorized as a good EE activity to improving English proficiency.

One of the tools for measuring a person's level of English proficiency is the TOEFL test. TOEFL test is one of the English proficiency tests that generally accepted internationally. TOEFL testing takes place in more than 165 countries, and TOEFL scores are accepted by over 8,500 institutions in more than 130 countries. More institutions accept TOEFL test scores than any other English-language test, and over 27 million people have taken the test since it began in 1964. The TOEFL test measures the ability of non-native English speakers to communicate in English in an academic setting. It accurately measures how well students can use their English language skills in the college or university classroom (ETS TOEFL PBT bulletin, 2013-2014).

TOEFL has also become one of the requirements for a person to enter a particular college in Indonesia. TOEFL is officially constructed by an institution called ETS (English Testing Service) based in the United States. It has been through various changes on the test system implementation. TOEFL was first used the Paper Based Testing (PBT) method, then replaced with the Computer Based Testing TOEFL (CBT), and finally updated to the Internet Based Testing TOEFL (IBT) to date.

PBT TOEFL contains three sessions, which are session 1 the listening comprehension, session 2 the structure and written expression, and session 3 the reading comprehension. First session is a listening comprehension test which is measuring the ability to understand English as it is spoken in an academic setting. Second session is structure and written expression which is measuring the ability to recognize language that is appropriate for standard written English. Finally, the third session is reading comprehension which is measuring the ability to understand non-technical reading material written in English (ETS TOEFL PBT bulletin, 2013-2014). This research uses PBT TOEFL test as a measurement tool to find the correlation between online-gaming habit and English proficiency. PBT TOEFL test used in this research is a TOEFL predictive test which is done by Business English study program.

This article discusses a study intended to reveal the effect of computer online gaming habit of Business English students in their English proficiency that is represented by their PBT TOEFL scores. It also wants to find out their habit in playing other video games platform whether it is online or offline and the correlation with their PBT TOEFL prediction test scores. The goal of this study is to take a preliminary look to find out whether there is a

general correlation between playing computer online games and achieving a high PBT TOEFL prediction test which is done by Business English study program. This study cannot conclusively answer the question of whether playing online computer games is beneficial to language learning; the writer will only try to establish whether students have on average good PBT TOEFL scores and try to construct a picture of the factors contributing to their success. The result of the study is expected to be useful for Business English Study Program Politeknik Ubaya to considerate alternative ways in teaching and learning English.

Method

The study focuses on the students of Business English study program Politeknik Ubaya as a target respondent. The result of this study cannot be generalized with the other population. Questionnaire survey is used for this study and distributed to 25 students of Business English study program Politeknik Ubaya who already took the PBT TOEFL test given by Business English study program. The questionnaire are divided into 5 sections; section 1 about playing game habit, section 2 about online habit, section 3 about online gaming habit, and section 4 about computer network gaming, and section 5 about the use of English in online gaming. The questionnaire consists of 28 multiple choice questions and 5 open ended questions asking about the respondents' statements on their habits of playing games offline or online. The multiple choices questions deal with Yes/No answer as well as several choices regarding the frequency in playing games and game platform choices. The respondents' choices will be compared with their PBT TOEFL prediction test which is done by Business English study program. There is a requirement for students of Business English study program to take a compulsory PBT TOEFL prediction test and have 450 TOEFL score in order to be allowed to get the Final Report exam. That is why score 450 is categorized as an indicator of an average good score. Therefore, the impact of their habit on playing online games to the achievement and improvement of English proficiency will be revealed.

Findings

The findings of the study show the Business English students' habits in playing game, in online activity, in online gaming, in computer network gaming, and in using English in online gaming. These findings also reveal the result of students' PBT TOEFL prediction test.

Preliminary Findings

The early questions in the questionnaire are the questions for preliminary findings. It is to determine whether the questionnaire is given to the right respondents or not. There are four questions given to the respondent related with electronic games, online activity, computer online gaming habit, and PBT TOEFL

Table 1. Preliminary Findings

No.	Preliminary Questions	Yes	No
1	Have you ever play computer, video or mobile games?	25(100%)	0(0%)
2	Have you ever play online or by using internet through the device above?	22(88%)	3(12%)
3	Have you mostly play online games using computer network?	16(64%)	9(36%)
4.	Have you ever take the TOEFL predictive test?	25(100%)	0%

The total population of the respondents is 25 students. All of the respondents are already taken the TOEFL prediction test and have ever play electronics games. It means all of the respondents are valid for this study. Only 16 of 25 respondents are having a habit to play computer online games. Therefore, this study is going to specify the analysis of the impact of online gaming habit to the TOEFL scores of the 16 respondents. The findings data are divided into 3 categories of percentage which are total respondents (T), 16 computer online gamers (CO), and 9 non computer online gamers (NO). It is in order to give a clear picture of the result of the study.

Playing Game Habit

The data on Business English students’ playing games habit are reflected in the table 2. It is shown that the all of the respondents are using computer as a platform to play games. The computer online gamers indicated that mostly sometimes they were play mobile games and it shows that they play most of the platforms. The interesting parts are 89% of the non computer online gamers are playing the computer and video games.

Table 2. Playing Game Habit

No.	Platforms	Never	Sometimes	Almost Always	Always
1.	Computer	0% (T,CO,NO)	64% (T), 50%(CO),89%(NO)	20% (T), 25%(CO),11%(NO)	16%(T), 25%(CO),0%(NO)
2.	Video Games	12%(T), 13%(CO),11%(NO)	72%(T), 63%(CO),89%(NO)	12%(T) 19%(CO),0%(NO)	4%(T) 6%(CO),0%(NO)
3.	Mobile Games	4%(T) 6%(CO),0%(NO)	68%(T) 69%(CO),67%(NO)	16%(T) 6%(CO),33%(NO)	3%(T) 19%(CO),0%(NO)

Online Habit

Table 3. Most Frequent Devices Connected to Internet

No.	Devices	Respondent Choices
1.	Smartphone	36%(T),19%(CO),67%(NO)
2.	Tablet	12%(T),6%(CO),22%(NO)
3.	Computer	48%(T),69%(CO),11%(NO)
4.	Handheld	4%(T),6%(CO),0%(NO)
5	Console Games	0%(T,CO,NO)

On table 3, it can be proven that none of the respondents were spending their time to online through console games. Online through a computer still the most choices of every respondent by 48% total respondents choose it. It seems logic since computer is a must have platform to support the respondents, in this case students activities and not only to play games. The most of computer online gamers also choose the computer as the most frequent devices.

Online Gaming Habit

The online gaming habits of the respondents are stated on table 4. Most platforms that every respondent always play online are computer. It also seems relevant since computers are everywhere and internet connections are getting cheaper and easier to get. Video games consoles are the highest percentage of the platforms that never been played online. It also proves that respondents are not used to play online through video games.

Table 4. The Use of Internet in Gaming

No.	Platforms	Never	Sometimes	Almost Always	Always
1.	Computer	20%(T), 6%(CO), 44%(NO)	56%(T,CO,NO)	8%(T),13%(C O) 0%(NO)	16%(T),25%(C O), 0%(NO)
2.	Video Games	52%(T), 38%(CO), 78%(NO)	40%(T),50%(CO) 22%(NO)	0%(T,CO,NO)	8%(T),13%(CO) 0%(NO)
3.	Mobile Games	36%(T),38%(CO) 33%(NO)	48%(T),50%(CO) 44%(NO)	4%(T),0%(CO) 11%(NO)	12%(T),13%(C O), 11%(NO)

Computer Network Gaming Habit

The respondents’ habit in playing computer online is represented by the frequency in playing the online games and the choices of genre.

Table 5. Frequency in Playing the Computer Online Games

No.	Frequency per week	Respondent Choices
1.	Less Than 1 hour	40%(T), 19%(CO), 78%(NO)
2.	1-10 hours	40%(T), 50%(CO), 22%(NO)
3.	10-30 hours	16%(T), 25%(CO), 0%(NO)
4.	More than 30 hours	4%(T), 6%(CO),, %(NO)

Respondents are likely to play less than one hour and 1 until 10 hours per week, although there are 20 % of the respondents play more than 30 hours. Half of the computer online gamers are likely to play 1 until 10 hours per week. On the other hand 78% of non computer online gamers are likely to play less than 1 hour.

Table 6. Online Gaming Genre Choices

No.	Genre	Respondent Choices
1.	MMORPG	28% (T), 44% (CO), 0% (NO)
2.	FPS	2% (T), 2% (CO), 0% (NO)
3.	Fighting	20% (T), 19% (CO), 22% (NO)
4.	Simulation	12% (T), 1% (CO), 2% (NO)
5.	ETC	32% (T), 19% (CO), 56% (NO)

Table 6 shows that MMORPG are the no. 1 choices of the computer online gamers and 28% of all respondents. FPS is only chooses by 2% of both all respondents and computer online gamers.

The Use of English in Playing Game

The use of English in Playing game is represented by the data that shows numbers of respondents that choosing English as default language and the impact of online gaming to improve English skills.

Table 7. English as a Default Language

No.	English as a Default Language	Respondent Choices
1.	Never	8% (T), 0% (CO), 22% (NO)
2.	Sometimes	8% (T), 6% (CO), 11% (NO)
3.	Almost Always	16% (T), 13% (CO), 22% (NO)
4.	Always	68% (T), 81% (CO), 44% (NO)

English is always being chosen by the most respondents and the computer online gamers as a default language when they play games. Only 8% of the total respondents never choose English as a default language.

Table 8. The Impact of Online Gaming to Improve English skills

No.	English skills	Yes	No
1.	Reading	80%,(T) 94%,(CO) 56%(NO)	20%(T), 6%(CO), 44%(NO)
2.	Listening	72%(T), 88%(CO) 64%(NO)	28%(T),13%(CO),56%(NO)
3.	Speaking	64%(T), 75%(CO), 44%(NO)	36%(T), 25%(CO), 56%(NO)
4.	Vocabulary	84%(T), 94%(CO) 67%(NO)	16%(T), 6%(CO), 33%(NO)

Vocabulary is being chosen by all respondents and the computer online gamers as a skill that can be improved when someone play online gaming. On the contrary, half of non computer online gamers think that listening and speaking skills cannot be improved when someone play online gaming.

The PBT TOEFL prediction test scores

Table 9. PBT TOEFL Scores of Computer Online Gamers

No	Name	M/F	Section 1	Section 2	Section 3	Total Score
1	RRH	M	46	22	44	535
2	SWS	M	40	22	44	517
3	SS	F	38	24	40	512
4	RK	M	43	16	40	498
5	GYG	M	47	13	38	492
6	WPJ	M	38	18	40	492
7	KF	M	41	13	34	467
8	YV	M	32	15	37	462
9	ML	F	25	18	37	460
10	EA	F	27	20	30	455
11	DA	M	28	12	38	450
12	MNM	F	24	12	28	422
13	BEH	M	23	16	26	418
14	FK	M	23	7	31	400

15	BAH	M	21	12	22	400
16	FA	M	25	1	23	358

Table 10. PBT TOEFL Scores of Non Computer Online Gamers

No	Name	M/F	Section 1	Section 2	Section 3	Total Score
1	SCB	F	48	26	42	560
2	LA	F	41	28	41	530
3	HA	M	28	27	36	497
4	YS	F	35	19	31	467
5	HAL	F	27	16	31	450
6	MA	M	29	17	27	438
7	AA	M	38	7	24	418
8	YR	F	23	13	29	415
9	FCZ	F	25	10	26	405

Discussion of the Findings

The preliminary findings proved that all respondents were having experiences to play any digital or electronic games which can be called as video games based on Uuskoski (2011) statement. The interesting thing is 88% of the respondents declare that they have been playing online from certain video games devices. It is indicated that there is a real presence of video games in any platforms to college students. The emerging of the smartphone and computer technology become factors that make the devices cannot be avoided by youngsters, especially to play interactive online games.

There are 64% of the respondents that can be categorized as computer online gamers, and they become the main topic of the findings discussion. The most of the computer online gamers are also play mobile games. It shows that there is a strong relationship between computer and mobile online games. The majority of smartphone or tablet has to be connected to computer in order to gain lots of things. It can be determined that most computer online gamers might have gadget to play with. Regarding the non computer online gamers, the data shows that they play computer and video games too. Table 4 shows that sometimes 44% of non computer online gamers also play online through mobile games. It proves that mobile games are widely accepted by all gamers.

Uuskoski (2011) was divided the playing habit into 3 types of gamers; *casual* gamers who play 0-5hours/per week, *active* gamers who play 5-15hours/per week, and *hardcore* gamers who play more than 15 hours/per week. The findings reveal that half of the computer online gamers can be categorized as active gamers, while 31% of them can be categorized as hardcore gamers. It seems that the respondents quite keen to play computer online games. MMORPG is the genre that has highest percentage. MMORPG still the best choice for the computer online gamers.

English is widely accepted by computer online gamers and all of the respondents as their default language. Table 7 shows that 84% of total respondents and 81% of computer online gamers are almost always to always choose English as their default language whenever they play games. Respondents think that Vocabulary and Reading skills are likely to improve more than the other skills when they play English video games. The next skills that likely to improve are listening and speaking. It needs a further study to determine players are using headset so they can communicate with their online friends.

PBT TOEFL prediction test results reveal that 11 of 16 or for about 69% computer online gamers are having the average good scores, while 5 of 9 of the non computer online gamers are achieving above and equal 450 TOEFL scores. It seems that the computer online gamers have better scores that the non gamers. It indicates that play computer online games can lead to better TOEFL score. The correct answer in the reading session indicates that 56% or 9 of 16 computer online gamers are achieving more than 35 numbers of correct answers. It is better then the non computer online gamers who only 33% or 3 of 9 gamers are achieving more than 35 numbers of correct answers. It proves that play computer online games can lead to better reading skill.

The frequency of playing the computer online games also leads to better TOEFL scores. The computer online gamers who play 10 to more than 30 hours or as a hardcore gamers are RK, MNM, YV, GYG, and WPJ. It proves that 4 of them beside MNM are achieving more than 450 TOEFL score and they also achieve more than 35 correct answers on reading. It reveals that the frequency of playing the computer online games also leads to better reading skills.

Conclusions and Suggestions

This study finds that playing computer online games indeed triggers a better PBT TOEFL prediction test scores. Although, it must be considered that on the basis of this study it cannot be concluded that only playing computer online games can leads to better English skills. Since there are several factors that need to be examined in the further studies, such as other informal and formal English learning. On the other hand, the strong correlation between online gaming habit and good TOEFL scores, it would be reasonable to assume that playing computer online games can improve someone's English proficiency.

Based on the results of this study, there is a definite and undeniable connection between habits in playing computer online games and good TOEFL scores. However, because of the lack of other similar studies, the results of this study are still only preliminary. More studies are also needed to find the actual factors between playing online games and better English proficiency. Some of the further studies are the significance of gaming *communities* to gamers' learning. Since communities often play a large part in the development of young people's English skills (Uuskoski, 2011). Future research should in experimental research to let the respondents to play for certain hours/week between pre and post TOEFL test. So, it can be revealed the improvement of TOEFL scores before and after the gaming process.

Playing online games might seem new phenomenon and related to negative things in Indonesia, or something that does not need to be taken seriously. Lecturers and teachers should be aware that playing online games is another tool for teaching and learning activities, especially in English. It needs courage and passion to use this as a new teaching material to improve students' English proficiency.

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THE CONCEPT OF STUDENTS' PLACEMENT RELATED TO THE RESULT OF PROFILING TEST

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Abstract

The concept of the placement of new students in the classes is still a main problem in the Telkom Polytechnic (Telkom Applied Science College). It causes problems for students and teachers in learning process, in term of treatments in giving attention to students and delivering the material, especially in the subject of information, communication, and technology (ICT) areas. This research has the purpose to place students in each class related to their intelligence and competencies according to the profiling test. The test has the purpose to determine the ability of each student in term of intelligence. The profiling test used was IST (Intelligence Structure Test). This profiling test measures the intelligence and various aspects of special abilities (verbal ability, numeracy, creativity, memory, power shadow space, etc.). Students would be grouped according to the results of the test.

Keywords: students' placement, intelligence, and IST

Introduction

The concept of the placement of new students in the classes is still a main problem in the Telkom Polytechnic (Telkom Applied Science College). At the first semester, students are placed in classes according to the sequence of student numbers. The placement does not consider the intelligence and competencies of each student; therefore, there are disparities in the ability of students.

In the previous semester, many lecturers who taught these courses often complain about the differences in term of the ability and competency of Telkom Polytechnic students in each class. The lecturers had difficulties in achieving the learning targets due to differences in the students' ability and competency to absorb taught courses so that learning outcomes are not achieved in maximum. Similar problems are also felt by students, especially in terms of

getting the attention of lecturers when providing learning materials as well as to help them when faced with a variety of different levels of difficulty, especially in the field of information, communication, and technology (ICT) courses. Therefore, it causes problems for students and teachers in learning process, in term of treatments in giving attention to students and delivering the material.

This problem has been getting the attention of the institution, such as from the deputy of academic and head of department. The problems were identified as follows:

1. The placement of the new students at the first semester in each class was according to Student Identification Number (NIM) at the time they completed the registration process of the new admissions,
2. The number of students in each class with a quota of 40 students were considered too many and not ideal for the college in accordance with the standard ICT-based from the National Accreditation Agency for Higher Education (National Accreditation Board for Higher Education - BAN-PT. 2010) that suggested a maximum limit of each class by 23 students,
3. Unequal intelligence capabilities of student in each class is evaluated as one of the constraining factors for the achievement of competence in the process of ICT-based curriculum,
4. The qualifications of lecturers competence in teaching is also assessed to be varied, therefore it is required to conduct the competency tests for the lecturers who teach ICT courses.

According to the problem, the Department of Students' Affair of Telkom Polytechnic (Telkom Applied Science College) identified the students' capabilities by conducting the profiling test for the students from class 2012. The test had the purpose to determine the ability of each student in term of intelligence. The profiling test used was IST (Intelligence Structure Test). This profiling test measures the intelligence and various aspects of special abilities (verbal ability, numeracy, creativity, memory, power shadow space, etc.).

Students would be grouped in each class according to the results of the test. The placement of students began to be implemented at the first semester and it will be evaluated continually in every semester, according to the Grade Potential Academic (GPA) achieved.

The research problems are formulated as follow:

1. How to classify the ability of each student in each class in terms of intelligence?
2. How to determine the ideal number of students in each class according to the results of intelligence test?

By identifying the students' capabilities with the profiling test, Telkom Polytechnic students were classified according to the ability and the ideal number of students in each class could be determined according to the results of intelligence test. Therefore, the lecturer could provide the appropriate attention and instruction in learning process that best suit with the students' intellectual, ability and capability, and the learning objectives in ICT courses could be achieved in maximum.

Literature Review

1. Students' Placement

Each student should be provided with instruction that will best suit his/her intellectual, physical, emotional, and social needs and capabilities. Classroom placement of students should reflect the goal of providing equitable educational opportunities for all students. The grouping of students and classroom placement should be flexible and should take into consideration student and parent requests, and the academic, intellectual, emotional, social and behavioral needs, and age, gender, socioeconomic status and interests of each student.

2. Intelligence (Tests)

Many researchers tried to describe what intelligence is. The intelligence is a theoretical concept, still growing broader with the scientific research in this field. No test can measure the whole intelligence; no test is designed to measure the whole intelligence. In addition to questions of exactly how to define intelligence, the debate continues today about whether it can be accurately measured. While psychologists often disagree about the definition and causes of intelligence, research on intelligence plays an important role in many areas including policy decisions regarding how much funding should be given to educational programs, the use of testing to screen job applicants and the use of testing to identify children who need additional academic assistance.

Briefly, intelligence defined as the ability to learn from experience, to adjust to the environment, and to use metacognition (ability to understand and manage own cognitive processes). Intelligence involves the ability to think, solve problems, analyze situations, and understand social values, customs, and norms.

Two main forms of intelligence are involved in most intelligence assessments:

- a. *Verbal intelligence* is the ability to comprehend and solve language-based problems; and
- b. *Nonverbal intelligence* is the ability to understand and solve visual and spatial problems.

Intelligence is sometimes referred to as intelligence quotient (IQ), cognitive functioning, intellectual ability, aptitude, thinking skills and general ability. Intelligence testing is the estimation of a student's current intellectual functioning through performance of various tasks designed to assess different types of reasoning.

There are 2 (two) general characteristics to describe a clever or intelligent man:

- a. *Problem solving abilities* (sees all aspects of a problem, poses problems in an optimal way, gets to the hearth of problems, makes good decisions)
- b. *Verbal abilities* (has a good vocabulary, reads with high comprehension, is verbally fluent, converses easily, is well read)

Common Types of Intelligence Tests (also called instruments) are published in several forms:

- a. *Group intelligence tests*, usually consist of a paper test booklet and scanned scoring sheets. Group achievement tests, which assess academic areas, sometimes include a cognitive measure. In general, group tests are not recommended for the purpose of identifying a child with a disability. In some cases, however, they can be helpful as a screening measure to consider whether further testing is needed and can provide good background information on a child's academic history.
- b. *Individual intelligence tests* may include several types of tasks and may involve easel test books for pointing responses, puzzle and game-like tasks, and question and answer sessions. Some tasks are timed.

- c. *Computerized tests* are becoming more widely available, but as with all tests, examiners must consider the needs of the child before choosing this format.

3. IST (Intelligence Structure Test)

The IST is an intelligence test battery according to the structural model of intelligence. The battery measures Verbal, Numerical and Figural intelligence. Each area of intelligence is assessed through three subtests.

- a. The Verbal Intelligence sub-tests are Sentence Completion, Verbal Analogies and Similarities.
- b. The Numerical Intelligence subtests are Numerical Calculations, Number Series and Numerical Signs.
- c. The Figural Intelligence sub-tests are; Figure Selection, Cubes and Matrices.

The inclusion of three sub-tests in each area means several different types of item are used to measure each area. Thus the battery avoids the error of simply equating one particular type of item with an individual area of ability. This version of IST contains the verbal, numerical and figural /spatial ability modules. The following additional components of the complete battery are currently being developed for the UK edition:

1. Verbal memory,
2. Figural memory,
3. Logical thinking,
4. Figural-visual knowledge,
5. Numerical knowledge,
6. General knowledge.

The complex structure on which the battery is based is reported in Beauducel, Brocke and Liepmann (2001) and Liepmann, Beauducel, Brocke and Amthauer (2007). The full battery also differentiates fluid intelligence and crystallized intelligence. The IST thus allows intellectual abilities to be assessed in a contemporary and well-differentiated manner.

Description of the scales or characteristics

1. The item groups Sentence Completion, Analogies and Similarities serve to assess Verbal Intelligence:

- a. *Sentence Completion (SC)*: each item is a sentence with a word missing. The task is to choose (from five given alternatives) the word that correctly completes the sentence.
 - b. *Analogies (VA)*: The respondent must identify the relationship between two words and then apply the rule governing the relationship by choosing (from among 5 possible alternatives) a word that shows a similar relationship to another given word.
 - c. *Similarities (VS)*: From a group of six words, the task is to choose those two words for which there is a common collective term.
2. The item groups Calculations, Number Series and Numerical Signs are used to assess numerical intelligence.
- a. *Calculations (CA)*: These items require mathematical operations with real numbers. They are presented in a nonverbal manner in order to eliminate as far as possible any verbal components.
 - b. *Number Series (NS)*: In each item, a series of numbers formed according to a specific rule are presented. The task in each case is to find the next number in the series.
 - c. *Numerical Signs (SI)*: In these items, an equation using rational numbers is presented from which the mathematical operators have been omitted. The items are solved by choosing correctly from the four basic mathematical operators (add, subtract, divide, multiply).
4. The item groups Figure Selection, Cubes and Matrices are used to assess figural-spatial intelligence.
- a. *Figure Selection (FS)*: In each item geometrical shapes are shown, together with some pieces resulting from cutting up one of the shapes. The task is to identify which of the whole shapes can be produced by fitting together the pieces.
 - b. *Cubes (CU)*: Pictures of cubes are presented with only 3 of the 6 faces visible. Each item shows one of the original cubes after it has been rotated through space. The task is to identify which cube has been rotated.

- c. *Matrices (MA)*: In each of these items a set of figures arranged according to a particular rule is shown. The task is to choose from a set of possible answers, the one figure that conforms to this rule.

4. Scoring:

- A. The nine task scales can be aggregated in order to get three scales: *Verbal Reasoning* (SC+VA+VS), *Numerical Reasoning* (CA+NS+SI), and *Figural Reasoning* (FS+CU+MA).
- B. A *Reasoning* total scale is formed by the aggregation of all the nine tasks.

When all nine sub-tests are administered, an overall score on reasoning is computed along with separate scores for each ability area and the subtests within that area.

Methodology

The research was quantitative method. The quantitative method is a research technique that is used to gather quantitative data and information dealing with numbers and anything that is measurable. Statistics, tables and graphs, are often used to present the results of these methods. Quantitative research focuses in counting and classifying features and constructing statistical models and figures to explain what is observed. Quantitative inquiries use numerical and statistical processes to answer specific questions.

This research was concerned the result of the profiling test used IST (Intelligence Structure Test). This profiling test measures the intelligence and various aspects of special abilities (verbal ability, numeracy, creativity, memory, power shadow space, etc.). Students would be grouped according to the results of the test.

The research took place at Information and Technology Department at Telkom Polytechnic. The participants involved in this research were 424 students from 3 study program. The participants consist of 121 students from *Computer Engineering*, 218 students from *Information System*, and 85 students from *Computerization Accountancy program*. The research was conducted from *March 2012 until February 2013* at Telkom Polytechnic Bandung.

The current research implemented three data gathering instruments; they were interview, observation, and documentary analysis of IQ test. It was done by conducting the interview with the deputy director of Academic field, the Head of Information Technology department, and the Lecturers who teach core subjects. It also was done by doing class observation in the odd semester in 2012/2013 academic year September 2012 until February 2013. The profiling test was conducted to all of new students of 2012 in September 2012 used as the documentary analysis. Source of data used in this research was the profiling test used IST as the recommendation in placements the students in each class.

The students were placed in the concept of placements as

1. *High Achievers* class, for the students who have very high and high in IQ scores.
2. *Medium Achievers* class, for the students who have average and below average in IQ scores
3. *Low Achievers* class, for the students who have low and very low in IQ scores

A pilot study was previously conducted before conducting the research. Pilot study was defined as a trial run with a few subjects to assess the appropriateness of the data instruments and procedures (Ary, Jacobs, & Razavieh, 2002). In other words, pilot study was conducted to know whether the study was feasible and worthwhile to continue. From the piloting, it was found that the instruments were applicable.

In order to ensure the internal validity and reliability, this research used a series of steps proposed by Dillman (2007) to ensure the content and validity of the instrument. This research used data verification to check the validity of data that used other source(s) for checking or comparing data. The purpose of data verification was to check the data validation, therefore the result of this research are real according to the reality and condition in research setting. The process of data verification in this study were by comparing and confirming the data gathered from one informant to other informant.

Research Results

1. The Results of Profiling Test

The profiling test with IST has the purpose to determine the ability of each student in term of intelligence quotient, or IQ. It was conducted for 424 students from 3 study program. The

participants consist of 121 students from Computer Engineering, 218 students from Information System, and 85 students from Computerization Accountancy program, with the results as follows:

Table 1. IQ Information of Telkom Polytechnic Students

IQ Information	Study Program			Number of Students	Class Category
	Computer Engineering	Information System	Computerization Accountancy		
Very High	1	4	0	5	High
High	12	10	4	26	Achievers
Average	37	64	26	127	Medium
Below Average	50	98	40	188	Achievers
Low	19	35	13	67	Low
Very Low	2	7	2	11	Achievers
Total Students	121	218	85	424	?

Note:

1. Very high : ≥ 120
2. High : 111 up to 119
3. Average : 101 up to 110
4. Below Average : 91 up to 100
5. Low : 81 up to 90
6. Very Low : ≤ 80

Most of the students have below average IQ. The result above would be used as the consideration in determining the numbers of students in each class according to their intelligence.

2. The Results of Students' Placement

According to the profiling test and class category determined, the concept of students placements would be focused on the ideal numbers of students in each class as described on the table below;

Table 2. The Results of Students' Placement for All Study Program

IQ Information	Computer Engineering		Number of students in each class	Information System		Number of students in each class	Computerization Accountancy		Number of students in each class	Total Students	Total Classes	Class Category					
Very High	1	13	13	4	14	14	0	4	4	5	3 classes	High Achievers					
High	12			10			4		26								
Average	37	87	23	64	162	24	26	66	22	127	14 classes	Medium Achievers					
Below Average	50			22									98	23	40	22	
				22										23			22
				22										23			
				22										23			
Low	19			21									21	35	42	21	13
Very Low	2	7	2		11												
Total	121 students			218 students			85 students			424 students	21 classes	1:21					

Table 2 explained that the students are placed according to grade categories defined by the institution. In order to achieve the ideal number of students in each class in accordance with the standard ICT-based from the National Accreditation Agency for Higher Education (National Accreditation Board for Higher Education - BAN-PT. 2010) that suggested a maximum limit of each class by 23 students.

Therefore, totally there were 21 classes with the following details; 3 classes of high achievers, 14 classes of medium achievers, and 4 classes of low achievers. The comparison of students in one class to 1: 21, and it is in accordance with the provisions from the National Accreditation Agency for Higher Education (National Accreditation Board for Higher Education - BAN-PT. 2010).

Table 3. The Results of Students' Placement for Computer Engineering Study Program

IQ Information	Computer Engineering		Number of students in each class	Total Classes	Class Category
Very High	1	13	13	1 class	High Achievers
High	12				
Average	37	87	23	4 classes	Medium Achievers
Below Average	50		22		
			22		
			22		
Low	19	21	21	1 class	Low Achievers
Very Low	2				
Total	121 students			6 classes	1:20

According to the table 3, the students of Computer Engineering were divided into 6 classes with consists of 1 class of high achievers, 4 classes of medium achievers, and 1 class of low achievers.

Table 4. The Results of Students' Placement for Information System Study Program

IQ Information	Information System		Number of students in each class	Total Classes	Class Category
Very High	4	14	14	1 classes	High Achievers
High	10				
Average	64	162	24	7 classes	Medium Achievers
Below Average	98		23		
			23		
			23		
			23		
			23		
			23		

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Low	35	42	21	2 classes	Low Achievers
Very Low	7		21		
Total	218 students			10 classes	1:22

Table 4 showed the students of Information System were divided into 10 classes with consists of 1 class of high achievers, 7 classes of medium achievers, and 2 classes of low achievers.

Table 5. The Results of Students' Placement for Computerization Accountancy Study Program

IQ Information	Computerization Accountancy	Number of students in each class	Total Classes	Class Category		
Very High	0	4	4	1 classes	High Achievers	
High	4					
Average	26	66	22	3 classes	Medium Achievers	
Below Average	40					22
						22
Low	13	15	15	1 classes	Low Achievers	
Very Low	2					
Total	85 students			4 classes	1:21	

On the table 5 above, the students of Computerization Accountancy were divided into 4 classes with consists of 1 class of high achievers, 3 classes of medium achievers, and 1 class of low achievers. However, there was still a little problem in determining the number of students in high achievers class, because only 4 students in this class. Therefore, here was the recommendation for students' placement for Computerization Accountancy on the table 6 below:

Table 6. The Recommendation of Students' Placement for Computerization Accountancy Study Program

IQ Information	Computerization Accountancy		Number of students in each class	Total Classes	Class Category
Very High	0	30	15	2 classes	High Achievers
High	4		15		
Average	26		20		
Below Average	40	40	20	2 classes	Medium Achievers
			20		
Low	13	15	15	1 classes	Low Achievers
Very Low	2				
Total	85 students			4 classes	1:21

The students of Computerization Accountancy still were divided into 4 classes with consists of 2 class of high achievers, 2 classes of medium achievers, and 1 class of low achievers. In class category “high achievers”, the IQ information at average level categorized in high achievers class, in order to full fill the minimum number of students in a class was 10 students. This recommendation was still considerable because the loads of ICT subjects in Computerization Accountancy study program were not many as Computer Engineering and Information System study programs.

Table 7. The Results of Students' Placement for All Study Program Recommended

IQ Information	Computer Engineering		Number of students in each class	Information System		Number of students in each class	Computerization Accountancy		Number of students in each class	Total Students	Total Classes	Class Category	
Very High	1	13	13	4	14	14	0	30	5	26	4 classes	High Achievers	
High	12			10			4						
Average	37	87	23	64	162	24	26	40	15	127	13 classes	Medium Achievers	
Below Average	50			22					23				
				22					23				20
									23				20

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			22			23						
Low	19	21	21	35	42	21	13	15	15	67	4 classes	Low Achievers
Very Low	2			7		21	2			11		
Total	121 students			218 students			85 students			424 students	21 classes	1:21

By using the recommendation of the results of students' placements for the Computerization Accountancy study program, there were still 21 classes with the following details; 4 classes of high achievers, 13 classes of medium achievers, and 4 classes of low achievers, as described on the table 7 above.

Conclusion

The profiling test with Intelligence Structure Test (IST) has the purpose to determine the ability of each student in term of intelligence quotient, or IQ. It was conducted for 424 students from 3 study program. The participants consist of 121 students from Computer Engineering, 218 students from Information System, and 85 students from Computerization Accountancy program. According to the profiling test used IST and class category determined, the concept of students placements would be focused on the ideal numbers of students in each class.

There were 21 classes with the following details; 3 classes of high achievers, 14 classes of medium achievers, and 4 classes of low achievers. The comparison of students in one class to 1: 21, and it is in accordance with the provisions from the National Accreditation Agency for Higher Education (National Accreditation Board for Higher Education - BAN-PT. 2010) that suggested a maximum limit of each class by 23 students.

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IMPROVING READING COMPREHENSION AMONG TAIWANESE EFL YOUNG LEARNERS USING DIGITAL STORIES

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Abstract

Limited empirical studies have shown the effectiveness of digital storytelling on improving learners' four skills (Abdollahpour & Maleki, 2012; Yoon, 2012). Recent review papers have revealed that *Storybird* is an art-inspired digital storytelling website easy to use and classroom-friendly for young learners (Ryder, 2012; Ullman, 2012). However, no empirical studies have been conducted to test effects of using *Storybird* as teaching/learning materials to promote EFL young learners' vocabulary acquisition and reading comprehension. This preliminary study thus investigated 20 Taiwanese EFL sixth graders' digital story reading experience. Since cultural awareness has been claimed to be an important element of language learning (Chien, 2013; Feng, 2008), effort has been made to create and publish two storybooks on the theme "Easter" on the *Storybird* digital storytelling website before the teaching experiment(<http://storybird.com/books/an-adventure-on-easter-day/>; <http://storybird.com/books/a-talent-show-on-easter-day/>). The major instrument was a self-developed pre-test/post-test of vocabulary and reading comprehension questions. Questionnaire was used to triangulate the data. The instructor taught the two digital storybooks including explanation of vocabulary and use of question-and-answer to facilitate their understanding of the story content. Result of a repeated measure *t*-test showed that the students improved significantly on their vocabulary learning and reading comprehension. Survey results further showed that 81% of the subjects agreed that reading on *Storybird* can enhance their learning of new words and promote comprehension.

Introduction

Background and Motivation

In recent years considerable concern has arisen over technology in language learning and teaching research. Since digital storytelling (DST) is defined as the traditional storytelling equipped with technology device and it involves interaction with readers and writers, researchers have suggested that DST is one of the instructions which can enhance students'

listening, speaking, reading and writing skills (Abdollahpour & Maleki, 2012; Abidin, Pour-Mohammadi, Souriya, Tiang, & Kim, 2011; Xu, Park, & Baek, 2011; Yoon, 2012).

Ohler (2008) suggested that DST can enhance students' writing skill development since DST instruction requires students to first tell the story, and then write down the stories students create on the computer-device screen after negotiating the meaning with their peers and teacher. Furthermore, Suleiman (2011) indicated that DST benefitted Malay children's listening, speaking and reading skills since children with DST instruction interact with their peers and teacher to understand the content of the digital storybooks. Hence, DST is viewed as an efficient way to improve learners' four skills development.

Among the four skills, reading comprehension is viewed as the crucial element for learners' language learning. Krashen (2011) further proposed that storytelling is one efficient way for learners to increase their vocabulary and improve their reading comprehension. As for storytelling, since DST is the traditional storytelling equipped with the technological devices, it then is regarded as an effective way to improve learners' vocabulary acquisition and reading comprehension. In recent years, review papers have shown that *Storybird* is an art-inspired digital storytelling website easy to use and classroom-friendly for young learners (Ryder, 2012; Ullman, 2012). In *Storybird*, teachers can assign digital storybooks as reading materials, and then ask students to share and tell the stories as the storytelling performance. Through the process of storytelling performance, students can gain the knowledge on vocabulary and reading comprehension since they have to understand the vocabulary in meaningful context and grasp the main ideas of the story in order to orally present the stories in a structured way. Thus, *Storybird* has the potential to improve language learners' vocabulary knowledge and reading comprehension.

Purpose and Research Questions

Although previous studies have indicated that DST is an effective way to enhance learners' reading comprehension and *Storybird* has been considered as a potentially useful website for language learning, no empirical studies have been conducted to test effects of using *Storybird* as teaching/learning materials to promote EFL young learners' vocabulary

acquisition and reading comprehension. Prior studies of DST instruction mostly investigated EFL college students or adolescents' reading comprehension through creating digital stories using real life videos or photos (Ertem, 2010; Izquierdo & Reyes, 2009). For EFL elementary school young learners, it is believed that art-inspired images or photos are more appropriate in facilitating their vocabulary and reading comprehension (Yang & Wu, 2012). Additionally, cultural awareness has been claimed to be an important element of language learning (Chien, 2013; Feng, 2008). Therefore, this study aims to examine the effects of using digital storybooks on the theme of "Easter" of *Storybird*, an art-inspired digital storytelling website, as reading materials in enhancing Taiwanese EFL sixth graders' word learning and text comprehension. Two research questions will be answered:

1. Does DST instruction using the *Storybird* digital storybooks have a positive effect on Taiwanese EFL sixth graders' reading comprehension?
2. What is Taiwanese EFL sixth graders' attitude toward DST instruction using the *Storybird* digital storybooks in promoting their reading comprehension?

Literature Review

Digital Storytelling (DST)

Digital storytelling, according to Ohler (2008), is defined as using personal digital technology to combine media into a coherent narrative. That is, DST is a way that the traditional storytelling is equipped with the digital devices, such as a computer, video, image, and sound recorder. Robin (2008) indicates that DST is a good way for students to not only discuss the topics presented in the story but also train them to organize what they have learned in an understandable way. In addition, based on "learning by doing" of constructivism, there are five phases to produce a digital storybook, including story planning, preproduction, production, postproduction and performance, posting, showing and distribution (Yang & Wu, 2012). The activity of the first phase is story planning which requires students to get ready by technology training. The activities of the second phase is preproduction, such as generating a media list, collecting media, editing the media and beginning the creation of the media. During the third phase, production involves assembling the story which requires students to complete the story with the media; the fourth phase

involves finalizing the story in which students can add titles and credits, citation and copyright information. In the fifth phase, students can share the stories with their peers or teacher; their peers and teacher in turn will give feedback to the performance. These five phases highlight the importance of DST that can benefit students on enhancing the development of stories through planning, problem-solving and deeper connection with one another.

Moreover, Tsou, Wang and Tzeng (2006) stated that DST is a creative language learning technique which can improve students' listening, speaking, reading, and writing. Similarly, empirical studies have shown the effects of DST on learners' listening, speaking, reading, and writing skill development (Abdollahpour & Maleki, 2012; Abidin, Pour-Mohammadi, Souriya, Tiang, & Kim, 2011; Izquierdo, & Reyes, 2009; Sadik, 2008; Suleiman, 2011; Xu, Park, & Baek, 2011; Yoon, 2012). On the one hand, Izquierdo and Reyes (2009) investigated 119 undergraduate first year students' reading comprehension through reading the articles posted on the blog. The researchers required the students to read the articles posted on the blog; next, they had to write down comments in their native language to share their opinions or ask their peers or the teacher questions. Through the questionnaire of the students' reading experience on the blog, the result revealed that blog motivates students to read since it provides an interactive environment and helps students become more autonomous in learning and less dependent on the teacher. On the other hand, Abidin et al. (2011) investigated the effects of DST on improving 50 Malay pre-school children's listening comprehension. The instructor divided the students into two groups: experimental group with digital story instruction and control group with printed story instruction. Before the instruction, both the experimental and control groups were given a pre-test of listening comprehension. After four 30-minute English lessons a week for six weeks, the participants were given a post-test. Results showed that the experimental group outperformed the control group on the listening comprehension post-test. Hence, DST is shown effective in promoting students' listening and reading comprehension.

Afrilyasanti and Basthomi (2011) investigated the effects of DST on 5 Indonesian eighth graders' speaking skill. The instructor asked the students to use the storyboard to plan

the stories and next perform the digital story on the stage. The instructor then conducted a questionnaire, an interview and a speaking rubric for their storytelling performance. Results revealed that the students felt DST activated their speaking, improved their vocabulary and trained their pronunciation and fluency through the constructing, arranging, and illustrating processes. In addition, Abdollahpour and Maleki (2012) found that DST benefitted 48 Iranian EFL students' writing skills. The students, aged from 13-15, were randomly assigned into the experimental and control groups according to their Preliminary English Test (PET; University of Cambridge ESOL Examinations). The experimental group received the story instruction on the computer while the control group received the traditional story instruction using the printed book. After the story instruction, both groups were required to write a summary of the story, which was used to calculate Means of Length of Utterance. Results showed that the students using digital stories performed significantly better than those receiving instruction using the traditional printed storybooks. Thus, it has to be stressed that DST plays an important role in four skills development and it further indicates that language teaching can involve DST to enhance students' speaking and writing skill development. That is, DST can benefit students' production skills since it requires students to arrange, negotiate and finally perform the digital story through the collaboration with their peers and teacher to complete the tasks.

DST and Reading Comprehension

In order for the storytelling to be considered as an appropriate option for instructors, its influence on students' vocabulary acquisition and reading comprehension must be evaluated. Krashen (2004) proposed that vocabulary knowledge can be increased by extensive reading even though some words are unfamiliar to readers. After students read a passage which contains words unfamiliar to them and after taking a surprise test on the words Krashen suggested that readers can increase their vocabulary knowledge of these unfamiliar words when they encounter them in print. Besides, Krashen (2011) indicated that storytelling is a powerful source of vocabulary since it requires students to read aloud from the storybooks containing a rich source of vocabulary. Storytelling can stimulate students' vocabulary growth and have a great value on language, cognitive and psychological development

(Krashen, 2011). The above-mentioned theoretical studies implied the effects of storytelling on vocabulary acquisition and reading comprehension, and further indicated that reading comprehension is based on vocabulary acquisition.

Empirical studies, though limited, have shown the effect of DST on reading comprehension. Ertem (2010) investigated 77 Turkish EFL fourth graders' reading comprehension through reading electronic storybooks with animation, without animation and traditional print text. Students were divided into three groups and were required to read the story on the screen with animation, on the screen without animation and on the printed text. The group with animation would click "Let me play" button to watch the animation while reading, whereas the group without animation would click "Read to me" to just read the passages on the screen. The length and content of the three groups' story were the same; during the reading time, the functions of word pronunciation, definition and narration were turned off. Through the measurement of retelling with Morrow's 10-point scale, the result showed that electronic storybooks with animation improved and supported the readers' reading comprehension, especially for the struggling readers whose reading levels were below their current grade level but still had the decoding skill to read a story. Moreover, Habermehl (2012) examined the effects of computerized presentation on 3 eighth graders' reading comprehension in Western New York. The researcher elaborated the story, *Hooch*, through paper and computerized presentation and investigated in which way students could comprehend the four chapters in the book better. The result revealed that the students with the computerized reading gained significantly better scores on comprehension questions than the paper reading did. These studies showed that DST was beneficial to reading comprehension in both the L1 and L2 context.

Introducing *Storybird* Digital Storytelling Website (<http://www.storybird.com>)

Storybird was established in 2009 and was developed by Mark Ury. It currently numbers at least two million members and includes five million storybooks (Storybird, 2009). Review papers have suggested that *Storybird* is an art-inspired digital storytelling website that is easy to use, free of charge, collaborative/social, sharable, and classroom-friendly for young learners (Ryder, 2012; Ullman, 2012). It is a website developed for creating, reading and

sharing stories. Review papers have further indicated that *Storybird* provides an opportunity for learners to develop their collaborative writing skills by creating stories (Krajka, & Maciaszczyk, 2011; Menezes, 2012). Since *Storybird* contains many vivid pictures and storybooks, learners can choose what they are interested in or teachers can select specific storybooks for their reading tasks. With the aid of digital images, learners can not only gain the knowledge on vocabulary but also enhance their reading comprehension while exploring the reading materials. In addition, *Storybird* is a useful website for young learners to tell and share their stories (Nordin, & Anderson, 2010). Based on these studies, *Storybird* is viewed as a potentially useful website for young learners to enhance their creating, vocabulary, reading comprehension, and storytelling abilities.

Methodology

Participants

Twenty sixth graders from one intact class in central Taiwan participated in this study. Their average age ranged from 11 to 12 years old. They have received English instruction from the third grade with one period and from fifth grade with two periods of English classes per week. After being given the Cambridge Young Learner's English test, the participants' language proficiency was obtained. The participants' scores on the reading section of the Cambridge Young Learner English Starter Test (YLE) ranged from 16 to 100 points, with a mean score of 70.41. Besides, the students had learned the lessons on culture from their textbook from the third grade; hence, they had some common sense on Easter, Christmas and so on.

Reading Materials

According to the General Guidelines of Grade 1-9 Curriculum of Elementary School education proposed by Taiwan's Ministry of Education, culture teaching is a crucial part for teachers to develop students' understanding of western custom. Thus, the reading materials were two storybooks on the theme "Easter" created by the first author, modified by the second author and proofread by an English native speaker who have taught English in a university over twenty years. These two books were published on *Storybird* before the

teaching experiment (<http://storybird.com/books/an-adventure-on-easter-day/>; <http://storybird.com/books/a-talent-show-on-easter-day/>). The vocabulary in each digital storybook was chosen according to Vocabulary Quotient (VQ, National Taiwan Normal University, 2009) which was fit to the participants' current language proficiency. Each digital storybook contained 9 pages with one complete sentence per page. The images of the two storybooks were respectively chosen from Irisz Agocs's (2009) and Paul McDougall's (2009) artwork in which the artists inspire young children with vivid and fascinating images.

Instruments

The main instrument was a self-developed pre-test/post-test containing ten vocabulary questions and five reading comprehension questions with reliability coefficient of .812. Students obtained one point when one question is answered correctly, with maximal score of 15 points. The ten vocabulary questions were developed by referencing VQ, while the five comprehension questions were designed based on the content of the two instructional storybooks. For the vocabulary questions, the researchers designed the vocabulary matching part with ten English items and ten Chinese descriptions from each storybook. As for the reading comprehension questions, students were given five multiple-choice questions related to the storybooks. The multiple-choice comprehension questions did not contain the words appearing on the vocabulary questions in order to avoid practice effects. Moreover, a 6-item 4-point Likert scale questionnaire with reliability coefficient of .886 was used to investigate the students' attitude toward the DST instruction implemented using the *Storybird* platform.

Procedures

This study was conducted on April 11, 2013. The DST instruction was implemented in a classroom equipped with one personal computer with internet connection, one projector and screen. The experiment was a two-period instruction including four parts: introduction to the features and operation of the *Storybird* platform, a pre-test of vocabulary and reading comprehension, DST instruction, and a post-test identical to the pre-test. In the first period, the instructor introduced the three types of account provided by *Storybird*, the functions of the website, and how to create a digital story. In the second period, the instructor took the

three-minute warm-up by asking their background knowledge on Easter Sunday. Next, the students were required to read the two instructional digital storybooks silently without any help for 5 minutes. In the following 10 minutes, they were asked to answer the fifteen vocabulary and reading comprehension questions on the answer sheet. Then, the instructor spent 15 minutes teaching the content of the digital storybooks through the explanation of vocabulary and the use of a question-and-answer approach to facilitate comprehension as well as to examine the logical sequences of the storybooks. At the end of the class, the students were asked to take the post-test and fill in the questionnaire.

Data Collection and Data Analysis

Quantitative data was collected through the students' pre-test and post-test scores, and the 6-item 4-point Likert scale questionnaire. As for data analysis, according to the pre-test and post-test scores, a repeated measure *t*-test was conducted to see if there was any significant growth in the students' reading comprehension after receiving the DST instruction. Additionally, the percentage from the six questionnaire items were calculated to reveal the students' attitude toward the DST instruction implemented using the *Storybird* platform.

Results

To answer the first research question, Table 1 shows the means and standard deviations of the subjects' performance in the pre-test and the post-test. The result of a repeated measure *t*-test showed that the DST instruction using the two art-inspired digital stories significantly improved the students' reading comprehension in the post-instructional phase ($F(1, 19) = 9.747, p < .05$).

Table 1. Results of a Repeated Measure on the Reading Comprehension Scores

	N	M	SD	F	P
Pretest	20	5.2	4.09	9.747	.006
Posttest	20	7.9	5.52		

Maximal score = 15

The result showed that the students receiving the DST instruction significantly improved their reading comprehension. Students were found to gain knowledge on the target vocabulary and have better reading comprehension through the teacher’s explanation and interactive question-and-answer. Thus, the DST instruction was shown to have a positive effect on the students’ reading comprehension.

To answer the second research question, Table 2 shows the means and standard deviations of the subjects’ answering on the questionnaire. The result revealed that most students considered *Storybird* could enhance their vocabulary learning and reading comprehension through the provision of proper images and the teacher’s explanation of the story content. The result of the survey showed that 81% of the subjects agreed that reading the stories provided on *Storybird* can help them expand their vocabulary size ($M = 3.25$) and they felt that they could understand the whole story through the teacher’s reading aloud the learning materials offered on *Storybird* ($M = 3.25$). Besides, 80% of the subjects agreed that *Storybird* provides them an opportunity to learn English ($M = 3.20$) while 77.5% of them felt that the content of the stories are very interesting ($M = 3.10$) and that they can learn the new sentence patterns from reading storybooks on *Storybird* ($M = 3.10$). Last but not the least, 75% of the subjects agreed that they can comprehend the stories through the proper images provided by *Storybird* ($M = 3.00$).

Table 2. Means and Standard Deviation of Students’ Attitude toward the DST

Item		M	SD
1	I feel that the stories on <i>Storybird</i> are very interesting.	3.10	0.72
2	I feel that <i>Storybird</i> provides me an opportunity to learn English.	3.20	0.62
3	I feel that reading the stories provided on <i>Storybird</i> can help expand my vocabulary size.	3.25	0.64
4	I feel that I can learn the new sentence patterns from reading storybooks on <i>Storybird</i> .	3.10	0.79
5	I feel that I can understand the general ideas of the storybooks through the	3.00	0.65

	images provided by <i>Storybird</i> .		
6	I feel that I can understand the whole story through the teacher's reading aloud the learning materials offered on <i>Storybird</i> .	3.25	0.72

In sum, the result showed that the students made significant improvement on their vocabulary learning and reading comprehension in the post-instructional phase. It also revealed that the students considered *Storybird* a useful tool to enhance target vocabulary learning and facilitate their understanding of the main idea of the story with the teachers' oral reading on *Storybird*. It is concluded that DST instruction implemented using the *Storybird* platform could effectively promote young learners' reading comprehension.

Conclusion

Researchers have suggested that digital storytelling is one of the instructions which can enhance students' four skills. The DST technique implemented in the present study was found to have a positive effect on Taiwanese EFL sixth graders' vocabulary learning and reading comprehension. The reading improvement is both due to the teacher's elaboration of the two art-inspired digital stories and through the teacher-student question-and-answer interaction. In terms of the students' answering on the questionnaire, it was also found that DST instruction could motivate students' learning with the teachers' interactive explanation and with the aid of the images provided on the *Storybird* storytelling website. The results were consistent with those reported for DST on learners' reading comprehension in previous studies (Ertem, 2010; Habermeh, 2012). Although the sample size in this study was small, the results of this preliminary study shed light on the possibility of integrating digital storytelling into elementary classrooms to facilitate EFL young learners' vocabulary learning and reading comprehension through the use of appropriate digital storytelling website. For future studies, with familiarity with the digital storytelling website, it is suggested that students can be asked to create their own digital stories and have the digital storytelling performance.

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FOSTERING BALANCE BETWEEN THE EFFERENT AND THE AESTHETIC THROUGH LITERATURE

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Abstract

Researches show that studying content area does not promote love of reading and comprehension because the students are made to read ‘boring and stilted’ textbooks (Locsin, 1998). Add to this the fact that content area is perceived as a body of knowledge meant to be acquired. Consequently, the focus of instruction is mostly on recalling information. Thus, learning mostly emphasizes the efferent aspect, neglecting an equally important aspect of learning-the aesthetic (Diaz De Rivera, 1996; McKenna & Robinson, 2002). This action research is conducted for a period of five years to confirm the theory that when literature is used in teaching the language arts and content areas, learning becomes more meaningful and integrated. A set of lessons integrating literature in studying research is implemented in classes composed of sophomore collegiate students. One major finding shows that the use of literature does not only immerse them in reflective and analytical thinking, but also it also resulted into a more engaged transaction with texts. Lastly, one major conclusion that can be derived pertains to learning content meaningfully and in an integrated way.

Introduction

Studies show that wide reading promotes reading ability (Eanes, 1997). This is because wide reading, especially of literature, fosters vocabulary and reading comprehension development and different literary genres can be potent vehicles for developing and improving these skills (Tierney et al, 1995). Extensive reading also helps students gain more background knowledge in different areas (McKenna & Robinson, 2002). By reading longer and more fully developed works, students have opportunities to study a topic in depth and to follow complex plots (Chamblee, 1998). As they read such literary pieces, they are challenged to think, to consider, and to reflect (Stewart, 1996). Experiences with literature provide students with an opportunity to explore worlds. Add to this the fact that literature offers the students another form of recreation-recreation of the mind, a chance to stretch one’s

mind by encountering new ideas, and recreation for the heart, a chance to experience empathy for others.

Reading the works of such brilliant writers such as Edgar Allan Poe, Charles Dickens, Sir Arthur Conan Doyle, Lu Xin, Yukio Mishima, Pramoedya Ananta Toer, Shanon Ahmad, and others exposes the students to a vast and rich storage of information. Furthermore, literature develops the reader's ability to empathize as they get to be involved deeply into the characters. Immersing the learners in authentic text provides meaningful reading experiences (Peacock, 1997). It also helps students develop the ability and inclination to read as well as to promote language and literacy competency (Chamblee, 1998). And besides, the use of authentic text is considered as more interesting than edited textbooks (Locsin 1998).

Reading genuine literature generates enjoyment and a positive attitude –a love of reading-because literature addresses the affective side of reading. Diaz De Rivera (1996) pointed out that once a deep love for reading develops, it becomes a second nature to the reader akin to breathing. And when students want to read, it is an indication that their attitude toward reading has improved (Gambrell, 1996). Eventually the positive attitude results in more reading.

The Premise

Literature provides variety and motivation and can be a vehicle for developing analytical skills (McGee & Thompskin, 1993). Exposure to literature affords the learners opportunities to read and analyze texts that in turn benefit those who lack extensive reading practice (McCormick, 1995). Moreover, in literature, the integration is not limited to academic subjects only but also to living skills like reflective, critical, and creative thinking among others (Hermosa, 1995).

It is of course impossible to talk about literature without integrating language arts and the other content areas (Antonacci & Hedley, 1994). Reading short stories, poems, novels, and essays can enhance the study of certain content areas because literature is written in more interesting manner than textbooks. Locsin (1995) points out that studying content area does not promote love of reading and comprehension because our students are made to read 'boring and stilted' textbooks. He emphasized that if only our students were made to read

books that were as enjoyable as those written by Mitka Wiltari on ancient Egypt or Stephen Gould on evolution, then learning content area subjects would be an enjoyable learning experience.

Page (1988) documented how a university succeeded in using/infusing literature in content courses. To give students techniques and ideas that can help them in thinking about their own lives, choices, and futures, they were made to read essays from Erma Bombeck's books *If Life Is A Bowl Of Cherries*, *Why Am I Always In The Pits?*, *Aunt Emma's Cope Book*, and, *The Grass Is Always Greener Over The Septic Tank*. The amusing, exaggerated, and satiric situations depicted in the essays enabled the students to relax and discuss similar real life problems, unlike before when they were reluctant to share and comment.

In the same university, Page (1988), instructors used literature to promote students' understanding of their course content. Literary classics such as Joseph Conrad's *The Secret Sharer*, Katherine Anne Porter's *Noon Wine*, and Arthur Miller's *Death Of A Salesman* were some of the text used in business management classroom. They were also used to promote critical literacy. To acquire critical thinking skills in Principles In Auditing, students were made to read several chapters of Sir Arthur Conan Doyle's *The Sign of the Four* which features fictions' most famous detective Sherlock Holmes. The chapters, "The Science of Deduction" and "The Statement of the Case" discuss the deductive method of reasoning and expose the students to Holmes' techniques of open ended questioning, refusal to make unwarranted assumptions, and tenacious pursuit of a train of evidence as qualitatively similar to their future auditing tasks. Eventually, the students did not only learn the deductive method but also acquire a permanent fondness for Holmes and Watson in the process. At the University of the Philippines Integrated School, Philippine History, a subject that requires a lot of facts to be memorized, is made more fun and interesting by making students read the historical fiction *Kangkong 1896*, a novel about the Philippine Revolution, and which is told from the point of view of a teenager growing up amidst the turmoil of revolution. Likewise in the collegiate level, Philosophy students study the subjects by reading the novel *Sophie's World* by Jostein Gaarder.

Integrated Lesson Plans

Hermosa (1995) emphasized that the use of literature in teaching content makes learning more exciting, more flexible, and offers a greater autonomy to teachers and students. This can be best illustrated in Figure 1 which presents a model for social studies. In this model, the topic/s are learned using varied genres of literature. Students are immersed into the lessons in history through different activities where they can respond to what they have read in different ways.

Social Studies Concepts	Literature	Language Arts/Arts Curriculum Connection
<p>Understanding Japan's geographical features</p> <p>World map (mountains, coastal regions, ring of fire)</p> <p>Understanding relationship between Japan's geography and way of life (e.g. earthquakes and architecture)</p>	<p style="text-align: center;">Whole class reading</p> <p style="text-align: center;">The Big Wave by Pearl S. Buck</p> <p>Sadako and the Paper Cranes by E. Coerr</p>	<p>Discuss story elements of The Big Wave</p> <p style="text-align: center;">Make paper cranes with origami Write letter to Sadako.</p>
<p>Understanding aspects of Japanese culture</p> <p>Understanding history of Japan, Japanese occupation of the Philippines</p> <p>Understanding legacy of the atomic bomb</p>	<p style="text-align: center;">Read Alouds</p> <p>How My Parents Learned To Eat by JR Friedman</p> <p>Crow Boy by T. Yashima</p> <p>Various haikus from A Spring Garden by R. Lewis, Ed.</p> <p>Uldok, The War Hero by N. Hermosa (in Windows Magazine)</p> <p>My Hiroshima by J. Morimoto</p>	<p>Write journal entries to read alouds</p> <p>Discuss/role play customs (eating with chopsticks, tea ceremony)</p> <p style="text-align: center;">Write haiku poetry</p> <p>Interview relatives, others on WWII experiences. Summarize and compare findings.</p> <p>Write diary entry from My Hiroshima</p>

<p>Understanding present Japanese-Philippine relations</p> <p>Understanding Japan's role today in the global community especially as economic superpower</p>	<p>Small group reading</p> <p>The Wave by B. Lent</p> <p>Volcanoes by ME Paterno</p> <p>Bataan, Where The Best Soldier (from Great Filipino Battles, Philacor)</p> <p>News and magazine articles on issues/events involving Phil-Japanese relations (e.g., comfort women, Sioson case)</p> <p>Available non-print resources like films, videotapes, tv programs (e.g., Today's Japan)</p>	<p>Dramatize how village was saved from tsunami.</p> <p>Discuss how volcanoes are formed, how can earthquakes happen.</p> <p>Discuss/dramatize/debate</p> <p>Make survey of public opinion. Report on results. Debate issues. Interviews</p>
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Figure 1: Literature-based thematic unit in Social Studies with the theme: "Japan" (Hermosa, N. in Almario et al (eds), 1994)

The Projects

Figures 2 and 3 present three samples of literature-based lessons developed and implemented for Humanities and Research classes respectively during one semester.

Lesson	Painting	Sculpture	Architecture
Objectives	<p>Gain insights on the different truths of life.</p> <p>Admire the way the authors compressed thoughts and ideas in a 17-syllabled poem.</p> <p>Infer meaning of phrases</p> <p>Interpret the vivid images through painting</p>	<p>Feel the power of love</p> <p>Enjoy the wit/logical way of presenting the story.</p> <p>Draw conclusions.</p> <p>Justify interpretation of primeval man.</p>	<p>Realize that in everything that we do, we should be moderate.</p> <p>Appreciate the extraordinary way of telling a story with a very ordinary theme.</p> <p>Identify the author's purpose.</p> <p>Reconstruct a modern version of the labyrinth.</p>
Building Background	Discussion of haikus and writers of haikus.	Discussion of Plato and Aristophanes. Concept of sexuality.	Recalling the story of the Minotaur. Semantic web for <i>labyrinth</i> .
Reading the selection	Oral reading of haikus of Basho and Buson	Shared reading of the <i>Origin of the Sexes</i> by Aristophanes in Plato's Symposium.	Reading aloud of Daedalus.

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Post Reading	Divide the class into small groups of three Draw lots as to the haiku that will be assigned to them. Interpret the haiku's vivid images through painting and infer the fleeting image through writing one abstract word that would best represent this fleeting image.	Let the students work by pair. Come up with own interpretation of the primeval man trough molding a figure that would best fit the description in the selection.	Divide the class into small groups of three. Brainstorm and then draw a plan of a model labyrinth.
Presentation and Discussion of outputs			
Content Discussion	Painting History Medium of Painting Elements of Painting Subjects in Painting Proponents	Sculpture Types of Sculpture Elements of Sculpture History Medium	Architecture History Elements of Architecture

Figure 2: Literature-Based Lessons in Humanities

Lesson	Literature	Language/curriculum connection and activities
Differentiating facts and opinions	Michael Jordan, Soul of A Champion (Letter) by Andrew Bernstein	Small-group activity- separating the facts from the opinions in the article Simple Present Tense Fact and opinions in TV and print ads
Writing resumé and application letter	The Good Bishop (excerpt from the novel Les Miserables) by Victor Hugo	Shared reading Small group work- writing resumé and application letter for the character Writing descriptive paragraphs Make a semantic feature analysis on the character of Jean Valjean
Paragraph Writing Determining and generating ideas (analysis, description, pros and cons)	In A Grove (short story) by Ryunosuke Akutagawa Macli-ing Dulag by Elena Paterno-Locsin in Windows Magazine	Assigned reading Comparison and analysis of evidences using Venn Diagram Watching the film version Small- group activity- writing a budong or a pact ;and the pros and cons of building a dam for the people in the selection Simple Past Tense

Research writing Parts of a research Gathering Data Writing the research Editing Revising	The Reigate Puzzle (detective story)by Sir Arthur Conan Doyle	Assigned reading Small group work- writing a report about the case investigated Sentence coherence Watch CSI, Season 1, Episode 7
*Writing Practices	Two-Minute Mysteries by Donald Sobol He Could Take It by Arnold Reinocke Filipino Songs	Online writing: http://correspondencejournal.wordpress.com/ Penpals

Figure 3: Literature-Based Lessons in Research

Note that the objectives in the lessons included expressive, instructional, and content skills to be developed. Expressive objectives are those that aim to develop the affective aspects of reading. They may be insight to be gained, emotions to be felt, or phenomenon to be experienced (Ocampo, 1997). Expressive objectives also include what the readers may aesthetically appreciate or enjoy in the selection. One may argue that these objectives are not measurable. But we should remember that the affective aspect of reading is equally important as the cognitive aspect.

Activities that will activate the prior knowledge of students are also an important part of the lessons for these do not prepare them for reading but will also enrich their knowledge in content and will make them understand the art activity that they will do later.

Results and Discussions

The art activities became more meaningful as they engaged the students into thinking while doing them. For instance, in order to draw or paint a scene depicted in a haiku, they have to figure out what should be included in the vivid image that it presents. After they have completed their drawing or painting, they had to reflect on the fleeting image that the haiku is trying to impress in the readers' mind. The students are immersed in the elements of the haiku and admire the way the writers compressed the ideas in a very short poem of seventeen syllables. During the discussions, wherein the students showed their work to the class, most of them said that the painting activity did not just challenge them to paint but also to think as

they figured out what should be painted. They found out that their haikus, though very short, can tell a thousand things.

Definitely the use of literature in teaching them the various arts engaged them into reflective and analytical thinking. This is manifested when each time they were given an activity, they engaged in discussion where they argued, agreed, and contradicted one another while working. It provided them opportunities to interact with one another and be exposed to the different ideas of their peers.

Using literature as springboard for their art activities also allowed them to imagine and enjoy. This was shown in the sculpture lessons, when they were asked to mold a figure of the primitive creature as it was described in the selection they have just read. The whole class which was divided into small groups had fun, especially when they showed their work to one another.

Moreover, the class got used to reading every time a new lesson would be discussed. At the end of the lesson, they would inquire about the next selection that they would be reading. It was very much like hitting two birds with one stone. Though in this case, it was really more like hitting more than two birds with one stone.

The use of literature in teaching these topics accomplished several things. First it involved the students in the reading act since the art activities were connected with the selection. Second, it provided them with opportunities to acquire cognitive, affective, and psychomotor skills in an integrated and harmonious way. Third, it enables them to learn content meaningfully. And lastly, it allows them to respond not just creatively but also critically to materials read since they have to think in different levels of abstraction all throughout the activities. Although it cannot yet be proven whether it helps increase their interest to read, the good thing is that definitely, it made them read.

It is probable that the students may not only learn more content and acquire better thinking skills, but may continue outside the classroom as eager readers of literature. That is the dual benefits of literature across the curriculum.

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ANTICIPATION GUIDE AS AN ALTERNATIVE TEACHING READING COMPREHENSION STRATEGY

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Abstract

This paper reveals an alternative model for teaching reading comprehension at Senior High Schools. An anticipation guide is a pre-reading strategy meant to increase student comprehension of a text. This is accomplished by activating students' prior knowledge of a subject, by building motivation and interest in the reading selection, and by helping to establish a purpose for the reading. In addition, an anticipation guide can also serve as an informal assessment tool based on students post-reading responses.. Prior to reading a new text, students are asked to respond to a series of statements (3-6 statements is typical for the elementary level) by either agreeing or disagreeing, or marking them true or false. After reading the selection, students respond to the statements again, noting any changes in their thinking. This model is designed and hopefully will be useful for language teachers who are training students to have good reading comprehension strategies, particularly at senior high schools to face 2013 Curriculum implementation.

Keywords: model, anticipation guide, reading comprehension

Introduction

Like many other fields of knowledge, reading has undergone a tremendous change in facing the 21st century learning. This change is the fruit of innovative theories of reading, which have come as a reaction against the views that claimed that reading is a passive skill wherein readers do no more than assigning sounds to letters and reinforcing grammatical structures. The innovative theories say that reading is an interactive process of communication between the writer represented by the text and the reader with his prior knowledge.

One question in particular that is the mind of English teachers is how to encourage students to bring background knowledge to bear during reading. The answer is to activate schema. It presupposes that students already possess relevant background knowledge to bring to a specific reading situation, but may not be aware of its importance to reading or does not

know how to activate it. One way to do it is to create a classroom environment in which students are encouraged to anticipate and predict what a reading situation is going to be about.

Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. To teach comprehension effectively, we need to understand what the process involves. Reading is no longer seen as a static process and reader is not merely a passive one. Reading is seen as a process of constructing meaning through a dynamic interaction among the reader, the text and the context of reading situation (Wixon, 1987). Meaning is actively created in the readers' mind as a result of his/her prior knowledge and information given in the text. Based on the ideas above, it is clear that reading involves comprehension, and successful comprehension depends on the reader, the text and the reading context.

Research has shown that the prior knowledge that a reader has about the topic helps him to understand a text better. What does this mean for the teacher in the class? Wong (2004) clarifies that there are three factors that must be considered in teaching reading comprehension. First, Building prior knowledge is an important aspect of teaching comprehension. Students may have knowledge, but they may not know how to link it to the topic. The teacher has to think of ways to provide the background knowledge so that students can make the necessary links. Then, the teacher can help students by providing for successful reading lesson. The text is another factor to consider. The teacher needs to consider types of text she has chosen for reading. Comprehension can be affected by the writer and the way she writes. The last factor to consider is the reading context. involving the setting, the task set and the purpose of reading. For the teacher, then, developing conducive setting for reading lessons can aid students' understanding. Setting questions for written work. During instruction, setting the purpose of reading at the beginning the lesson is a good way focusing students' reading and encouraging them to develop skills like predicting, skimming, scanning, locating the main idea, and details within the reading lesson.

In implicating the three factors above, teachers must include explicit reading strategies as an integral element of their instructional plans. They should integrate effective comprehension strategies before, during and after reading.

- *Pre-reading* prepares students for learning by activating their prior knowledge. Pre-reading activities can benefit those whose background knowledge, command of key concepts and vocabulary may be insufficient. In addition, pre-reading activities help students focus attention on what is most important... Pre-reading strategies often used by proficient-level readers involve making connections, generating questions and determining important concepts...
- *During-reading* activities prompt students to visualize, make inferences and monitor their comprehension. . . Using during-reading activities, the teacher can help students prioritize what is most essential and connect this information in a meaningful and organized way.
- *After-reading* activities deepen understanding, helping students summarize and understand what they read. . . [these activities] go beyond merely identifying what was read and assist students with integrating new learning with previous knowledge”

Anticipation Guide

Activation of schema and background knowledge is one of the most beneficial strategies that teacher can engage in before reading to increase comprehension (Murtagh, 1987). They can be activated in many ways: by previewing vocabulary, making predictions and assessing what is already known about the topic. If preparation by determining and building background knowledge is neglected, students may have trouble setting a purpose for reading, they may have difficulty in distinguishing ideas and answering questions. By engaging in strategies which develop background knowledge before reading, teacher can find how much background knowledge the students have. The more students know about the subject, the more interesting it becomes. As a result, it motivates students to read and learn from the texts (Hearn and Hopper, 2006).

One of pre reading strategies that builds schema and background knowledge and motivate students to read is the anticipation guide. It builds them by presenting a small

number of statements related to the texts. The statements may be correct or incorrect. The reader must decide if he agrees or disagrees with them.

Specifically, a number of experts in teaching reading have clarified the definition of anticipation guide. Beers (2003) defines it is a set of generalizations related to the theme of the selection. Students decide whether they agree or disagree with each statement in the guide. The statements elicit a discussion that encourages students to anticipate what they will read, to find out how these statements play themselves out in a text, and to return to the statements after reading, ready to have discussions.

Kozen, Murray and Windell (2006) state that an anticipation guide is a pre reading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners, including those with disabilities. It can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension.

Moreover, anticipation guide is a strategy in which students forecast the major ideas of a reading passage through the use of statements that activate their thoughts and opinions. This strategy is helpful in activating students' prior knowledge and stimulating student interest just before a reading assignment is given

The primary instructional purpose of an anticipation guide is to increase student comprehension of a text. A teacher would use this strategy to help students understand themes or ideas in a text. The anticipation guide creates a scaffold from which students are able to more readily identify major themes in a text, make self to text and text-to-text connections, and analyze their thinking. It can also help to identify any misconceptions students have about a topic; therefore, teachers can “begin to modify these misconceptions through a well-formulated instructional sequence” (Readence, Bean and Baldwin, 1981). The language arts goals achieved through the use of an anticipation guide are the use of enabling strategies to read and write, comprehension of text, locating major themes, making connections and being able to communicate ideas effectively.

Moreover, they added that anticipation guides are also a best practice for accommodating diverse learners in a classroom, as they help to set students up for success. A secondary purpose of the anticipation guide is as an assessment tool. Teachers can use the

post-reading responses to gauge student learning and understanding. These guides activate student's prior knowledge, encourage them to make personal connections to what they will be reading, make predictions, and give them a chance to become an active participant with the text before they begin reading. Then, they allow students to look for cause and effect relationships as they read. In addition, dependent readers will read better if they anticipate what it is they are going to read. Finally, they allow students to generalize, to discuss those generalizations, and to explore their own responses to a text.

Anticipation guides can be used with students in all levels of elementary school, as well as in the upper grades. Students as young as kindergarteners can respond to an anticipation guide tailored just to them. For example, pictures can replace text to make meaning clear for younger students. Statements can be shortened and simplified to ensure comprehension. Anticipation guides are appropriate for all content areas, and can be a tool for integrating subject areas (for example writing about how thinking changed after reading a text).

Furthermore, Kozen, Murray and Windell (2006) discuss the use of an anticipation guide not only for content comprehension but also as a means of literacy instruction. It contends that middle school students are expected to have the literacy skills necessary to learn content, but for those students lacking in these skills, anticipation guides help bridge the gap. They help direct students' attention to read for meaning and locate major themes. Other benefits highlighted by the authors are that anticipation guides are liked by students and easy to implement, that they can be used as study guides, that they are a best practice for meeting the needs of all learners, and that they can be used as an assessment device.

According to Jacobs (2010), by using anticipation guide, students take part in class discussion about the subject matter and this strategy encourages them to discover their thoughts and opinions. As a result, anticipation guide also helps students to be critical thinkers and able in understanding different kinds of information. This strategy prevents students to be just passive receivers of knowledge. This study also helps instructors to develop their capacity in finding different ways for removing instructional barriers

In conclusion, anticipation guide can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students'

involvement into a post reading stage by reacting again to the guide. Briefly, the anticipation guide is designed to introduce a chapter or lesson and cause readers to focus their attention on the topic that is to come. The readers' previous thoughts and opinions about the concept are activated by their responses to a series of statements about the topic. These statements are carefully worded so as to challenge the students' beliefs, which are based on their past experience with the subject. The controversial nature of the statements serves to arouse their curiosity and to motivate them to read to resolve the conflict. Any misconceptions they have held prior to this time will be brought out, and subsequent reading can help the students to correct these inaccuracies. Additionally, teachers can use the statements after reading as a reaction guide, so that the students can observe how their thinking has changed as a result of the new information they have encountered.

The advantages of applying anticipation guide have been discussed by many researchers based on their studies. Kozen, Murray and Windell (2006) studied the use of anticipation guides in Middle School Classrooms. They cited several advantages to using anticipation guides. The first advantage is that it is a tool that can be used in a variety of disciplines. Students can use the same literacy strategy in multiple classes and become more proficient in their pre-reading skills. Secondly, anticipation guides can be multi-sensory and involve multiple intelligences. Students could map or diagram their ideas, students could write in the top margins on a copy of the text, or students could talk with other students. Third, anticipation guides create a community of learners. Students build a shared knowledge base. Finally, students have a record that they can use to evaluate how their understanding of a concept has changed.

Mitchell (2006) described the different results of teaching both with and without the use of an anticipation guide. She found that those students who did not use an anticipation guide were less able to discuss the major themes of the book or to make relevant self to text connections. Those students who had used an anticipation guide were able to locate major themes, make connections, and used more higher order thinking skills when discussing the book. She believes that the anticipation guide helped to activate her students' prior knowledge, which then led to greater comprehension, interest and motivation when reading

the text. She states that, “the anticipation guide serves to connect a student to the reading selection”, thereby increasing comprehension because the student is more vested in the text.

Woelders (2007) studied the use of anticipation guides in secondary school history classrooms before watching historical films or documentaries. Students can complete the anticipation guide based off their prior knowledge and by viewing previews of the film or other promotional material. Students can then revisit their anticipation guide to identify missing information in the film, inaccurate information in the film, and potential sources they might consult to clarify information. Anticipation guides in the history classroom help students to understand the interpretive nature of history as a discipline . One key purpose of an anticipation guide, particularly useful for analyzing films but also other sources, is that it helps students to think about the credibility of a source.

In their research on the Effect of Using Anticipation Guide Strategy on Iranian EFL Learners’ Comprehension of Culturally Unfamiliar Texts, Roozkhoon and Rahmani (2013) found that using anticipation guide had positive effect on Iranian EFL learners’ comprehension of culturally unfamiliar texts. This study encourages instructors to construct authentic environment in educational settings through employing beneficial strategies in an efficient manner in their instructional schedules. Moreover, anticipation guide as a pre reading strategy arise learners’ curiosity and provide authentic environment in class. Moreover, the mentioned pre reading strategy helps students cooperate with each other during class discussion and this kind of cooperation can be useful for all aspects of their lives. Also, in this strategy, the students learn to plan before starting to read. So, it is one way to instruct students shoulder some responsibility and become more active throughout learning process.

From the ideas above, it could be concluded that the anticipation guide is a pre-reading comprehension strategy that offers several benefits:

1. An anticipation guide takes the process of reading content material from a purely passive state to active participation and discussion. Through prediction, reaction, and controversy, the guide acknowledges students’ interests, knowledge about a topic, and personal experience.

2. Anticipation guide is usable across content areas. Articles or selections from text can be taken from any content area.
3. It is liked by students. Students appreciate the clear and direct format that anticipation guides afford. The strategy appeals to students because it is interactive and social, encourages discussion, is nonthreatening, and engages them in controversy, which they love at the middle school stage
4. It is fairly easy to implement. After constructing and implementing a few anticipation guides, teachers appreciate their ease and simplicity.
5. It is appropriate for at-risk student or students with disabilities. Anticipation guide can be completed by individuals, peer duos, or small groups. In addition, instructional flexibility and the use of adaptations give teachers the means to address a variety of student needs.
6. It can be used as study guides. Anticipation guide, when completed, may serve as excellent study guides for students who have difficulty learning material for content mastery. On the basis of the use of anticipation guide as study guides, teachers can easily see the results of student progress when they assess student learning.
7. It can be used as formative evaluation devices. Students' pre- and post responses along with their explanations and appropriate textual references afford teachers an excellent means for assessing students' understanding, content mastery, and ability to locate effective textual support for ideas.

Conclusion

The anticipation guide is a way to activate readers' prior knowledge and encourage them to use it in making predictions about the material to be read. As they read the material following the initial presentation and discussion of the statements, they think about their original beliefs and the opinions of others. After reading, students integrate the new information they have received with their previous knowledge to form modified beliefs. The processes incorporated—using prior knowledge, making predictions before reading, monitoring comprehension during reading, and using fix-up strategies after reading—

represent comprehension processes that good readers possess. Thus, we can see how the use of the anticipation guide can enhance comprehension.

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Appendix 1 :Suggested Teaching procedures

What teachers do	What students do
Before Reading Phase	
<p><i>Identify major concepts.</i> Pre-read the text and select the major concepts that you wish the students to know.</p> <p><i>Determine the students' knowledge of these concepts.</i> The teacher must consider the students' experiential background.</p> <p><i>Create statements.</i> The number of statements to be created varies with the amount of text to be read and the number of concept statements. Depending on the maturity level of the students, three to five statements will usually work. Ideally, the statements are those the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.</p> <p><i>Decide statement order and presentation mode.</i> Order is important. Usually the order follows the sequence of the concepts that are encountered in the text.</p>	
Distribute copies of the anticipation guide to	Working individually, read each

the students. Explain that this is not test, but an opportunity for them to explore their own thoughts and opinions. They complete the guide first individually and then share their own thoughts in a whole class discussion	statement on the anticipation guide and check responses
To engage students in a whole class discussion, start with a simple hand count on the numbers of students who agreed or disagreed with a particular statement.	Contribute responses in the class discussion and explain them
Record (or ask a student to record) some of the key points made during the discussion, using T-chart (agree/disagree) on the board.	
During Reading Phase	
Explain the topic of the reading assignment and how it connects with anticipation guide statements and discussion. Ask students to keep the guide beside the text as they read it, so that they can jot down page numbers that correspond to the issues	Read the assigned text (certain pages or chapter) and jot down page number/line beside each agree/disagree statements.
After Reading Phase	
Ask students to return to the statements and to make notes from what they have discovered in their textbook that may confirm or change their opinions	Make notes that confirms or change their opinions about the statements.

Appendix 2: Reading Materials

The History of Banana

It is generally agreed that the banana originated in Malaysia and the East Indies. It is frequently referred to in ancient Hindu, Chinese, Greek, and Roman literature and in sacred texts of Oriental cultures. It is said that the armies of Alexander the Great fighting in India were the first Europeans to learn about bananas. *Theophrastus*, in a book written in the 4th century B.C. and considered to be the first scientific botanical work known described the banana. The Arabs introduced bananas to the Near East and Mediterranean. They came to the Caribbean Islands and Mexico shortly after Columbus' voyages. It is interesting to note that the Polynesians introduced bananas throughout the Pacific region during their migration.

The name of one species, *Musa sapientum*, means "fruit of the wise men." This name derives from the legend that sages in India sat under banana plants during times of meditation. Today wise men, women, boys and girls eat bananas because they are such an excellent and nutritious food.

Sources of Supply

In the Western Hemisphere

Ecuador (largest exporter)

Honduras (chief export)

Panama (chief export)

Costa Rica Columbia

Guatemala

Mexico

Dominican Republic

Brazil

In Asia:

Taiwan

In Africa:

Canary Islands

Ethiopia Guinea

Cameroon Nigeria

Pound for pound, bananas are the most widely sold fruit in the United States. They are the most important of all commercial fruits, close to the combined production of all citrus fruits.

Bananas are an excellent food source of potassium, vitamins A & C, and quick energy. They are low in protein and fat. They are an excellent between-meal snack and one of the most easily digested and nutritious natural foods. A medium-size banana has about 125-130 calories, or about one calorie per gram. Bananas are recommended for low fat, low-sodium diets.

Bananas come with their own wrapping, ready to go into lunch boxes. They are tasty sliced on breakfast cereals, in fruit salads, and gelatin desserts. Bananas are used in the preparation of flavoring. Vacuum dehydration yields banana crystals, a light-brown powder used in ice cream, bakery products and milk-based beverages. “Tree-ripened” would not make good advertising for bananas. If allowed to ripen on the plant they are starchy, mealy, or rotten and therefore inedible. They are sent to market green and are ripened in air-tight rooms with controlled humidity and temperature. These conditions permit nearly all of the starch to be converted into sugar for good taste. The banana is at its best eating condition when the bright yellow peeling is flecked with brown specks, known as “sugar specks.” Look for plump, well filled fruit.

A plantain is a cooking variety of banana that is larger than our common banana. It is a staple food in the tropics. Plantains are starchy when green and take the place of potatoes. Plantain chips are the Latin-American equivalent of our potato chips!

Appendix 3: Anticipation Guide Example

Directions (before): Take turns reading each statement in Part 1 without Partner(s). If you believe the statement is true, put a checkmark in the “Agree” column. If you believe it is false, checkmark the “Disagree” column. Be ready to explain your answer to each other and the class.

Agree Disagree

No	Statement	Agree	Disagree
1	Bananas are berries.		
2	Bananas grow on trees		
3	Bananas are the second most important commercial fruit sold in the United States.		
4	In addition to being an excellent source of potassium, vitamins A and C, and quick energy, bananas are a major source of protein.		
5	The banana is at its best eating condition when The bright yellow peeling is flecked with brown specks. The banana is at its best eating condition when The bright yellow peeling is flecked with brown specks.		
6	More bananas come from Ecuador than any other country.		
7	The botanical name for banana, Musa Sapientum, derives from the legend that sages in India sat under banana trees during times of meditation		

USE OF RESEARCH BLOGS BY PRE-SERVICE TEACHERS

Prof. Vaishali M. Sawant

Abstract

Blogs, the Web 2.0 tool have wide applicability in the field of education to enhance learning, participation and interaction, but very few studies are seen in the use of blogs by pre-service or in-service teachers. If the future students need to make effective use of blogs for various purposes, it is essential that the teachers are given exposure to gain maximum benefit from blog technology. The researcher conducted a case study of the use of research blogs by 10 preservice teachers. The preservice teachers were divided into two groups of five each and each group worked collaboratively with mentor support only in the initial stage, to develop a research project on the study that they had undertaken. A case study of the use of research blogs revealed that the blogs were used by student teachers only for the purpose of information sharing, adding information which was not shared on earlier posts. There was no interaction in the form of comments, socialization, support observed. This indicates that there is a need of mentor intervention in the form of scaffolding to enhance the use of blogs by student teachers. The researcher gives suggestions for the use of various scaffolds for the effective use of blogs by teachers.

Introduction

Preparing teachers to use technology effectively in the classroom is a central issue the field of education faces in the 21st century (Bolick, Berson, Coutts & Heinecke, 2003). Preservice teachers must not only be proficient in using technology for their productivity (eg taking attendance, presenting content) but also prepared to integrate technology effectively into instruction. Often, however, the integration of technology into preservice teacher education programme takes a back seat though its importance has been realized. The researcher intends to train pre service teachers in integrating Social media/ Web 2.0 tool especially the blog technology in the teacher education programme so that they can integrate this technology for a collaborative project, understand the importance of technology and then use the same for their future students. At the same time the study attempts to study the interaction patterns of pre service teachers while using blogs in their teacher education programme. Also, scaffolds to support interactions on blogs are suggested.

Introduction to blogs

Blogs were originally thought of as personal journals, but then people tried using blogs in such various ways that there is no limit to what may be covered in a blog. It is observed that people write blogs to describe their work, their hobbies, social and political issues, or news and current events. And while blogs are typically the work of one individual, blogs combining contributions of several people, 'group blogs', are also popular.

Like Podcast, wiki and other types of new technology, blogs can be used in classroom environment for diary entry; it also can be a useful tool to link communication between study groups within a class or other classes or even institutions. If used effectively, blogs can create a learning environment that extends beyond the walls of the classroom.

History of blogs

While the earliest blogs were created by hand, blogging became widely popular with the advent of blog authoring tools. Among the earliest of these were Userland and Livejournal. Today, most bloggers use either Google's popular Blogger service or Wordpress. These services allow users to create new blogs and blog posts by means of simple online forms; the writer does not need to know any programming or formatting.

What is a blog?

A blog is a personal website that contains content organized like a journal or a diary. Each entry is dated, and the entries are displayed on the web page in chronological order. In short, Blog is a webpage containing brief, chronologically arranged items of information.

Use of Blogs in education

Blogs are widely popular in education, as seen by the growing number of blogs maintained not only by teachers but also by a large number of students. Teachers have been using them to support teaching and learning since 2005. More and more people are becoming aware of the benefits of blogs in the field of education.

Because blogs are connected, they can foster the development of a learning community. Writers can share opinions with each other and support each other with comments and answers to questions. For example, Institutions or Universities can use blogs to create teachers' learning communities.

Additionally, blogs give students ownership over their own learning and an authentic voice, allowing them to articulate their needs and inform their own learning. Blogs have been shown to contribute to identity formation in students (Bortree, 2005).

Further, with blogs it is possible to have a large world wide audience to critically evaluate the postings on blogs. Having such an audience can result in obtaining feedback and greatly increase student motivation to do their best. Students also have each other as their potential audience, enabling each of them to take on a leadership role at different times through the course of their learning.

Moreover, blogging helps students see their work in different subjects as interconnected and helps them organize their own learning. Under the guidance of the teacher and/ or experts in the field, students can conduct a collective enquiry into a particular topic or subject matter creating their own interpretation of the material.

Blogs teach a variety of skills in addition to the particular subject under discussion. Regular blogging fosters the development of writing, critical thinking and research skills. Blogging also supports digital literacy as the student learns to critically assess and evaluate various online resources.

Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible. Students can also participate in cooperative learning activities that require them to relay research findings, ideas or suggestions. Class blogs opens the opportunity for students to discuss topics outside the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions. Students have time to be

reactive to one another and reflective. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

Blogs present, organize, and protect students' work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better work. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentor advice can be easily kept for future reference.

Need of the study

It is observed that student teachers though have theoretical inputs about the integration of technology for various teaching learning purposes, do not have practical experience of the same. Also, some form of support is required by the learners while they integrate the technology in the learning process. This study attempts to understand the interaction patterns adopted by student teachers while using the Social media/ Web 2.0 tools especially the blogs for conducting collaborative project work. This in turn will help student teachers to understand the importance of blog technology, role of mentor and then student teachers can use it for their future students.

Review of related work

The researcher found comparatively more studies conducted with respect to the use of social media/ Web 2.0 tool, wikis as compared to blogs for learning and collaboration, though the researcher came across many conceptual papers indicating the use of Blogs as tool for collaboration, interaction and communication.

Outcomes with respect to use of blogs as a tool to collaborate have been carried out at mostly higher education level and a few disciplines which have shown positive and encouraging results. This is exhibited in studies conducted by Katerina, M., 2007; Jingli Cheng. 2008; Hind Al-Fadda, Maha Al-Yahya, 2010; Goh, Jonathan, W P Quek, Chin Joo Lee, Ong Kim, 2010; Huang, Tien-chi Huang, Yueh-min Yu, Fu-yun, 2011; Maria

Maheridou Panagiotis, Antoniou Thomas Kourtessis., Andreas Avgerinos Komotini, Greece, 2011; Liping Deng and Allan H. K. Yuen, 2012.

Studies have been conducted to assess the effectiveness of Blogs as tool for reflection which has shown positive outcomes. This is seen in studies conducted by Downes, S., 2004; Jingli Cheng. 2008; Smith, Elizabeth Joy Mills, Julie Evelyn Myers, Baden, 2008; Granberg, Carina, 2010; Hind Al-Fadda, Maha Al-Yahya, 2010.

Comparatively fewer studies have been carried out to study the effectiveness of Blogs for learning which has again shown positive results. This is reflected in studies conducted by Goldman, Rose H Cohen, Amy P Sheahan, Fred, 2008; Kurt, Adile Askim, 2011; Maria Maheridou Panagiotis, Antoniou Thomas Kourtessis., Andreas Avgerinos Komotini, Greece, 2011.

Studies have also been conducted to assess the effectiveness of Blogs as tool for carrying out interaction amongst students and teachers which has shown positive outcomes. This is seen in studies conducted by Huang, D., Behera, R., 2007; Goldman, Rose H Cohen, Amy P Sheahan, Fred, 2008.

At the same time, it is seen in studies conducted by Hind Al-Fadda, Maha Al-Yahya, 2010; Jonathan W.P. Goh, Chin Joo Quek and Ong Kim Lee, 2010; Top, Yukseltuck & Inan, 2010 that students do not utilize the blogs to its fullest benefits. The learners do not use the blogs effectively to interact and communicate with each other.

Based on the above studies, it can be concluded that though blogs have been identified as tools to conduct interaction and communication between members of a learning group, however some studies indicate that such interaction and communication is limited via the blog. The reasons quoted are learners are unaware of its effective use or learners become conscious while posting their comments.

The researcher did come across material wherein blogs were used by Indian teachers to post their course content but came across very few studies conducted to study the attitude towards blogs as a collaborative tool. The researcher did not come across studies conducted to study either the effectiveness of blogs for learning or interaction patterns via the Web 2.0 tool, blogs in the Indian situation.

Looking at all the above factors, the researcher felt the need to investigate the interaction patterns adopted by student teachers on blogs as collaborative tools for project work.

Research Question

What are the interaction patterns adopted by student teachers on blogs as collaborative tools for designing research proposal based on experimental method?

Objectives

To study the interaction patterns adopted by student teachers on blogs as collaborative tools for designing research proposal based on experimental method.

Method

10 student teachers in groups of two worked collaboratively using blogs as a tool for designing research proposal based on experimental method.

The researcher conducted an orientation to conducting research and use of blogs for the ten student teachers. The researcher started two blogs and the blog links were provided to the two groups of student teachers.

The student teachers worked collaboratively on designing research proposal. The researcher also put up a concept map of the aspects expected of the student teachers for designing the research proposal as a scaffold to achieve most out of this effort. Both the groups worked on the designing of research proposal for a period of two weeks.

Research Design

The present study used the case study method. According to Stake (1995), “a case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances.”

To understand the interactions among the student teachers, the records they left of their interactions –the blog postings and the comments were content analysed. Content

analysis is the “systematic, objective, quantitative analysis of message characteristics.” Since blog postings and comments are permanent electronic records representing student teachers interactions, they were good source for the content analysis here. The content selected for this study was from the two blogs used by two different groups of student teachers working on a research proposal.

To understand the patterns of the interactions, the postings and comments on two blogs from 1st March, 2013 to 15th March, 2013 were analysed using a protocol where each posting and its associated comments were used as the unit of analysis. The student teachers interactions and their associated comments were categorized through an emergent theme and reconfirmation process. In total, postings and associated comments across the two blogs were content analysed.

Results and Discussions

On the two blogs, 28 and 25 postings respectively were observed. There were no comments seen rather there were just postings based on what the earlier posting mentioned about. At times the student teachers kept posting matter related to earlier postings such as definitions, advantages, research questions, objectives, research designs, definitions etc. At other times the matter would be related to what the student teacher felt was missing out and then the next few postings would be related to that aspect of research proposal and again some posting would mention about the next aspect and the postings would thus continue. Types of interaction observed on analysing the postings were information sharing especially when the users felt that they had some different kind of information as compared to earlier postings. As a result of which limited number of postings were observed. Also, no help seeking, or socialization activity or critical analysis of earlier postings was observed. A few student teachers had many postings in their name whereas some had very few postings. This indicates that student teachers need some kind of constant mentor intervention to make effective use of blogs. Also the findings support the reasons quoted by the earlier research studies with respect to the limited use of blogs i.e learners are unaware of its effective use or learners become conscious while posting their comments.

Scaffolding for effective interaction on Blogs

To enhance the interaction patterns of learners on blogs and thus to make effective use of blogs, the users need some support which can be called as scaffolding. Scaffolding is the

- Support which enables a student to achieve a goal or action that would not be possible without that support.
- Support which facilitates the student learning to achieve the goal or action without the support in the future (Guzdial, 1994).

The various scaffolds can be classified into four categories: cognitive, metacognitive, procedural and motivational. Depending on the requirements of the learners all or some scaffolds can be used by the mentor.

- **Cognitive scaffolding:** Support for helping individuals understand the content of learning materials.
- ✓ Concept Map: Helps in knowing whether learners are conceptually on the right track or not. Also peers interact to keep each other on the right track conceptually.
- ✓ Peer Interactions: Provision of opportunities wherein peers will interact with each other. For eg asking learners to comment on postings of others by raising questions related to the postings.
- ✓ Worked Examples: Helps in keeping learners on the right track as they know what is expected of them.
- ✓ Explaining: At times for comprehension of difficult task or provide further details explaining the meaning of a term. This will encourage learners to ask questions seeking explanation of terms not understood leading to interactions.
- ✓ Prompting: Providing questions prompts or incomplete sentence prompts wherein learners will contribute to blogs conceptually.
- **Metacognitive scaffolding:** Support for helping individuals to develop both the ability to recognize their knowledge and regulate their behaviours based on their reflection.
- ✓ Peer Interactions: Provision of opportunities wherein peers will interact with each other and help each other monitor their thinking and planning process.

- ✓ Prompting: Providing question prompts or incomplete sentence prompts wherein learners will contribute to blogs For eg ask students to reflect upon their strengths and weaknesses.
- **Procedural scaffolding:** Support for helping individuals to employ learning processes or strategies in order to complete a task, reach a goal, or solve a problem. For eg, prompts to keep learners moving on the right path.
- **Motivational scaffolding:** Support which helps individuals to increase their perception of their own interests, abilities, and task values. For example, mentor helps students to see the value of the learning task and its potential applications.

Sherow (2006) observed many benefits of scaffolding, several of which are relevant to educational development. First, scaffolding is individualized so it benefits each learner. This individualization has the potential to provide the opportunity to identify individual academics' own needs and start from the point of their own interests and needs. Second, scaffolding reduces frustrations and risk. Third, scaffolding provides needed direction to allow learners to stay focused on the goal and achieve mastery. Fourth, scaffolding produces independent learners, an important goal for educational development geared towards academics becoming independent designers of learner-centered environments.

Conclusion

Based on the above findings with respect to use of Blog as a collaborative tool, future research can be conducted to evolve more such collaborative practices for teachers and student teachers using the freely available varied tools that come under the purview of web 2.0 tools .

Also, there is a need to remember that the use of blogs does not necessarily replace every other medium of communication, it is just another option. From an education perspective the availability and ease of use of blogging software makes creating blogs a viable classroom activity and a means for teachers to communicate with other teachers and students.

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THE FUSION OF HORIZON OF TECHNOLOGY, CULTURE AND LITERACY

Judith Joaquin Batin

Abstract

Motivating students to read and improve their level of literacy is a tough job for teachers. The fusion of technology, culture and literacy caters to the need and interest of students to increase their literacy and comprehension level. MP3 format, social networking and the like are effective tools in increasing the level of comprehension despite diversity of culture and age of readers. According to Bart (2010), effective teachers **incorporate technology in their teaching**. Though each has a different comfort level, whether an early-adopter who relishes the opportunity to innovate with the latest tools or someone who takes a more cautious approach, incorporating technology into teaching improves efficiency and is integral to motivating and engaging today's students to learn. Lankshear and Knobel (2007) noted that digitally literate people are quick on their feet in moving from one kind of medium to another. It is evident in this study that technology-based approaches are indeed effective.

Keywords: Teaching strategies, technology, literacy, cultural diversity, art of teaching

Introduction

Teaching is like inventing a new cooking recipe. It is a process of combining different well-chosen ingredients with full knowledge of the substance and nutrients of each to achieve a sumptuous dish, creative plating, and delightful presentation.

The classroom is a performance stage. The teacher is the artist who performs various roles with mastery and creativity. Teaching is a performing art, a craft to develop and perfect with different tools to hone the skill. Technology is the trend of the times that perfects the craft of the performing artist in the classroom that caters the needs and interest in a multi-cultural class. Music, film, social networking, animated clips, power point presentations, blogs, dropbox (box net), and electronic seminar are just some of the effective technology-based methods of teaching mix-culture students.

Leblanc (2010) proposed top 10 requirements of good teaching. For him, good teaching is as much about passion as it is about reason. It is about motivating students not only to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. It is about caring for one's craft, having a passion for it and conveying that passion to everyone, but most importantly to the students. Good teaching is about substance and treating students as consumers of knowledge. The teacher bridges the gap between theory and practice, the lesson and the means making the students learn the lesson. For a multi-cultural class, a good teacher must be sensitive to the differences among the students in order for them to maintain the respect of each other. Thus the teacher must be cautious in choosing books and other instructional materials to avoid cultural issues and problems. The ideal teacher in class must always be fluid, flexible and experimenting and must not have a fixed agenda. Good teaching is about deviating from the course syllabus and lecture schedule easily when there is a better way of delivering instruction. Effective teaching is also about style and must be appealing and entertaining. A good teacher is fully animated, must be part of the visual aid and not having eyes fixated on the slide projector.

A good teacher is an actor, a performer in the classroom in order to keep the interest of the students, and a musician who sets the tune. As in an orchestra, each student plays his own musical instrument, and has great role in producing good music. And the teacher's role is that of conductor who develops the skills of each instrumentalist and makes every musical instrument come to life in a coherent whole. And above all, good teachers practice their craft not for economic reasons, not because they need the job, but because they cannot imagine doing anything else other than helping the young people enjoy learning and cultivating themselves.

Chang (1996) in her dissertation pointed out the importance of culturally-responsive teaching and learning. Irish and Scrubb (2012) opine that culturally competent teaching and learning demands respect for others. Every student possesses a unique cultural background. Culturally responsive methods, such as inter-cultural communication, stimulate respect for the needs of all learners and allow every voice to be heard. Culturally competent teaching and learning requires focused activities and intentionally structured environments. Perspective-

taking behavior requires knowledge and understanding of culture, values, norms and traditions that have informed the other worldviews and learning behaviors. Her study explicitly proved that college students are most likely to discuss their racial cultural issues in a mixed cultural class.

Bart (2010) believes that college teachers are made, not born. She opines that effective teachers these days do is **incorporate technology in their work**. Every individual has a different technology comfort level. But whether the teacher or the student is an early-adopter who relishes the opportunity to innovate with the latest tools or someone who takes a more cautious approach, incorporating technology into teaching is an integral aspect to improving efficiency and engaging today's students.

Lankshear and Knobel (2007) point out that digitally literate people are quick on their feet in moving from one kind of medium to another. It is evident in this study that technology-based approaches are indeed effective. At some point, technology is a hindrance to literacy but this hindrance when incorporated properly in classroom discussion and activity turns into a productive and effective means.

Technology is developing. The teacher needs to keep abreast with the latest trends that can be adopted to sustain the interest of the students to achieve the desired goal – improve literacy and comprehension level. Young people are up to date on the latest computer games, music, movies, blogs, and latest gadgets and spend much of time with them. The use of these gadgets draws their interest and it encourages them try their best to read and understand how these tools function. This proves that young people develop and improve literacy through technology. An innovative and creative teacher capitalizes on this interest of students and designs programs to improve their learning and comprehension level. The students' passion for technology can be turned into a helpful tool in the literacy program contradicting the earlier claim of education researchers.

Power point presentations aid the students to quickly understand the lecture and provide them ample time to decode what the teacher discusses in class. But power point presentations must be used properly and must not be a substitute for the teacher. It is then

important to assess the interest, level of literacy and cultural background of the students. Multimedia have a certain way of keeping the students alert on the details presented to achieve the desired goal – higher level of comprehension and eventually the ability to participate in the discussions. The question is how much multimedia should be added to power point presentations in order to meet the objective? Young people, and even adults, are very visual and find thrill in the animation and transition effects applied. It is easier for them to remember and absorb the lesson through the visuals. It is therefore important to note that lectures must be done in an MP3 format. Tolerance of young adults is very low. They are fascinated with multimedia but if they are bombarded with so much of it, they lose their interest. The MP3 format in power point presentation is just apt for the tolerance of young adults. Divide the discussion in an MP3 music format to keep the interest and improve comprehension and retention. The teacher can elicit reactions if the lecture is done in short formats that are apt to the students' tolerance and level.

Good music is short, about two to three minutes, and easily registers and appeals to young people. Multimedia presentations and lectures are effective if these are in MP3 format. Social networking is interesting because it is just few sentences. Online games and gadgets' instructions are presented in chunks, and not tiresome to read. Computer games and gadgets encourage them to learn to read and understand directions to perform the task.

In Philippine setting, encouraging students to read is a great challenge for teachers. There are even college students who never experience to read a novel. Graphic books like *Hope for the Flowers* and *the Little Prince* are good starting materials to encourage them to read. The two books are philosophical and provide a good avenue for students become critical as they search for answers of the many whys in the stories. The initial experience in graphic books leads to greater interest in reading after the fulfilling new experience in reading.

Blogs, Dropbox (inviting collaboration), chat box and electronic seminars are online methods of indirect teaching. Pearson (2010) used blog to “enhance student participation, engagement and skill building.” (p. 207). She opposes the traditional journal writing. She finds blogs more effective as this is interactive. Weimer (2010) explains that each student has the opportunity to participate, share and react on others ideas. Reacting to others' ideas

engages them in building knowledge and critical thinking. The students comply and share ideas with the professor, but at the same time they “present their own analysis in the context of analyzing and evaluating arguments posted by their peers.” (p. 209). Involving them in this kind of discourse outside the classroom is encouraging. The students are motivated to keep track of the views of others and unconsciously do research and figure out situations in order to have something to post or share in these various electronic discourses.

According to the latest survey, young adults top the rate of social networking buffs. A creative and innovative teacher must take advantage of this interest of students in a greater level. Social networking is an avenue for practice and polishing skills and public critical discourse. Students who are timid in class sometimes exude greater critical potential through shared ideas in social networking. The teacher must keep track of the views shared online of the introvert students to discover the gem in them. Encouraging the students to engage in social networking is fulfilling and rewarding. The teacher must create an E-group per class to easily monitor their progress.

Film viewing (movie clips) and audio video clips are as auspicious as power point presentation and social networking mode of teaching. For slow learners, these are very helpful tools for these provide ample time for them to grasp the idea and at the same time keep their attention. Incorporating audio and video clips in power point presentation makes learning fun and effective. The literacy improvement of a student is a teacher’s duty. Why there are teachers well-loved and well-praised in school is not so much because of their mastery of their subject matter but of their method of teaching that caters the needs and interest of the students. Also, the teacher must be sensitive to the diverse cultures and literacy levels of students and design tools to cater all of them.

According to Ripley (2010), the most stunning finding to come out of education research in the past decade is that more than any other variable in education—more than schools or curriculum—teachers matter. The teacher is not only there to show mastery of theories, and knowledge, but to share mastery of the craft. Craft does not pertain only to ideas but means of teaching. The two must always complement each other all the time to achieve an effective teaching and learning process.

Awareness of the differences and diversity of culture, creative and innovative technology-based techniques and methods of teaching, and mastery of subject matter make up a holistic and good teacher. Technology plays a vital role in effective student-learning process by enhancing literacy among young people. Technology challenges a teacher to be a better and not just a good teacher. But the greater challenge is how a teacher fills the gap of what is lacking in technology.

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PSYCHOLINGUISTIC AND GRAPHOLOGY APPROACHES IN CHARACTER EDUCATION

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Abstract

Government and people start to worry to people condition which is regarded to have less behavior. This problem may influence to the future of the nation because it includes students who are the future of nation. Character education is needed to lead them to have good character to live. Their attitude, motivation and spirit should be rebuilt in preparing the future through education. This paper tries to propose an alternative character education through reading and writing learning. It is due to the learning process is flexible enough to be combined with character education. The learning can be planned by designing curricula, material and learning strategy which allows students to read, to think critically and to express ideas and opinion in the desired manner. It is also supported by graphology-based training during writing the text with hand to strenghten good habit.

Keyword: character education, learning reading and writing, graphology

Introduction

Globalization brings a lot of impacts to Indonesian which leads to changing society in all aspects. People grow and develop themselves and their society to create a new constellation of civilization. Unfortunately, there are many social frictions in the society. Some people are regarded to have low respect to others, tend to be intolerant and can be easily provoked to anarchism. This condition may cause instability of country.

Government and people start to worry to this condition because this disorder may influence to the future of the nation since students, as young generation, are the future of nation. They will be the next leaders. So, it is critical to lead them to have good character to live. Their attitude, motivation and spirit should be rebuilt in preparing the future through education. Because school should be a perfect place of idealism development and it is the place to grow sense of responsibility, not only a place to develop knowledge and technology.

Developing character can be regarded as a culture development. While language is a part of culture. There is a close relationship between language and reality because language has instrumental function to name facts in life, so it is understandable to direct culture through language. This idea is supported by Benjamin Lee Whorf who has been the most

prominent advocate of linguistic relativity; the theory of that one's language determines the nature of one's thought (Weiten, 1992: 280). On the other hand, learners foreign language should also learn values and norms of the native speakers of that language, especially the ways people think and act and the reasons behind them. It is also important to understand the use of language, it can be used to influence people as well as language can change because of the speakers. Language learning is a possible way to be a conscious effort to build reality of the speaker.

This paper tries to propose an alternative character education through language learning. The focus of the writing is on teaching reading and writing. The nature of learning reading and writing gives teachers opportunity to develop learning which is not only focusing on the skill but also on character building. The material and the method should give space for character building; how they can also be integrated to develop social awareness.

1. Character education.

How important the character education is this to us? This question may be answered by Krishnamurti who said that your success is determined by your attitude not by your certificates (Krishnamurti, 2012: 10). His statement inspires me to explore developing attitude to success. This is popularly called character education.

Not only in Indonesia, but also in US character development of the youngsters attracts attention of educators. US schools are very serious about this and even they put the concept of character education into the academic curricula. Previously it is the responsibility of parents, but now schools also take place in development of children's character. It is due to newer understanding that with or without intentionality, schools shape children's character, and their character impacts society because schools are also places for the socialization of youth. Martin Berkowitz, Ph.D., a national leader in character education emphasizes the importance of character education (Banks, 2011) that the best way to make a more just and caring world is to make more just and caring people. In the conclusion, developing society starts from developing personal, member of the society.

Character education also becomes point of attention from Directorate Higher Education of Ministry of Education and Culture of Indonesia. It is an education of value, attitude, moral

and characteristic. The objective of the character education is to develop learners so they can make decision in their life and preserve the good tradition. Then they can implement those good values in their life as well as spread them to their surroundings. The theme of character education is to develop new generation who are honest, smart, tough and care.

Dr. Thomas Lickona defined that “character education is the deliberate effort to help people understand, care about, and act upon core ethical values” (Elkind & Sweet: 2004). They assert that when we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within.”

Developing character involves knowledge, feelings, and action. It is important to make students think critically about moral and ethical questions, inspire them to become committed to moral and ethical actions, and give them opportunities to practice moral and ethical behavior. Character education is not only a theory. It involves practice, at least modeling in the classroom.

Character educator could be anyone. Whether he is a teacher, administrator, custodian, or school bus driver. He is helping to shape the character of the kids who are in contact with. Character education can happen anyway and anywhere like the way he talks, the behaviors he models, the conduct he tolerates, the deeds he encourage, the expectations he transmits. Yes, for better or for worse, all people already are doing character education. The people around him will take him as a model for themselves. If the person is a teacher, it can be predicted how massive the influence he can make to his students. This is the reason to integrate character education into formal language learning in the class.

2. Language Learning and Graphology

Language is a highly complicated activity, and when it is wholly learned. It involves both neural and muscular tissue, and it has psychological, interpersonal, and cultural aspects that are indispensable to its acquisition and use.

(Brook in Titone and Danesi,1985: 37)

The quotation inspires me to explore character education. Because of the special characteristic of language learning which includes psychological, interpersonal and cultural aspects all together, I try to integrate character education and language learning. Language is a mean of communication which is used by people to interact among them. Therefore, there is a space to combine character education in language learning because both deal with psychology, interpersonal and cultural aspect.

To understand the characteristic of language, Weiten (1992:273-274) said that a language consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate an infinite variety. This definition includes four properties of language. First, language is symbolic; people use spoken sound and written words to represent objects, actions, events, and idea. Second, language is semantic or meaningful. The symbols used in a language are arbitrary in that no built-in relationship exists between the look or sound of words and the objects they stand for. Third, language is generative. A limited number of symbols can be combined in an infinite variety of ways to generate an endless array of novel messages, sentences which have never spoken before. Fourth, language is structured. Although, it is possible to generate an infinite variety of sentences, but they must be structured in a limited number of ways.

Considering those properties of language, learning language, especially learning foreign language i.e. learning English in Indonesia, may lead students to perform all kinds of learning based on psychological functions proposed by De Block (in Winkel, 1991). They learn dynamically, affectively, cognitively and senso-motorically. Dinamic learning is learning to develop desire proportionally. Affective learning is characterized by learning values of objects through feeling and learning to express emotion normally. Cognitive learning involves mental process to represent objects through ideas and opinions with words to be understood. Senso-motoric learning covers physical operation. Character education can be integrated with English learning by careful design of material and methode of teaching and learning to apply.

Furthermore, language learning can be integrated with character education in an integrated skill instruction. To understand integrated-skill instruction, Oxford (2001)

explained that there are two types of integrated-skill instruction: and task-based instruction and content-based instruction.

Content-based instruction implies students to practice all the integrated language skills. At least there are three general models of content-based language instruction: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992).). In the theme-based model the language skills are integrated into the study of a theme. In the adjunct model, language and content courses are taught separately but are carefully coordinated. The sheltered model orders to simplify the subject matter to teach. It is tailored to students' language proficiency level. In the task-based instruction, students participate in communicative tasks. Tasks are defined as activities that can stand alone as basic units. The attention is principally paid to meaning rather than form (Nunan, 1989).

Brown (2004) supports the necessity of content-based curriculum, especially in English as Second Language (ESL). Although English in Indonesia is a foreign language, but for several reasons Brown's opinions are still relevant. She mentioned some benefits of content-based ESL curriculum as follows:

- The material is appropriate to students' age and knowledge and reflects the learning content in the real condition.
- Learning is more meaningful and situated through authentic texts.
- Learning becomes more purposeful to reach the goal.
- Students learn technical vocabulary and the use in context.

This paper focuses on teaching reading and writing. The nature of them is explained by Jordan (1997) who said that reading, as a skill, is normally linked with writing. In practice material for reading is also added with related writing practice. Although the focus is still on increasing reading skill which deals with various reading strategies and comprehension practice, but the resultant exercise usually involve writing too. When students read, it is for a purpose. The purpose is very personal. It may be to obtain information like facts, data, etc or to understand ideas, concepts or theories or to discover author's viewpoints or to seek evidence for their own point of view. In the process of reading, students will focus on the subject content of what they read and the language in which it is expressed. Both aspects involve comprehension. Students practice to utilize skills and sub-skills in reading such as

prediction, skimming, scanning, distinguishing and selecting information. After reading, they can practice to draw inferences and to take conclusions. They may learn to understand graphic presentation as well as to understand text organization including the linguistic and semantic aspects like the cohesion or the relationship between and within sentences and recognizing discourse/semantic markers and their function. Jordan also said that the texts that are used for the practice are usually authentic, though possibly adapted or abridged, depending on the language level. The focus is on the reading skills, some exercises are usually included on the comprehension of certain aspects of the reading passage together with word study or vocabulary practice. In learning writing, generally there are two approaches which are widely used (Jordan, 1997): the product and the process approaches. The product approach is concerned with the finished product-the text. The attention is given to the organization of writing, its structure, cohesion, various grammatical aspects and language functions. The process approach concerns with the process of writing that enables the product to be achieved. This approach emphasizes the composing processes which writers utilize, and thus puts meaning to the fore rather than forms. It allows students to express themselves more as individual. It accords with the principles of learner-centredness, encouraging individuals to take more responsibility for their own learning.. This approach views writing as a creative and the task of teachers as being engage students in the creative process.

Still in learning writing activity, I like to put graphology aspect together with the writing practice. Although it is apart from language learning, but I think that language learning session is the right time to practice hand writing which is the object of graphology analysis. Graphology is the study of handwriting (Quigley, 2010). By analyzing a person's writing, a behavioral profile can be determined to gain insight into physical, mental and emotional states of the writer. Handwriting reveals the essentials of personality and character (Ludvianto, 2011). Some people still consider it pseudoscientific. But there are many reports describe its role in job recruitment, traumatic healing, character building, etc. Graphology is used to develop character of the learner through grapho-therapy. Graphotherapy is the practice of using handwriting as a personal development tool to change any aspect of personality that can be changed by any other personal development tool (Young, 2013). After an undesired habit is broken, a new habit is created. The time taken to this changing varies,

depending on how stubbornly ingrained that habit was. And the new habit in this case is the new handwriting strokes. Grapho-therapy works because handwriting is body language and how a person acts or moves (i.e. your body language) affects his feelings just as how he feels affects how he acts or moves. This approach is proposed to develop designed students characters like honest, creative, obedient, etc.

3. Implementation Plan

Based on principle of integrated learning instruction proposed by Oxford (2001), the language learning can conduct by selecting the content such as social studies. Considering three models of content-based integrated instruction, the theme-based and sheltered models are chosen. The theme can involve character education topics such as work ethics, motivation, professionalism, etc. The theme must allow a wide variety of language skill too, so students can practice to discuss it. The theme should be interesting to students to increase learning participation.

As it is proposed to integrate character education in English language learning, the learning can be planned by designing learning strategy which allows students to practice controlling their ego and their emotion to reach the goal. Learning language with games makes it possible to do. The teacher can choose one of many kinds of game which is suitable to the student's level of learning. The difficulty of language content can be suited to student's ability. After that, the teacher can select or design what moral value to share through the game. The advantage of this method is that students can learn language and moral value with fun. The positive emotional condition of the learners may give a better result of learning.

Considering the mental process during reading, it is obvious that the learning reading can be integrated with character education because the objective of the learning is to comprehend the text. Teachers can choose reading texts which convey moral values or cultural aspect to share to students. They learn to comprehend the content of the text which directly or indirectly they also learn to comprehend the message in the text.

Between those two approaches of writing, the process approach is more suitable to employ in integrated character education. It is due to the characteristics of the approach which gives wider opportunity to students to explore their understanding and creativity. Since

the topic of writing is about developing character, students should be encouraged to think critically and to take responsibility for their own writing. The writing process is not limited to the product –text.

In writing learning activity, students are also encouraged to improve their handwriting during their practice expressing ideas and opinions related to the material. The improvement will be guided by the teachers. It needs more teacher's attention to do, because it happens individually to each student. Teachers need some graphology knowledge to guide students to write correctly. Correct hand writing is basically clear (readable) and punctual. The produced text is written in the proper area of the paper. It is not too far or too close to the edge. The space is not too close or too far between words or lines. The size of character should be easy enough to read. The characters should be written closely to perfectness based on the rule. The target of the practice is to develop desired character of the students. For example at glance, the readable handwriting may influence the writer to be confident to him. The text they produced actually is to read by other people. If a student can write clear enough in his essay, so the reader can get the point of the text clearly too. It can be concluded that the writer is confident to what he wrote. He also trust himself to express his opinion. Other consideration is the space of each word and/or each line of the text. This can indicate independency and maturity of the writer. Appropriate word and line spaces may support to development of the writer's character to be independent but not selfish and to be sociable enough with others.

It can be concluded that character education can be integrated with language learning, especially learning reading and writing. The teachers play a very important role to select material and to adjust teaching and learning method which are integrated with character education. The developing intended character of students is strengthened with graphotherapy which needs more teacher's attention.

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BRINGING THE LIGHT OF EIL IN THE PRACTICE OF ENGLISH NORM IN ELT CLASSROOM

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Abstract

The emergence of the status of English as an international language is unavoidable in this current time as it becomes the lingua franca for global society. Thus, there is an urgent call for ELT educators particularly in expanding-circle countries to incorporate the reality of this sociolinguistic role into pedagogical practice in the classroom. However, there are challenges from English as a foreign language pedagogy which still regards highly the native speaker norm comprising British and American Englishes, leading to a tendency to linguistic imperialism in pedagogy. Accordingly, this study aims to investigate English lecturers' perspectives of EIL in pedagogical practices of English norm. This study adopted a qualitative case study approach. The data was gained from five English lecturers in the English department of Pattimura university in Indonesia through focus groups and classroom observation.

Introduction

The way English is perceived in the twenty-first century has undergone a great deal of change. English has been developing as the medium of global communication among the world's communities. This emerging status of English as an international language (EIL) attracts non-native speakers, who become more interested in learning and speaking English primarily to share information as well as to communicate in a worldwide context which consists of native speakers (NSs) and non-native speakers (NNSs) (McKay, 2003). As a result, the growth of English users has increased rapidly. In a nutshell, global citizens exchange and negotiate meanings through English in a multilingual context to fulfil particular purposes where communicators come from diverse linguistic and cultural backgrounds.

Responding to the universal demands of international communication, McKay (2002) asserts that it is important to incorporate EIL as the platform in pedagogy. There is a need to shift the orientation of English teaching from a foreign language to an international language in ELT.

Accordingly, EIL is expected to bring a genuine atmosphere of global communication and multiculturalism to English education. It promotes the ownership of English speakers which results in the legitimacy of these speakers in spite of their cultural diversity. Many scholars have discussed and suggested approaches for instructional designs to deal with the concept of EIL in EFL practices (Jenkins, 2009; McKay, 2002; Matsuda, 2012). Still, this conceptualisation of EIL in ELT needs to incorporate an understanding of the EFL circumstances. In particular, there needs to be aware of misconceptions of NS-centred communication, which are mostly practised in the classroom of expanding-circle countries, especially when educators deal with a dominant variety of English such as American English (AmE) or British English (BrE).

Traditionally, EFL education, which is based on SLA principles, was oriented toward English learning for communication with the NS. However, this EFL education has been challenged by ELT scholars due to its purpose of language instruction which has not met the recent reality of communication (Jenkins, 2009; McKay, 2002). This NS foundation in the form of AmE and BrE emphasises the idealisation of NS norms and the romanticism of NS communicative methodology as well as western-based materials. This pedagogy is certainly contradictory to the reality of English outside the classroom in non-native-speaking countries. English is used as a lingua franca for regional and international communication between NSs and NNSs. Asian communities are one example of a group that still believes in the Standard English that is followed in the UK and the US (Bolton, 2008). This fact certainly raises the problematic issue for educators of engaging with the current reality of English use and yet they have found that NS norms are more familiar and accessible for use in the classroom.

To deal with the dominance of NS norms in the classroom, educators at a tertiary level in particular need to raise their awareness of this situation and its effect in pedagogy, because their student teachers will take on the legacy of ELT. This NS-based practice can sustain the hegemony of the NS and can result in linguistic imperialism which directly expands the authority of NS principles and degrades the local culture repository.

Departing from this current state of ELT research, this study attempts to respond to an urgent need for empirical work in the scope of English lecturers' perceptions and awareness toward negotiation of norm and role of English in pedagogy. This study will present the opportunity

for the lecturers to reflect on their own language instruction as well as gain a stronger understanding of their own perspectives on the current social issues.

Literature Review

A. Contemporary Principles of EIL

The emergence of globalisation has shifted the function of English from an exclusive medium to interact with NS to an international tool for global society. EIL refers to a function of English which is practised in international and multilingual contexts among the NS and NNSs (McKay, 2002).

a. The Spread of English

Widdowson (1997) refers to the nature of language spread with and without agents. The agents in this sense are those people who conspire to spread English with colonial drive. In earlier times, this spread was inseparable from British and American dominations (Crystal, 2003; Pennycook, 1994). Crystal (2003) argues that English was the main tool in the British revolution while it became a powerful bridge of economic establishment in America during the sixteenth century. This spread according to Philipson (1992) has created linguistic imperialism. He believes that the dominance of English is established and sustained because of an imbalance of power between English and other languages. The 'Centre' or NS countries hold and impose its power in the form of language over NNS countries called 'Periphery'.

In contrast to Philipson (1988, 1992), Crystal (1997, 2003) leaves the positive impression of English as a communication tool for global users. English becoming a dominant language does not go hand-in-hand with having a greater numbers of NS, since the Chinese or Arabic languages are spoken widely as a mother tongue (McKay, 2002). Thanks to the unique function of English as a lingua franca, citizen can reach achievements in terms of social aspects of life (Crystal, 1997). Although the ideas of Crystal (1997) and Philipson (1992) are useful to portray English expansion, Phan (2008) appraises their studies as ones which merely concentrate on describing English and ELT as the 'weapons' for the resourceful 'Centre' to

use to extend power and values to the 'Periphery', rather than the fact that peripheral people can resist and appropriate English.

b. The ownership of English

Widdowson (1994) defines the ownership of English as when "you are proficient in a language to the extent that you possess it, make it your own, bend it to your will, assert yourself through it rather than simply submit to the dictates of its form" (p.384). Higgins (2003) emphasises what Widdowson (1994) noted the following as an ownership: when the speakers appropriate the language for their own needs such as 'indigenisation' in native Englishes. These indigenised varieties of Englishes "represent change, and the worries about deterioration of standard reflect evaluation" (Kachru & Nelson, 2006, p.94). This argument accepts the acculturation of English and leads to the development of 'World Englishes' although there is the possibility that SE is put in danger.

Ownership becomes the tool to legitimate English speakers as it eludes the NS-NNS dichotomy (Higgins, 2003). Instead of being intimidated by the idealisation of the Centre's ideology,

Norton Pierce (1995) suggests that learners can invest in English to gain material and symbolic resources since it positions them where they can claim the 'right to speak'. In the following years, Norton (1997) further argues for the 'right to speak', demonstrating legitimacy as an English speaker. In other words, legitimacy is produced through language investment because speakers can fully access all the resources provided in society. Conversely, if the users fail to claim their ownership, their minor position can be constructed as 'Other' (Phan, 2008).

c. English as a Lingua Franca (ELF)

EIL and ELF are sometimes used interchangeably because of their global nature (Kirkpatrick, 2007; House, 2012). Since the discussion of EIL covers WE speakers' interaction in ELF, it is important to see ELF as more like a 'global currency' in the complexity of EIL (House, 2012). The term ELF has multiple lexical and pragmatic meanings which sometimes contradict one another. The main proponent of this, Seidlhofer (2005), defines ELF as a way

of referring to communication in English between speakers with different first languages. In a similar vein, Jenkins (2000, 2009) posits the international interaction between NNS-NNS, while Holliday (2005) is aware of the tendency to exclude NS because the NS norms can hinder a NNS. However, as the discussion of the global use of English covers all users (Ferguson, 2009), in her more recent study, Jenkins (2012) argues that NS is still a part of this ELF communication with the expectation that NS will adjust their “habitual modes of reception and production” in the interaction (p. 487). In spite of her seminal works in ELF, Jenkins still highlights the fact that there are a greater number of NNS than NS who are using English (2009, 2012).

Furthermore, Conrad and Mauranen (2003) view ELF as a variety of English in ELT. Yet, it raises some disagreement because the term ‘variety’ for NNS-NNS interaction does not add a new stable speech community because of the emergence of various indigenised Englishes which cause pluricentric interaction (Maley, 2009, Prodromou, 2007). Cogo (2012) modifies these ideas, stating that ELF occurs in a community of practice with fluidity, variability and creativity where ELF is value-laden according to multicomponent speakers. Maley (2009) sets the example of many interactions among NSs, outer-circle nativised users, and expanding-circle users. Obviously, the concept of World Englishes embraces ELF as it acknowledges the equal status of the varieties of Englishes owned by diverse users (Berns et al., 2009). As a result, the use of varieties of English are acceptable in communication as bilingual resources for code switching and code mixing to bridge ELF communication (Jenkins, 2009). All in all, ELF is a core sociolinguistic dimension of communication in EIL where the speakers are the agents who carry diverse linguistic resources. In order to gain further understanding of the complexity of EIL, this ELF perspective needs to be in accordance with views on an ideological as well as a pedagogical level (Murray, 2012).

B. EIL in Pedagogical Practices

The conceptual discussion of EIL is brought into ELT pedagogy as a framework for educators to engage with linguistic competence and its sociolinguistic awareness in the classroom, as well as for the legitimacy of teachers’ dual identities as speakers and educators.

a. Developing Communicative Competences

In order to engage effectively in global communication, EIL in the classroom is contextualised by the appropriation undertaken by its users, where communicative competence is one of many kinds of appropriation. Appropriation is defined as something done by “learners [who] make a foreign language and culture their own by adopting and adapting it to their own needs and interests” (Kramsch, 1998, p.81). The initiative comes from the peripheral users’ values and their aspirations to become insiders of the language itself (Canagarajah, 1999). Initially, Canale and Swain (1980) defined communicative competence as grammatical, sociolinguistic and strategic competences. For the grammatical competences which include linguistic aspects, phonology becomes the important aspect for intelligibility among speakers from different L1 backgrounds.

According to Jenkins (2000), intelligibility is traditionally related to the NS, being the resource which decides success of intelligibility in communication while negating the active position of the NNS at the same time. However, it is argued that intelligibility needs to be seen as a blanket term between speakers and listeners where they equally contribute to communication and its interpretation within the sociocultural context (Bamgbose, 1998, as cited in Jenkins, 2000). Nelson (2012) tries to extend the terminology of understanding meaning in spoken and written texts by discussing the idea of the intelligibility of vocabulary as it is developed into a sentence within an utterance, of the comprehensibility of phrasing, and of the interpretability of complex mixing of linguistic and non-linguistic elements.

To perform intelligible communication particularly among NNSs, code switching and code mixing can be useful for communication because they have the choice of particular codes in their repertoire to bridge cross-cultural communication. Code switching and code mixing are acts of borrowing from other languages such as an L1 (Murray, 2012). These strategies are useful for managing power difference not only for power relations but for how the speakers negotiate themselves as legitimate speakers of English (Canagarajah, 1999). Also, strategic competence can allow bilingual speakers a more comprehensive and effective interaction. Strategic competence becomes “extralinguistic cues such as gestures and drawings, gauging interlocutors’ linguistic repertoires, supportive listening, eye contact and adjusting the speech

by simplifying, paraphrasing and slowing down” (Kubota, 2012, p.65). These strategies will enhance the linguistic competence of the speakers.

Furthermore, linguists try to scrutinise whether or not to modify the grammatical patterns in EIL. In spite of efforts to narrow the influence of NS norms on ELT, Prodromou (2007) suggests the use of SE concerning a grammatical core which comprises of NS norms. It refers to the lexicon-grammatical systems which exclude native speaker accents, lexical items within professions and regions as well as idioms which are culturally centralised to particular countries. Murray (2012) agrees, asserting that it is better for teachers to teach something more realistic and applicable in the classroom, and thus NS norms can help them to accommodate the students’ L1. However, teachers should be careful as they need to understand that these norms carry the power of the Centre which needs to be utilised carefully. An effective appropriation was found by Tupas (2010) in his study of one of the classrooms in the Philippines. The results showed that Filipino teachers rejected English imperialism, yet did not take Philippine English as an ideal norm in the classroom. Instead, they appropriated SE as a form. In fact, they resisted SE by teaching it. The sensibilities of SE function as social mobility and individual achievement which made it important to learn. Despite this reality, Philippine English was employed as the content in order to promote their identity as Filipino. In addition, cultural strategies such as code switching and the use of local content were highly regarded in their English teaching.

b. Raising Intercultural Awareness

Intercultural competence is also prominent for EIL speakers in multicultural interactions. Intercultural competence refers to “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts” (Bennett and Bennett, 2004, p. 149). When teaching EIL, teachers need to be aware that in intercultural communication, particularly in expanding-circle countries, cultures appear to be varied and dynamic (Baker, 2009). Moreover, Sercu (2005) claims that the concepts of communicative competences and cultural competence are intertwined, because intercultural competence embraces communicative competence which concentrates on linguistic and pragmatics elements. It highlights that interpreting the meaning of language in communication is in

parallel with understanding the cultural background in communication. The components of intercultural competence that are proposed by Byram, Nichols and Stevens (2001), such as knowledge, skills, attitudes and values, need to be in accordance with an equality in viewing the other culture, or 'cultural relativism'. Kubota (2012, p.65) defines this term as 'a view that each culture is different but equally legitimate in its own right'. In terms of pedagogy, Jenkins (2000) believes students subsequently become tolerant and adjust to the demands of their interlocutor and to day-to-day context.

Kramersch (1993) recognises the issue of multiculturalism in society and proposes the term 'third culture'. She conceptualises third culture as "a metaphor for eschewing other dualities on which language education is based: L1/L2, C1/C2, Us vs Them, Self vs Other" (2009, p.338). Kramersch (2009) argues that there is no intention eliminating this dichotomy, but shifting the focus to its relation and hybridity. Third culture accentuates cultural mediation which is presented in its characteristics. Firstly, 'popular culture' is when third culture makes room for linguistically hybrid activities and identities. Secondly, 'critical culture' refers to critical thinking for the comparison between L1 and L2. Finally, 'ecology culture' works when third culture adjusts to the demands of the social context. Consequently, the meanings learnt will be multiple, subject to change and possibly contradictory, as can be found within intercultural zones in social life (Weedon, 1987, as cited in Kramersch, 2009).

Moreover, cultural acquisition should occur in line with language learning and should not be presented as 'lecturettes' (Rivers, 1986, as cited in Steele & Suozzo, 1994). It is important to teach language through culture and vice versa, verifying that the teacher cannot teach language in a vacuum and therefore cultural background needs to be taught. The comprehension of language through sociocultural and pragmatic meanings in culture will help students to be effective in cross-cultural interaction and to create in a classroom what Canagarajah (2005) underscores as local knowledge in globalism. When selecting instructional models and classroom activities, Matsuda (2003) suggests that they should serve the comprehension of the pluralism of EIL. McKay (2002 p.129) presents a similar view in regards to "a sphere of interculturality" in the classroom, which means that learners learn another culture as a foundation for reflection on their own. Matsuda (2012) suggests three cultural resources to be incorporated into the EIL classroom, comprising global cultures in

terms of global issues as a whole, the future interlocutors' culture apart from NS cultures and finally the learners' own cultures. These cultures reflect the multiculturalism the students may encounter in their real-life situation.

Methodology

This study adopted a qualitative case study approach. A case study was applied as a research design to explore real life in a particular situation in a given period of time through a variety of data resources and reports (Creswell, 2012). The data was gained from five English lecturers called participants A, B, C, D and E in the English department of Pattimura university in Indonesia through focus groups and classroom observation to achieve triangulation.

Table 1. Participants' Description

Participant	Gender	Current teaching subjects	Age	Highest qualification	Number of years' experience	The country where their last qualification was attained
A	M	Seminar, Reading 4	> 35	Masters	> 10	Indonesia
B	F	Listening 1-2, Environmental English	> 30	Masters	> 10	Australia
C	F	Linguistics, Psycholinguistics	> 30	Masters	> 5	Netherland
D	M	Writing, Listening 4, ESP	> 30	Masters	> 5	Australia

To analyse the qualitative study, narrative analysis was used. Narrative analysis refers to an approach focusing on the investigation and analysis of participants' stories to gain an understanding of their lives (Bryman, 2012). Thematic analysis was done as part of the narrative analysis which explored the content of what the participants had said, and which was then complemented by the data from their performance in the classroom.

Findings and Results

Intercultural awareness was important in the interaction of the participants for their multicultural communication. Participant A recognised the essence of embracing local culture which was the participants' capital within a global context. He elaborated on the idea by stating *"I could say think locally but act globally, because we have to empower something in our local."* This point of view is similar to the ideas put forward by Canagarajah (2005), as he points out that locality is brought into the awareness of globalism in the classroom. Regarding cultural acquisition where culture is taught through language and vice versa (Steele & Suozzo, 1994), all the participants realised that it was essential to teach English embedded in cultures rather than teach it in vacuum. However, these cross-cultures being taught were merely limited to inner circle cultures and the participants' local cultures. These findings could not show the participants' awareness of the regional status of English as an ASEAN language which resulted in the learning cultures not being attentive to potential interlocutor countries in the ASEAN territory (Hashim & Low, 2012; Matsuda, 2012).

Grounded on the theory of the 'Third Culture', Kramsch (2009) implies the existence of a dichotomy between main and subordinate cultures when considering hybridity and relational perspectives. Within this study, the majority of participants accentuated their cultural mediations among western and local cultures in light of third culture characteristics. From the abovementioned findings in Participant B's case regarding her explanation of the meaning of *"Staple Food"*, she presented the concept of *"Hamburger"* as a western food while *"Rice"* was the food consumed most commonly in Indonesia. Here the meaning of staple food became varied and could be the opposite to how it was understood according to the students' cultural background. Participant B's teaching met the characteristics of a third culture in terms of an ecology culture, where the teaching was in agreement with the demands of the social context. At the same time, the meaning in her English learning context became multiple and possibly contradictory (Weedon, 1987, as cited in Kramsch, 2009). Another characteristic of the third culture is like to a critical culture where critical thinking is practised in the classroom for the comparison between L1 and L2 (Kramsch, 2009). The pragmatics and sociocultural values were emphasised in Participant B's class, where she discussed

pragmatic elements regarding “*the difference of courtesy for elders in Indonesia and western context*”. On another occasion, she gave the students the opportunity to criticise values from both cultures in their presentation.

The concept of cultural relativism, or the equality between the influence of western cultures and the participants owning a local culture, as purposed by Kubota (2012), was found to be ambiguous in this study, which might lead to a level of disproportion between the two cultures. On the one hand, these local cultures according to participants B and C would facilitate meaning interpretation in regards to western cultures and would promote local cultures. On the other hand, western cultures would be the main resource, based on the textbooks used by some participants like participant B and D. In fact, Participant B had the positive view that these textbooks could become “*the window*” for the students to access to the world “*without need to go overseas*”. In addition, Anglo-saxon cultures were highly valued by participant D since they provided global access for students to the western world, “*...so they can adapt when someday they face or when they go to Australia or England or America so they are ready for that.*” This condition was found even more problematic, when the findings in participant D’s speaking class conveyed that students preferred to use western cultures over local cultures as the setting for their drama.

From this discussion, again, it was discovered that the linguistic imperialism coined by Philipson (1992) was manifested in the classroom through the teaching of western culture. Participants seemed to merely perceive the advantages of Anglo-Saxon cultures without any awareness of the tendency for cultural domination. From these perspectives, it was indicated that local culture seemed to be less powerful than western cultures since it failed to provide access to the west. On the contrary, there was no clear understanding by the participants about the impact that this idealisation by inner-circle countries could have on the students, as has been discussed by Canagarajah (1999). He describes the negative effect of western materials in peripheral countries by illustrating how a Tamil student has a sociocultural conflict between their local and Anglo-Saxon values. As a consequence, that student resists learning about western cultures and fails to negotiate and appropriate his own local repository

because he is overwhelmed by the western cultures. Although there was no information on how the students processed consumption and representation as was illustrated in Canagarajah's illustration, still the product of idealising western culture was shown in the way the students preferred to be westernised in their drama performance in Participant D's class, rather than bringing a local cultural context to their performance.

When having real experiences as English speakers, the participants demonstrated a strategic competence for overcoming difficulties when they needed to meet the goal of their communication. However the findings showed that participants such as B and D who had background experience overseas tended to describe their communicative situation with both NSs and foreign NNSs and how they dealt with them. In contrast, participants such as A who had no experience living in foreign countries provided less information about their strategic competence in communication with NSs, but more with the local NNSs, such as their students. Regardless of who they talk to, Kubota (2012) highlights that strategic competence can bring comprehensive communication through the participants' discussion. Notwithstanding, there was no detailed information about how the participants brought this strategic competence into the classroom.

Meanwhile, corresponding to Muray's notions (2012) about the importance of using code switching and code mixing, it was discovered that participants switched and mixed their Bahasa Indonesia and English to mediate their communication with their students who shared a similar L1. Furthermore, grammar and pronunciation appeared to be core parameters for written and oral communication in the focus group discussions. The standard grammatical core which comprised of the NS was promoted by the participants. Prodromou (2007) and Murray (2012) support this practice, believing that this grammar is an asset for people as long as they do not focus on lexical items that have been influenced by English for specific purposes as well as by NS accents. Regarding pronunciation in oral communication, participants like participants' B expected her students to be intelligible so that they could be understood by interlocutors. This statement could be ambiguous because there was a tendency toward a vague source of intelligibility, whether NS or NNS. As Jenkins (2000)

argues, traditionally this view prevailed as the way in which NNSs strove to be understood more by NSs than by other receivers. This notion appeared to be fundamentally attached in the participants' minds to the idea that the NS intelligibility was more important. This argument was supported by participant E as follows: *"I believe that non English speaker they may say they have reached the standard of English but then for native speaker they will say no no..."* However, the reality as it has been elaborated in the aforementioned discussion showed that participants realised they had more of a chance of communicating in English with other NNSs than with NSs in their social context.

Conclusion

While participants were aware of EIL, participants did not show their full support and mindfulness of teaching the EIL concept in the classroom. On a level of appropriating English for their own purposes, participants mediated cultural differences by promoting local culture in line with the teaching of western culture. Lacking an understanding of the ideology of English, the Anglo-Saxon cultures were still at the centre of the participants' teaching.

A. Implications for ELT Educators

a. Shifting from Western-Based Materials to 'Global-Local' Based Materials

To help the lecturers raise the students' awareness of the tendency to linguistic imperialism when teaching with western materials, Matsuda (2012) suggested that besides teaching global cultures such as English-speaking countries cultures along with the students' own local cultures, lecturers can teach other global cultures such as the cultures of the students' potential interlocutors. Being a part of ASEAN, lecturers can consider teaching the cultures of neighbouring countries such as Malaysia, Singapore, the Philippines and others which have a variety of nativised Englishes as part of world Englishes. It is hoped that students would be more tolerable of and adaptable to these interlocutors' expectations. In addition, to overcome the lack of materials and textbooks, teachers can access materials from the internet and adjust those resources for their class use.

b. Inserting Materials of EIL and Linguistic Imperialism into TEFL and Sociolinguistic Classes

Although English lecturers in this study recognise English as an international language, the findings conveyed that in their practice there is no attentiveness toward the ideology of English. Thus, it is suggested that the topics of EIL and linguistic imperialism be introduced in TEFL and sociolinguistic classes, since some participants are course coordinators of these units. As a result, the lecturers can help student teachers familiarise themselves with these topics as they become more aware of the current issues and become ready to face the challenges and demands of society.

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THE RESULT OF INTERNATIONAL LITERACY ASSESSMENT AND ITS CONTRIBUTION TO NURTURE LITERACY CULTURE IN INDONESIA: A STUDY FROM PIRLS AND PISA REPORTS

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Abstract

UN has declared that 2015 is “the UN Literacy Decade” which requires everyone around the world is free from illiteracy. In line with this program, The World Education Forum in Dakar has ratified six goals of EFA, one of which is “the spread of literacy”. To map the achievement of world literacy level, some international organisations have conducted a literacy survey. Indonesia, as one of country participants in PIRLS (Progress in International Reading Literacy Study) and PISA (Programme for International Students Assessment), has actively been participating in the surveys. The level of Indonesian students’ literacy competence in the surveys is relatively low. However, these results cannot be used to judge the general quality of students in Indonesia because there are many factors that need to be considered such as sosioeconomy, sociodemography, culture, technology and education. The results can used as a resource for comparative evaluation study of Indonesian students’ competence and as a reflection for experts, supervisors, education practitioners, and policy makers in nurturing the literacy culture in Indonesia in the era of global society.

Keywords: assessmet, literacy culture, PIRLS, PISA

Introduction

It is compromised that basic competence that has to be acquired by everyone around the world to survive and live with others are literacy, numeracy, and science. To describe literacy competence, some international organisations have been conducting a literacy survey. Each of these organisations has different main focus, such as early childhood literacy, students’ literacy, or adult literacy.

The discussion about literacy is spread in line with the complexity of human life and an enormous perspective that rise from various interdisciplinair studies. Literacy that can be seen from science, literacy and language, literacy and literature, literacy and society, and also literacy and education has becoming an interesting discussion. Even, many experts from

psychology, anthropology, philosophy, history, linguistics, health, and education held interdisciplinary study about the relation of literacy to their fields (Ravid & Tolchinsky, 2002).

Many questions arise, what is the consequence of literacy in global era? What are literate people? Is literacy a skill or competence? How is the role and benefit of literacy survey in some countries? How is the social and cultural condition influencing literacy achievement? How is the relation between literacy and any other discipline? These questions are interesting to be discussed. The main focus of this paper is to describe the result of literacy survey for students in Indonesia especially in PIRLS and PISA surveys and its contribution to nurture the literacy culture in Indonesia.

“Literacy Decade” as the Main Agenda of Global Society Development by 2015

The effort to build a literate society has been becoming the main agenda around the world. UN declares that by 2015 everyone around the world should be free of illiteracy (Janjic-Watrich, 2009). Therefore, UN has Education for All (EFA) program addressing issues of literacy in which there are 164 countries participate. This program was established Dakar Conference on April 2000 that promote and agree with six goals of EFA, “... the expansion of early childhood care and education, the achievement of universal primary education, the development of learning opportunities for youth and adults, the spread of literacy, the achievement of gender parity and gender equality in education, and improvements in education quality (UNESCO, 2007).

The terminology of “literacy” has been extending. Literacy is not just being understood as the skill of writing and reading but “...has instead come to be considered synonymous with its hoped-for consequences” (Aronoff, 1995: 68). Literacy has the meaning and implication from basic reading and writing skills to the acquisition and manipulation of knowledge through written text, from grammatical metalinguistic analysis to the structure of oral and written texts, from the implication of human history to the consequence of philosophy and social western education (Goody & Watt, 1963; Chafe & Danielewicz, 1987; Olson, 1991; Ong, 1992).

The study of literacy in this paper focuses on reading competence. Its paradigm has been changing. It builds awareness that reading is a complex activity. Caldwell (2008) stated that

“reading is an extremely complex and multifaceted process”. The process of understanding text is not a simple way (Kintsch & Kintsch, 2005). The reader is actively involved in various process simultaneously. First, the reader makes perceptual and conceptual decoding. This process involves the activity of understanding words and relating them to the unit of idea or proposition. Then, the reader relates the unit of idea, understands the detail information, and builds the microstructure and macrostructure known as “the mental representation from which the reader constructs the text”. The understanding of microstructure and macrostructure can make the reader able to identify the important ideas which then are integrated to his/her prior knowledge and are used to build the situation model. It is idiosyncratic for every reader to learn in another context of situation.

The Results of PIRLS dan PISA Surveys

Some literacy surveys in which Indonesia continuously participates are PIRLS and PISA. PIRLS (Progress in International Reading Literacy Study) is an international study of reading literacy focused on student at grade IV coordinated by IEA (The International Association for the Evaluation of Educational Achievement, located in Amsterdam, Holland). PIRLS is conducted every five years, year 2001, 2006, 2011, and so on. Indonesia began to participate in PIRLS 2006 when 45 country involved.

PIRLS defines reading as the ability to understand and use written languages forms required by society and/or valued by individuals. Young readers can construct meaning from various texts. They read to learn, to participate in their communities in school and everyday life (Mullis, et al, 2007). This definition gives an implication to literacy evaluation components on PIRLS survey which are reading purposes and understanding process (Park, 2008: 6). The reading purposes include: 1) literary experience (50%) and 2) acquiring and using information (50%). Meanwhile, the process of understanding includes: 1) retrieving explicit information (20%); 2) making straight inference (30%), 3) interpreting and integrating the idea and information, (30%), and 4) evaluating content, language, and text component (20%).

In another side, PISA (Programme for International Student Assessment) is an international study of reading, mathematics, and science for 15 years old students. This study is coordinated by OECD (Organisation for Economic Cooperation and Development) which is located in Paris, French. PISA survey is conducted every three years, year 2000, 2003, 2006, 2009, and so on. Indonesia has fully participated since 2000. In this year, 41 countries participated. In 2003 there were 40 country participants and this number arised to 57 in 2006.

The purpose of PISA is to measure the literacy achievement in reading, mathematics, and science of students at 15 years old for country participant. For Indonesia, it can give benefit to know the position of students's literacy achievement compared to another country and what factors influence the achievement. Therefore, the result of this study can be used as the basic consideration to formulate the policy and to improve the quality of education.

The concept of assessment of literacy in reading, mathematics, and science in PISA contains the knowledge stated in and across curriculum. Reading competence is measured by understanding, using, and reflecting written text. The subscale which is used is the ability of students in retrieving information, interpreting text, and reflecting text. The emphasize on the various texts as a consequence of hypermedia era is positively responded by some language experts such as Phillips and Jorgenson. This is because PISA gives an opportunity to create "interdiscursivity" that becomes the main discussion about language and language power (Stack, 2006).

The position of Indonesia students' literacy competence in these surveys is relatively low. In PIRLS 2006 survey, Indonesia rank is on the 41th of 45 country participants. In 2011, the mean score of Indonesian students was 428, under the counterpoint 500. This score is the fourth lowest position above Qatar, Oman, and Marocco (Mullis, et al, 2012). In PISA surveys Indonesia also show unsatisfy mark. In 2000 Indonesia was the 39th of 41 country participant; in 2003, 39th of 40 countries; and in 2006 48th of 56 country participant.

The Reflection of PIRLS and PISA Survey Results and the Challenge for Building Literacy Culture in Indonesia

Survey in PIRLS and PISA has emerging some critics and suggestions. In this case, demographic factor and the background of the country have significant influence (Topping, 2006). He argues that this study represents cross-sectional and correlational studies, artifact evidence of each country, however does not identify the causal relation. It is worth that the context of a country, culture, demography, and some other variables are considered to analyze the policy.

Consequently, experts, supervisors, and education practitioners especially in the field of reading have to formulate, innovate, study, and analyze when developing students literacy competence. Furthermore, the results also emerges a question on how the instrument of PIRLS and PISA are arranged and validated in the relation to the context of learning and socioeconomic condition of Indonesia. Topping (2006) also has the same assumption and proposes some factors to be considered such as class, school, individual, home, and community.

As the implication, both IEA and OECD are openedly give the basic concept and application of survey for transparent publication of the comprehensive results. Continuously, the factors influence the competence of literacy are identified and it becomes the basic consideration for the survey in the future. For example, PISA now then focuses on social background and the use of digital text as the main component (OECD, 2010). PIRLS pays attention on many factors such as: the supporting of home environment, school environment, climate/condition of school, teachers' preparation, and class learning process (Mullis, et al, 2012).

How the Indonesian literacy culture should be developed? In Indonesia, the multicultural and multilingual wealth is an important variable that must be considered. Moreover, for socioeconomic background, Indonesia is one of developing country that still has a big problem to increase the welfare of its society. Moreover, curriculum that has "Bahasa Indonesia" as a subject support reading literacy improvement has an important role. These are important to build theoretical background so that the construct of literacy competence can be redefined suitable with Indonesian context.

In a global framework, interaction and socialisation of particularism and universalism also cannot be neglected. The values of multiculturalism of Indonesia must encourage the understanding of universalism. The trend of world literacy is influenced by the development of digital era and its use in many discipline areas. However, this demand is not just a merely pragmatic interest. The reading literacy culture in Indonesia should be built based on the strength of Indonesian characteristic and the need to participate in a global society.

Conclusion

The developed society is marked by free of illiteracy. The minimal competence to survive and to participate actively in global society includes three competence, literacy of reading, numeracy, and science. In reading literacy, the results of Indonesian student competence in PIRLS and PISA are relatively low compared to another country. However, these results cannot be used to judge the general quality of students in Indonesia. It is because many factors have to be considered, such as socioeconomic, sociodemography, culture and education. Therefore, literacy culture in Indonesia should be based on the strength of personal characteristic and multicultural condition of Indonesia in global life.

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TECHNOLOGY: TRENDS AND ISSUES IN THE INSTRUCTIONAL PROCESS*

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Abstract

Technology, in many ways, has transformed many parts of our lives and gives the opportunity to engage, support and challenge us in and out of the classroom. It is viewed as the ethical practice of facilitating and improving performance by creating the many appropriate technological processes and resources. The use of technology in English language learning and teaching is to accelerate the instructional process and to observe the impact on the downloading and uploading of the instructional materials. The practices of student-centered learning and independent study have pushed students to be aware of the rich materials in developing the process of learning with up to date data on information and communication. It is obvious that it will broaden their knowledge of recent trends and issues based on the application of technology especially in relation to their needs in gaining more valuable knowledge from the unlimited available resources at their finger tips.

Keywords: Technology, Instructional Process, Student-Centered Learning, Information and Communication.

Introduction

The presence of the Information and Communication Technologies (ICTs) in many ways has changed educators' views of giving students the opportunity to engage, support and challenge the activities in and out of the classroom. It has transformed many parts of the approaches to the practices of the instructional process. It should be viewed as the ethical practice of facilitating and improving students' performance by creating and developing the

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many appropriate technology processes and manipulating the available rich resources that can be adopted and adapted in the instructional process which in the long run, the students' knowledge and horizon are uplifted and increased as required in the global competition.

Technology is often regarded as being solely concerned with the use of complex equipment in education which in fact should be viewed as systematically developing effective solutions to the wide range of instructional problems, particularly those concerning the direct learning and independent learning experiences of the learner. Creative educators (teachers and lecturers) should approach positively the availability of the varieties of instructional materials that are at their finger tips and try their very best to apply them in the instructional process. The application of ICTs is not just a matter of being modern or sophisticated but to a wider extent the condition is no longer to ignore them because for sure ICTs can ease the problems of imparting the most current and instructional materials. In so far, this has challenged individual educator to be alert in equipping the instructional materials from time to time.

The social media (Kariman, 2012) can be viewed from many aspects of the instructional process as student-centered and independent learning. And also in some cases the introduction of learning revolution that has long been practiced in the classroom. In many advanced countries, the social media is considered as a very rich resource available to those who view it as an integral part related to the contents of the curriculum. A professional educator is assessed on his/her success in the achievement of the Minimal Mastery Criteria (MMC) of the students' achievement in learning which in fact should not be based on the MMC but would be much appraised if the highest standard of MMC can be reached. All this

greatly depend on the potential of educators' view of what students should acquire in order to succeed in the work force.

In connection with the challenges in terms of the applications of ICTs and the preparation of the qualified graduates to face the competition, it is expected that educators are alert in introducing the varieties of ICTs and be able to apply them and student, in assessing the rich materials as recommended by the wise lecturers.

This paper attempts to uncover the extent to which lecturers and students are in tune with the availability of ICTs and the rich materials that have been and should be practiced in the instructional process.

The Instructional Process

There has been an increase in concern and attention to the issues of improving the instructional process which in the long run are expected to enrich the students' performance. Educational Technology has long had ethical practice expectations (Januszewski & Molenda, 2008). Contemporary ethics oblige educational technologist to consider their learners, the environments for learning and the production of "good" society as they develop their practices. The ICTs can empower educators with the latest issues in the design and development of instructional solutions.

The shift in views of learning and instruction reflected cognitive and constructivism learning theories that have engendered a rethinking of the assumptions about the relation between instruction and learning. It is obvious that there is a direct connection between well-designed, well-delivered instruction and effective learning. The learner's role as a constructor opposed to a recipient of knowledge which is in line with the recognition of learner

ownership and responsibility has come a role for technology that is more facilitative. This is shown by the shift toward deep rather than shallow learning and gives ample freedom for a learner to access and develop the instructional process at his or her own speed and style of learning. The key role of technology is not so much to present, provide drill and practice (to control learning) but to provide the problem of space and the tools to explore it in order to support independent learning. In such cases, the immersive environments and cognitive tools, educational technologists help design and use are created to guide learners and make learn opportunities available in a second. Therefore, educational technology claims to facilitate learning i.e. it can help create learning environment in which learning can happen anywhere and everywhere (in or out of the classroom).

According to Merrill (2002) the identification of first principles the instructional design includes the main focus of problem: integration, activation, application and demonstration (see Figure 1).

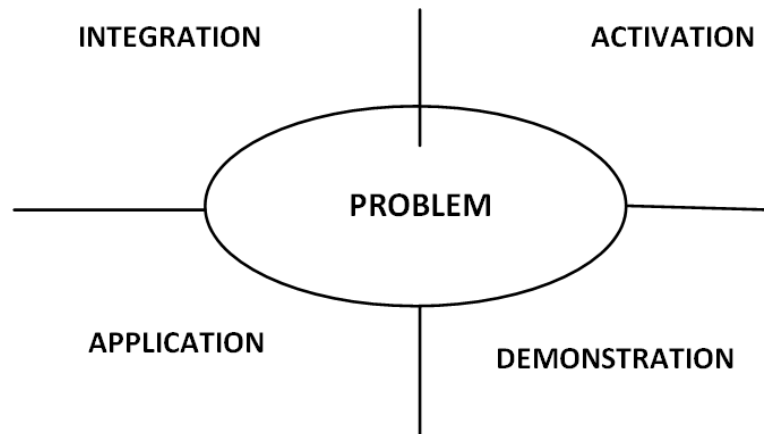


Figure 1 Phases of Effective Instruction

The concise version of those principles are: (1) learning is promoted when learners are engaged in solving real-world problems, (2) learning is promoted when existing knowledge is

activated as a foundation for new knowledge, (3) learning is promoted when new knowledge is demonstrated to the learner, (4) learning is promoted when new knowledge is applied by the learner and (5) learning is promoted when new knowledge is integrated into the learner's world.

The many resources for learning are central to the expansion of how technologies and might help to guide learners in the instructional process. Resources, including people, technologies, such as digital media (Websites, WebQuests and materials) are designed to provide learners for independent learning.

In the process of the learning and teaching of English, professional educators should teach themselves about the available rich materials as an integrated part of ICTs are best be used in the learning and teaching of the four language skills such as the valuable programs on the Youtube which can be adjusted to be the best materials in the instructional process. The modern and sophisticated language classroom teacher (Kariman, 2011 and Arifin 2012) should be able to adopt and/or the potential of technologies in the development of in teaching materials and their application for the enhancement of instructional process.

In connection with the conduction of the instructional process, a very recent interview session to lecturers and students at the Faculty of Languages and Arts, State University of Medan, revealed that about 90% of the lecturers had been exploring the availability of instructional materials and almost all the students showed their positive when they were instructed to browse the Internet for additional and latest materials as related to the topic(s) to be discussed and the students were very keen on exploring and working in teamwork.

Trends and Issues in the Instructional Process

The trends and issues in the instructional process develop as a consequence of the development of ICTs which are applicable to the objectives as to provide students with as much ready online materials that can be accessed on the very spot. The materials related to the topics to be studied can be developed or downloaded to provide an intensive and extensive understanding. This will be directed to students as they will feel the freedom of and use of these media for instructional purposes.

In the past few years, interest in using the Internet and computers for instructional purposes has also been rapidly growing in higher education for example, a study conducted by Market Data Retrieval (2005) revealed that during 2004-2005 academic year, nearly those of all colleges and universities in the United States offered online courses as well as accredited online degree programs. An earlier study (Phipps, 2004) showed that during 2001-2002 more than 3 million students were enrolled in online courses. In addition, the use of technology-based course management system, such as Blackboard and WebCT, in university courses has rapidly increased. There has been significant growth in the number of computers with Internet access in public schools in the United States (Anderso & Ronnkuist, 1999). This is one of the many ways to practice the student-centered learning and the implementation of the soft skills such as independent learning, teamwork, responsive and responsibility.

The instructional media can be regarded as the physial means via which instruction is presented to learners (Gagne & Merrill, 1983) i.e. from the live instructor to the textbook, to the Internet and so on. The introduction of Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL) and Computer Mediated Communication (CMC) by the early 1980s, a few years after microcomputers became available to the general public, the

enthusiasm surrounding the tools has led to increasing interest in the using of computers for the instructional purposes. By January 1983, computer were being used for instructional purpose in more than 40% of all the elementary schools and more than 75% of all secondary schools in the United States. (Center for Social Organization of Schools, 1983).

In recent years, rapid advances in computer and other digital technology with different sizes and “tablets” have led to a rapidly increasing interest in the use of these media for instructional purposes, perhaps should be traced to the sophisticated ones, such as school pictures, objects, instructional audio visual aids (films, radio and television), computer and now the social media (Kariman, 2012).

Conclusion and Recommendation

Professional educators should be aware and are claimed to apply the varieties of ICTs to enrich and widen the students’ performance and at the same time will increase their knowledge of the current trends and issues that can be adopted, adapted and adjusted as part of the instructional materials.

It is time to change and for sure the traditional way of teaching or lecturing has shown a very great change in this 21st century for examples eLearning (Kariman, 2007) and eBook are two of the many examples that professional educators should practice if they are not happy to be categorized as “blind” to the changes around the globe.

There are many more things that can be done, so keep up and stay tune with the developments of ICTs. They provide accommodation of the learners’ characteristic and style in learning. In most profession, better tools make for better products’. Using the rich media

wisely and creatively hopefully will produce future generation with a handful of knowledge of the past, present and future.

--T M A--

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THE EFFECT OF QUESTION PREVIEWING AND PICTURE ORGANIZER AS TWO ADVANCED ORGANIZERS ON STUDENTS' LISTENING COMPREHENSION AT ENGLISH DEPARTMENT OF PATTIMURA UNIVERSITY

Christian Albert Lewier

Jeny Lekatompessy

Abstract

Listening comprehension needs not only hearing but also analyzing skill as well as sufficient psychomotor capability in the part of listeners. Violand-Sanchez (2008, p. 28) illustrates that limbic system beneath the memory storage needs to be activated to help someone to listen well. This receptive skill should be systematically taught to equip the EFL learners achieving the mastery in English target language. This study is aimed at identifying the effect of question previewing and picture advance organizer on English department students' listening comprehension skill. Question previewing and picture organizer is a strategy used to prepare students prior to listening activity, thus it emphasizes the optimization of pre-teaching stage. Mayer (2003) suggests that beside developing listening skill this strategy may cultivate students' critical thinking skill. Many previous studies have been done but most of the studies were in native or in English as a second language context. Thus this study has been completed on the basis of local context needs. The present study employed a mixed method design where the data were collected and analyzed using quantitative and qualitative instruments. The result of the study shows that significant value for pre-test and post-test are 0.133 and 0.228 which higher than 0.5 which means H_0 is accepted that conform to the hypothesis that tells about normal distribution of the data. The present study reveals that there are significant positive effects of both advanced organizers on the students listening comprehension.

Keywords: Question Previewing strategy, Picture Advance Organizer, Listening Comprehension, EFL, ESL.

Introduction

Listening comprehension plays a very important role in conversation in general and in learners' academic achievement in particular. Rost (1994, p. 141), points out that listening is vital in the language classroom because it provides input for the learner. However, he argues that the input should be managed to be given at the right level. Listening teachers should know where to begin, what types of listening tasks are appropriate for particular level of EFL learners, and the exhausted list of others precaution will certainly follow. Accumulating this skill would certainly bring advantages for EFL learners. At its ultimate goal, the EFL learners would be able to start to speak and to communicate using target English language.

On its journey in Indonesian contexts, English listening comprehension has undergone ups and downs in the teaching and learning. Traditional label attributed to listening comprehension as a passive skill has left problem for many EFL learners in EFL setting. Many EFL learners have suffered from lacking the competence because since the beginning of their EFL learning these students had rarely been well trained to listen effectively. Students often face more difficulty in listening than the teachers expect. The EFL students are too often inhibited by a range of factors that might hinder their ability to listen comprehensively. Additionally, Bacon (1989, p. 545) points out that listening in the EFL classroom is characteristically unnatural. The contrived speech environment of the EFL classroom causes a problem for learners to accustom themselves to spontaneous English speech which is not produced for teaching and learning purposes in school setting.

Literature Review

Listening is the most common communicative activity in our daily life. It is a fact that we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Traditionally seen as a passive activity, Nunan (1999) has once pointed to listening skill as a "*Cinderella skill*" for it has long been neglected but has gained respect and is currently considered as an important skill in language learning and vital to general academic achievement. Many argued that without sufficient training in listening comprehension, EFL learners will surely face big trouble achieving a satisfactorily level of mastery in English competence (Nunan, 1998; Rost, 1994).

Contrary to traditional thought, listening comprehension is actually an active process because listeners are actively processing information in their nerve system. Various messages

hurry through the listeners' ears passing through the nervous system, and finally, arriving at their final destination - the brain. Listeners are 'forced' to recognize sounds, have knowledge of lexicon, syntax, discourse markers, and the world, and how this all interacts with the context. Buck maintains that:

listening comprehension is the result of an interaction between a number of information sources, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying (p. 3).

To a great extent listening activity requires the process of recalling information stored in the listeners' memory. This is due to the fact that the listeners' memory, their prior knowledge on a subject, will help them to better understand the message currently presented. It is believed that the correspondence between the listeners' memory and background knowledge influences their understanding of spoken language (Bacon, 1989, p. 544). In foreign language communication, many believe that the role played by background knowledge is significant in comprehension (Bayat, 2007; Kujawa & Huske, 1995; Mayer, 2003; Paivio, 1986). Violland-Sanchez (2008, p. 28) points out that the limbic system, located beneath the *neocortex* and the seat of our emotions, must be activated in order to access long-term memory (that is, all prior experience). Listening comprehension is "readily transferable to other language skills". Some say great speaking comes from great listening.

The teaching of listening comprehension requires a sufficient understanding of the nature of listening. Among many considerations needed to be taken into account by EFL teachers is how to best teach EFL learners to listen to English and what kind of tasks and materials will be included. Bacon (1989) strictly reminds foreign language educators that in order to prepare students for listening in the real world students should be provided with language that is intelligible, informative, truthful, relevant, and sociolinguistically appropriate (p. 545).

Larsen-Freeman (2000, p. 133) cautions the teachers that, for students with lower proficiency in the target language, it may not be possible to use language materials that are beyond their competence. For example, having students listen to a live radio or television broadcast would be too difficult, bearing in mind that types of spoken language, as well as other factors inherited in listening comprehension might not be suitable for beginning EFL

learners. In such a case, Brown (2007, p. 303) suggests that when planning lessons or curricula, teachers must attend to the classification of types of oral language which can enable them to see the big picture of what teaching aural comprehension entails.

Since listening comprehension is a complex activity which requires cognitive aspects and language functions in order for listeners to comprehend the texts (message), Berne (2004, p. 522) argues that listening materials need to expand beyond the traditional "listen-to-a-text-and-answer-questions" format. Bacon (1989, p. 546) suggests that when using listening materials EFL teachers should keep in mind the need to provide: contextual preparation such as advance organizers and script activator; strategies to listen for detail, tone of voice, number of speakers, etc., in order to help students become autonomous in their use of listening strategies; and comprehension activities that primarily test reception, rather than production.

The following research questions were formulated to focus the study:

1. Did students who received a combined treatment of both question previewing and picture advance organizer comprehend more information than those who received only one treatment?
2. What were students' attitudes toward the treatments?

The study investigated the effects of advance organizers on students' listening comprehension and then tapped the listeners' subjective preferences about the various treatments. The research was prompted by practical considerations as well as by theoretical interest, and this is reflected in the study design

Method

Participants

The participants for this study were 71 students randomly selected from first year students of English Study Program of 2012/2013 intake year.

Table 1. Subject Characteristics by Group

	Experiment Group	Control Group
Gender		

Female	30	31
Male	6	4
Average Age	17.8	17.8
Average Length of English Study (years)	6.2	6.1

Instrumentation

The first data collection instrument used in this study was a set of comprehension tests. The pretest and posttest questions are in the true-false and essay/open-ended format. The students' scores on the pretests and posttests would constitute a measurement of their overall listening comprehension, before and after the treatment. The second instrument was a battery of attitude questionnaire.

Attitude Questionnaire

All students in experimental group completed a survey at the end of the experiment. The questions were intended to determine students' preferences toward the treatments. Before students answered the questionnaire, the researchers had to explain the experimental treatments to them. Certain questions in the survey for the experimental group evaluated reactions to the use of teaching media in general. In total, 10 open-ended questions were included.

Materials

The materials used included 14 listening passage taken from *Cambridge Skills for Fluency*, *Cambridge Active Listening* and *Listening to Australia NSW AMES-For Intermediate Level*. In these listening passages, the students had experienced listening to various kinds of genres. Digital camera, photos and self-made drawings were also included.

Procedures

Prior to conducting the experiment, the author explained the goals and contents of the study to the students. Students in the experiment group were told that the study would use a combination of two teaching treatments for listening segments, and that after listening to each passage, there would be a listening comprehension test. The authors asked students if they consented to join the experiment and assured them that the results of the study would not affect their final course grades.

A. The procedures for the control group using only one advance organizer (question previewing) were as follows:

1. Teacher lists questions on the boards.
2. Teacher reads and explains the questions to the students.
3. Students make list of words, phrases, or sentences that they probably would listen.
4. The teacher randomly solicits individual students to read their ideas and gives them feedback.
5. The listening passage is heard twice consecutively.
6. A post-test with ten true-false and five essay questions is given to test comprehension.
7. Students have 20 minutes to answer the test items.

B. Procedures for the experimental group (combining the two treatments-question previewing and picture advance organizer) were as follows:

1. Teacher informs students about the listening passage with both treatments.
2. Teacher lists questions on the boards.
3. Teacher reads and explains the questions to the students.
4. Teacher provides picture that related to the texts, and have the students brainstorm their idea about the picture they see.
5. Students may take notes freely.
6. The teacher reads each new word aloud.
7. Students repeat after the teacher in unison, reading each word aloud.
8. Students read aloud the vocabulary by themselves.
9. The teacher randomly solicits individual students to read their ideas and gives them feedback.
10. The listening passage is heard twice consecutively.
11. A post-test with ten true-false and five essay questions is given to test comprehension.
12. Students have 20 minutes to answer the test items.

Design

The data were submitted to an SPSS and EXCEL data processor. The Kolmogorov-smirnov test and t-test were used to make inferences about the data that had been collected. The dependent variables used to assess students' comprehension were scores on the true-false and essay/open-ended

posttests format; those used to assess students' attitudes toward the advance organizers were the open-ended attitude questions.

Hypothesis

As it is indicated the hypothesis in this study was formulated as follow:

H₀ : Question previewing and picture advance organizer as a combination of advance organizers has the same effect on students listening comprehension as question previewing does.

H₁ : The Question previewing and picture advance organizer as a combination of advance organizers have more positive and significant effect on students listening comprehension than the question previewing alone does.

Or it was symbolized as follow:

H₀ : $\mu_c = \mu_e$

H₁ : $\mu_c \neq \mu_e$

Data Sources

The present study has the main source of data from the participant students test scores. Both experiment and control group have been assigned to several tests; Pre-tests were given to both groups at the beginning of this study in order to get an overall impression about the participants' level of competence on the target language listening comprehension. At the end of the study, both groups were administered to two set of post-tests; the first one was intended to measure the experiment group achievement upon completing the treatment of combined advance organizers-*question previewing and pictorial context*. The other set of test was given to control group as to compare the participants' achievement on the use of single advance organizer, that is, *question previewing* only. Both groups had taken the same test item; only differ in the use of the kind of advance organizers. The experiment group had been treated with combined advance organizers, while the control group received only one advance organizer in the teaching of listening comprehension.

Technical Analysis

In order to address the research questions, several statistical analyses are used in this study including both of statistical descriptive such as graph and summary table of data, and

statistical inference such as Kolmogorov-smirnov test and T-test. Kolmogorov-smirnov test is used to test whether or not the data follow a normal distribution. If they follow a normal distribution, then the T-test can be implemented to compare data from control group and experiment group.

There are three steps of data analyses in this study. In the first step, the data of pre-test from the experiment group are compared with the pre-test data from the control group in order to see the level of their initial competence, to determine whether they have the same level of listening comprehension ability. If they are not statistically different which means they have the same level of competence, then the data from this experiment research can be used onto further analyses. On the contrary, if the subjects show significant difference in their level of ability, then further analyses could not be taken, considering the validity of the research subject. In the second analyses, the post-test data from the experiment group are compared with the post-test data from the control group to see the differences from these two groups. In the final step, the progress of student learning is compared from the experiment group and the control group so that the researchers in this study may have more reliable information about the outcome of the experiment in this study in order to address the research questions.

Discussion

The following explanation reveals the results of the data that have been analysed. All the data were submitted to SPSS and Excel data analysis processors. Three steps of data analyses were as follow:

1. Step 1. In the first step, the pretests data from experimentt group were compared to the scores of the control group's pretests.

The following table shows a descriptive statistics of the pretests scores of both the experiment group and control group.

Table 2. Descriptive statistic of pretests of Experiment and Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_experiment	36	20.00	90.00	48.6111	15.14742
Pre_control	35	20.00	70.00	54.0000	12.64911
Valid N (listwise)	35				

From the above table, we can see that the mean score of pretest of the experiment group is 48.61. While on the other side, the mean score of pretest of the control group is 54.

At a glance we may come to a conclusion that the mean score of the control group's pretest is higher than the experiment group. However, the maximum pretest scores are higher in the experiment group than the ones in the control group. Regarding this complicated occurrence, the authors decided to use the statistical test (*t-test*) to compare the pretests of both groups. Prior to conduct the t-test analysis, the assumption of t-test is analysed as it is required to assure that the data should conform to the normal distribution of the data. To meet this requirement, the researchers employ Histogram graph and Kolmogorov-Smirnov test.

From the result of the t-test analysis, it is seen that the Sig (2-tailed) which is of 0.109 and 0.108 are higher than 0.5 which might end up in the conclusion that there is no significant differences in the listening comprehension competence of the students from both groups. This result however, prompted the researcher to further analyse the data and try to find out points of differences.

2. Step 2. In the second step of analysis, the posttest data from both groups were compared. The following description reveals the results of the analysis.

From the descriptive statistics, it is noted that the mean of posttest score of the experiment group is 73.89 which is slightly higher than the mean score of control group that is 70.71. However, to validate the assumption that the experiment group is said to be outperform the control group, a t-test analysis is once again required. This is done in order to determine whether or not both groups are significantly different through a statistical measurement. As usual, data normality of the posttest scores of both groups needed to be tested.

From the data normality test, it is revealed that the data from the posttest scores of the experiment group is not affirming the normal data distribution because the Asymp. Sig (2-tailed) is 0.031 which is less than 0.5. Nevertheless, the T-test could still be continued by considering the transformation of the data to follow the normal distribution aspect of the data. In the next description, they tell the t-test analysis of the already transformed data by employing the Ln transformation function.

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From the t-test result, it is noted that the Sig (2-tailed) is higher than 0.5, which shows that the posttest scores of both groups are not statistically significantly different.

- Step 3. In the third step of the analysis, the learning progress of both experiment and control group are compared. Learning progress (mean differences) is calculated by which the posttest scores are divided by the pretests scores for each individual student.

From the descriptive analysis it is noted that the mean difference of experiment group, which is 65.00, is greater than the mean difference of control group which is 40. To see whether or not this result statistically shows the significant difference, the T-test is then implemented. As exemplified previously, prior to t-test administration, it requires the researchers to conduct an assumption test for the t-test itself. The data should then be normally distributed as it supposed to.

Based on the Histogram graph and the Kolmogorov-smirnov test, it can be seen that the data are already distributed normally (Asym.Sig (2-tailed) > 0.5), which allows a t-test to be conducted.

The following description explains the result of t-test analysis to determine the difference in learning progress of both experiment and control group.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
progress	Equal variances assumed	.492	.485	2.939	69	.004	8.56349	2.91352	2.75117	14.37581
	Equal variances not assumed			2.946	68.002	.004	8.56349	2.90731	2.76205	14.36493

From the result of this analysis, it is now known that the Sig. (2-tailed) is 0.004 which is far below 0.05 that concludes that this t-test indicates a statistically significant difference on the learning progress between the experiment group and control group. Thus it can be concluded that “students who received a combined treatment of both pictorial context and question previewing comprehend more information than those who received only one treatment.” This result at the same time answers the first research question of this study.

Results on the Analysis of Attitude Questionnaire

We were particularly sensitive to this feedback because our proposal for this study had described the listening activities as learning sessions. On the first item in the questionnaire which asks “Do you think listening to authentic English texts would help you learn English?” eighty-one percent of the participants thought that listening to authentic English texts had been helpful to their English learning; second item which asks “Do you like picture-aided English teaching?” 91% indicated that they liked to listen to English texts when accompanied with pictures or visual that helps them understand the texts. The third item which asks “Can viewing pictures be helpful to your English listening?” Or “do you think you need help before or after the listening?” thirty-two of 36 students (88.88%) had positive views about the benefits. The fourth question was “Do you think that advance organizers that reveals the question first prior to listening can facilitate your comprehension of the listening passage?” thirty-three of 36 students (91.67%) agreed that question previewing prior to listening did help their understanding. The fifth question was the same as the fourth, only phrased negatively. Thirty-four 36 students (94.44%) indicated that advance organizers did not waste too much class time and were helpful to them.

The sixth question was, “Do you know which kinds of advance organizers would be helpful?” The most frequent organizer topic cited by the students was combined pictorial context and question previewing. Then followed by a single advance organizer- such as question previewing alone. These responses are compatible with the results of other studies conducted by several authors. The seventh question was, “Do you think that pictorial context helped you understand the listening passage?” thirty-three of 36 students (91.67%) affirmed that pictorial context could help. The eighth question was a reverse of the seventh, “Do you think that pictorial context may interfere with your understanding of the text?” Only five of 36 students (13.89%) considered pictorial context a source of interference; the majority claimed that pictorial context improved their understanding. The ninth question was, “Do you think that question previewing or pictorial context will be helpful to you in listening to English?” Twenty-eight of 36 students (77.77%) confirmed that question previewing facilitated their English listening more than did pictorial context. The final question

was “If the two advance organizers (question previewing and pictorial context) were provided at the same time, would you comprehend the listening texts better than if you were given only one treatment?” thirty-four of 36 students (94.44%) affirmed that the combined treatment enhanced their comprehension.

Conclusion

Despite its weaknesses, this study offered insights into the usefulness, logistics, appeal, and feasibility of using this type of advance organizer. It poses and refines some questions that can be addressed in future studies and points out implications for other questions. In EFL learning situations, question previewing can help them understand texts more easily. Moreover, question previewing can be an effective way of facilitating extensive listening in a foreign language and represents an option for teachers. According to the results of this study, beginning learners will gain the maximum benefit if the combined treatment of question previewing and picture advance organizer is adopted in the classroom. It is very important that teachers know their students and consider teaching aims, classroom situations, and listening materials when preparing classroom activities for their students.

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**INTERPERSONAL MEANING IN THE INTERACTION BETWEEN
TEACHERS AND STUDENTS: A CRITICAL DISCOURSE
ANALYSIS**

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Abstract

This research aims to describe: 1) the domination occurred in the interaction process through the speech functions realisation 2) the appropriateness between speech functions and its mood selection, and 3) the interpersonal relationship between teachers and students in the classroom. The study uses descriptive qualitative method and was carried out in three schools in Poso: SMA Negeri 2 Poso, SMA Negeri 3 Poso, and SMK Negeri 1 Poso, involving 15 classroom interactions as the samples. The data were analyzed using systemic grammar by M.A.K. Halliday, and interpreted using the framework of critical discourse analysis by Norman Fairclough. The study indicates that the interaction in the classroom is dominated by teachers through their speech function realisation. Such domination is likely to be influenced by the social status of the participants in the interaction. Most of the speech functions are implemented congruently that they do not influence the interaction process. Besides, the interpersonal relationship between the teachers and students are mostly determined by power dimension while contact and emotion dimensions do not give significant effect on the process of interaction. Teachers tend to demonstrate their power by directing the students' behaviour through the use of commands and questions.

Keywords: Interpersonal meaning, interaction, critical discourse analysis

Introduction

Communication is an interactive process by means of language. Languages deliver messages from an interlocutor to others. Since communication is available to exist among people, it is inevitably influenced by interlocutors. Therefore, it is important to pay attention to how language makes meanings in spoken or written discourse in terms of grammar and meaning. There are many ways of determining functions of languages. One way is to consider grammar as a set of rules which specify all the possible grammatical structures of the language.

Another approach is focusing on the functions of grammatical structures, and their meanings in the social context. The latter approach of grammatical analysis is called functional; it is Systemic Functional Linguistics.

Systemic Functional Linguistics focuses on how grammar of a language that serves resources for making and exchanging meanings. It is concerned with the grammatical patterns and lexical items used in text, as well as choices of those items, focusing on the development of grammatical systems as a means for people to interact with each other.

Certain grammatical structures and certain words do not always make the same meaning. The same words can have a different communicative function in a different situation. That is, meanings are influenced by the social situation. On the other hand, different utterances can work with the same communicative function. In line with this, Bloor & Bloor provides example; ...a woman might tell her child to take off his shoes in a direct way (Take your shoes off, Robin) or in a less direct way (Would you take your shoes off please, Robin?) or in an extremely indirect way (You haven't taken your shoes off, Robin). In each case, the function of directing the child to take his shoes off his broadly similar even though the wording and the tone convey different nuances (Bloor & Bloor, 2004: 10). The choice of grammatical structure should depend on the situation in which the utterances were given. As a result, it can be considered that social contexts decide words and grammatical structures.

The interaction between teachers and students could be seen through their language practices in the process of teaching and learning. The language practices are resulted from their language awareness which is influenced also by many factors like social, economic, cultural and ideological factors. For many teachers, natural speaking in the form of dialogues in teaching and learning process seems to be a problem. It can be noticed from the inappropriateness construction of interpersonal meaning in their interaction with students.

According to Stubbs (1983: 44), teachers' talk is characterized by a high percentage of utterances which perform certain speech acts including: informing, explaining, defining, questioning, correcting, prompting, ordering, and requesting. It is also characterized by discourse sequences which have few parallels outside teaching, including: drills around the class, dictation to the class, group answers, and the like. Teachers have to devote a great deal of time and effort simply to keeping in touch with their students, not only because of the far

from ideal communication conditions in the average school classroom, but also because of the very nature of teaching. They have to attract and hold their students' attention, get them to speak or be quiet, to be more precise in what they say or write. They also have to try and keep some check on whether at least most of the students follow what is going on.

Yet, those teachers' characteristics may result on communicative problems in the classroom. According to Young (1992: 10), teachers have more power and control than students, and this should also be identifiable in their language. Many classroom talks are characterized by the extent to which one speaker, the teacher, has conversational control over the topic, over the relevance or correctness of what students say, and even more when and how many students may speak.

In order to explore more about these language practices, a critical analysis is needed. Therefore, this thesis aims at revealing the interpersonal meaning between students and teachers in their interaction in classroom by critically looking at texts (transcribed conversations). A study of classroom data is conducted in order to have two aims. Firstly, it might enable us to define a certain characteristic discourse style. Secondly, since it seems intuitively clear that teachers' talk is particularly characterized by utterances which serve particular functions, this may enable us to collect and analyze a rich source of data on this range of speech functions.

This research reports a scientific work conducted in the framework of critical discourse analysis (CDA). CDA is used in this research because it can describe, interpret and explain the relationship among language and important educational issues. One such issue is the current relationship between language practices in classroom. CDA is amply prepared to handle such relationship as they emerge and demonstrate how they are enacted and transformed through linguistic practices in ways of interacting and representing.

I. A Glance at Critical Discourse Analysis (CDA)

1.1 Meaning of CDA

As explained previously, critical analysis towards language practice (critical discourse analysis) is based on the concept of Critical Language Awareness (CLA) in education field proposed by Norman Fairclough (in 1992). Through CLA, students are expected to have

critical awareness toward many language use phenomena. In the context of CLA, critical discourse analysis (CDA) appears as one of analysis framework for language practices.

CDA is concerned with studying and analyzing written texts and spoken words to reveal the discursive sources of power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts (van Dijk, 1988: 144). CDA is necessary for describing, interpreting, analyzing, and critiquing social life reflected in text. Fairclough also (1997; 132-133) provides us a useful definition that encapsulates most other definitions of CDA:

CDA is the study of often opaque relationships of causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

II. Systemic Functional Grammar

The discussion on systemic functional grammar (SFG) has been very popular in recent years. This is driven by the fact that this notion offers a new perspective of seeing language in terms of its function. Systemic functional grammar is part of a broad social semiotic approach to language called systemic linguistics. The term ‘functional’ indicates that the approach concerned with the contextualized, practical uses to which language is put, as opposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs. It is functional in three distinct although closely related senses: in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures.

Further, it is functional in the sense that it is designed to account for how the language is used. Every text that is, everything that is said or written unfolds in some context of use; it is the uses of language that have shaped the system. Language has evolved to satisfy human

needs and the way it is organized is functional with respect to these needs, it is not arbitrary. A functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained by reference to how language is used.

Following from this, the fundamental components of meaning in language are functional components. All languages are organized around two main kinds of meaning, the 'ideational' or reflective, and the 'interpersonal' or active. These components are called 'metafunctions' in the terminology of the present theory, are the manifestations in the linguistic system of the two very general purposes which underlie all uses of language: to understand the environment (ideational) and to act on the others in it (interpersonal). Combined with this is a third metafunctional component, the 'textual' which breathes relevance into the other two.

Halliday (1994: 198) introduces three functional modes of meaning of language from the point of semantic system: (1) ideational (experiential and logical); (2) interpersonal; and (3) textual. He states that they are different kinds of meaning potential that relate to the most general functions that language has evolved to serve.

2.1 Ideational (experiential) meanings

Ideational meaning deals with the ways the language represents the interlocutor's experience: 'how we talk about actions, happenings, feelings, beliefs, situations, states and so on, the people and things involved in them, and the relevant circumstances of time, place, manner and so on (Lock, 1996: 9). That is, it focuses on how the text represents the external/internal reality: a certain happening by a certain situation in the reality. Taking "Mike arrived at school at nine o'clock" as an example, it can be analyzed that a man (i.e. Mike) represents his act (i.e. arrive) at the past tense (i.e. --- ed) in a certain situation (i.e. place = school, time = nine o'clock). Obviously, the interlocutor of the text represents his event in the experiential world.

2.2 Interpersonal meanings

Interpersonal meanings focus on the interactivity of the language, and concern the ways in which we act upon one another through language. In either spoken texts or written

texts, an interlocutor expects to tell listeners/readers via text. This means that each text has a relationship between providers of information and recipients of information.

It is noteworthy that such relationships of interlocutors are, naturally, influenced by the social situation, and as such, the interlocutors' position will maintain some element of flexibility. Example 3 above, Tell me when Mike arrived at school, can be replaced by (1) You should tell me when Mike arrived at school, or (2) Would you tell me when Mike arrived at school? etc. Sentence (1) demands the service more strongly by using the word should rather than the original. On the other hand, sentence (2) represents a very polite request by using the phrase Would you, and the demand of service is not so strong as the original. Although each sentence conveys the same message, they show the difference in terms of the subtle nuance behind the message. Moreover, sentence (1) carries a demanding message by a declarative sentence, and sentence (2) does it through an interrogative sentence. This means that the interlocutor of sentence (1) can become a recipient of service. As a result, sentence forms sometimes work together to make up for meanings.

Considering the use of words, in texts is strongly connected with the interlocutor's internal reality, it is important to pay attention even to decorative words found in texts. For instance, when example 1. Contain the word probably, or the phrase I suppose, the certainty of the meaning of the text will be reduced. On the other hand, when it has definitely, or I know, the certainty will be increased. Such words, extending the meaning of texts, are called modal verbs. The types of modality are various and the functions of modality are also various, depending on modal words/phrases. A sample case of modality is shown as follows:

Degree	Probability	Permission/obligation	Frequency
Low	Could / may / might / possibly	Can / may / it is permitted that.....	Seldom
Middle	Will / perhaps	Will / it is required that.....	Sometimes
High	Must / certainly	Must / should / have to / it's obligatory that.....	Usually

Table 2. Types and function of modality

By using modal words/phrases, the interlocutor can decide his/her own positioning in communication with a listener/reader. As a result, it can be said that interlocutors can produce various levels of interactivity by the choice of text forms, as well as vocabulary in the various social contexts. That is, 'politeness, formality, intimacy, the power relationship between speaker and listener and the degree that the speaker indicated willingness to negotiate the demand' (White, 2000: 9) can be created variously.

2.3 Textual meanings

Textual meanings deal with 'the way in which a stretch of language is organized in relation to its context' (Lock, 1996: 10). See the example of declarative above, Mike arrived at school at nine o'clock. The same message can be delivered in other forms, such as: (1) He arrived at school at nine o'clock; and (2) It was Mike who arrived at school at nine o'clock. Although the core messages of the three sentences are the same, the interlocutor of each sentence can express a different nuance to listener/reader by using a different form. Replacing the subject Mike with the pronoun he in (1), it can be seen that the interlocutor expects that the listener/reader should already know how he/she is mentioning. In the case of (2), the interlocutor puts a strong focus on the subject Mike as an actor of the event. Hence, it is obvious that the way of expressing the interlocutor's experience decides the atmosphere of the three sentences.

Research Methodology

This research was a qualitative research due to the nature of the data it possessed. The data were in the form of written texts (conversation transcript). The research method was descriptive with critical discourse analysis approach. The data of class interaction collected through audio tape were transcribed using conversation analysis by Schegloff's theory (cf. Sidnell: 2009). Further, the data were analyzed using critical discourse analysis based on systemic functional grammar.

Population of this research was the students of three Senior High Schools in Poso city. Sample of this research was the text dialogues taken from 15 interactions occurred in the

classroom. Those samples were selected based on purposive sampling technique. Besides, the sample selection was based on the classroom interaction considered providing much data. The researcher defined the number of text dialogues being analyzed because the texts were based on the audio visual transcription. It was divided into 5 classroom interactions each school.

Analysis

This part discusses about the realization of speech function in which to all level of classes as the source of data. It can be seen that there is difference realization of speech function between teachers and students in each part (initiation and response). There are 1166 speech functions that can be identified from the data. The percentage of each part can be seen as follows:

Those percentages of the speech functions realization above can be made in the form of table as follows:

Speech Function Category	Teacher			Student		
	Total	%	Rank	Total	%	Rank
<i>Statement</i>	207	17,75	2			
<i>Offer</i>				2	0,18	3
<i>Question</i>	408	35	1	18	1,54	2
<i>Command</i>	128	10,97	3			
Total Initiation	743	63,72		20	1,72	
<i>Acknowledgement</i>	47	4,03	4			
<i>Acceptance</i>	2	0,18	6			
<i>Answer</i>	12	1,02	5	315	27,01	1
<i>Compliance</i>				24	2	
<i>Contradiction</i>				1	0,08	4
<i>Rejection</i>	1	0,08	7	1	0,08	5
<i>Disclaimer</i>	1	0,08	8			
<i>Refusal</i>						
Total Response	63	5,39		340	29,17	
Total	806			360		

Table 8. Realization of speech functions

It is clearly shown that the realization of speech functions between teachers and students is very different. Teachers mostly give speech function in the form of initiation

(63,72 %) and the other is in the form of response (5,39 %). The most quantity number of initiation is question (35 %), statement (17,75 %) and command (10,97 %). It means that the initiation of action is only shown by one speech function, which is statement. Meanwhile, the initiation of offer does not appear in the data. On the other hand, the initiation in the form of demand action are represented by two speech functions, which are question (35 %) and command (10,97 %) that place dominant role in the process of interaction. The total of the two types of speech functions is 45,97 %. If it is compared with the initiation conducted by students, there are only 1,72 % initiation which are conducted by them.

It can be interpreted that by producing more speech functions than students in classroom, teachers seem to apply their power to the student. It could be happened because of the indication of their position in the classroom. As the person who has authority to manage the classroom, teachers are free to behave as what they expect. Based on the interview conducted with teachers, the writer finds that most teachers consider their performance in the classroom as something normal or natural. It is their right to produce more statements, ask question or give commands. They do not realize that such performance will result on the ineffectiveness of teaching process.

In the next part, the writer is going to discuss about the appropriateness between speech function and its mood construction. From the data findings taken by the writer, it can be made the percentage of the realization of speech function and its mood construction as follows:

Speech function and its mood construction	Total	%
Congruent	1010	86,63
Total	1010	86,63
In-congruent		
Command is realized through interrogative	140	12
Command is realized through declarative	16	1,37
Total	172	13,37

Table 2. Speech functions and its mood selection

From the percentage of the findings above, it can be seen that majority of speech functions are realized congruent. It means there is appropriateness between speech function realization and its mood construction. From 1166 identified speech functions, there are only 156 (13,37 %) realization of speech functions which are in-congruent. Those in-congruent characteristics can be found into several parts, which are: command is realized through

interrogative and command is realized through declarative. It can be interpreted that the incongruent realization only contributes less significant impact toward the whole realization of speech function because it has less number of percentages in the speech function.

Next, the researcher analyzes the data based on dimensions of relationships proposed by Cate Poynton. She suggests that interpersonal relationships can be analyzed along three dimensions: power, contact and emotion. To sum up, we can think of interpersonal relationships as depending on Contact (horizontal social distance), Power (vertical social distance), and the kind and amount of emotion expressed. Emotion is partially dependent upon the Contact and Power dimensions; we tend not to express strong emotion to people of higher status or Power, or those who are distant on the horizontal axis. The expression of emotion will often in itself is an attempt to change the horizontal distance between discourse participants.

1.1. Power

The most obvious way in which we show Power is by regulating the behavior of other people in accordance with our wishes or the wishes of the institution we represent. If we wish to regulate listeners' physical behavior then the most straightforward way of doing this is to issue commands or insist on the listeners' obligations. If we wish to regulate their verbal behavior, we will tend to use questions, demanding a reply. In either case there are more and less forceful ways of achieving compliance with our wishes.

From the data taken in this research, it can be seen that all commands with imperative mood are performed by teachers. It means that teachers are having more demanding than students. In this case, students are not having demand to teachers because it cannot be found in the data. Most of the commands performed by teachers in the data are categorized as more forceful or high degree. It can be revealed through their mood realization in demanding commands.

From the data analysis above, it can be summarized that teachers perform command to maintain their status as teacher who have authority to control the class. Such control is persisted by forcing students to do what is expected by teacher. It means that this kind of interaction emphasizes on status and authority of the teacher who can force the other participant of interaction (students) to act or behave as expected in classroom. As less

powerful participant in the classroom interaction, students tend to realize their status in classroom that has no authority in the teaching process. That is why all commands are only performed by teachers. It would be strange for students to demand commands for their teachers which are considered as more powerful participant in the interaction.

Next, the most direct way of demanding verbal behavior of a listener is to use questions, technically the interrogative mood. The effect of interrogatives on interpersonal relationships is not as clear as in the case of commands. On the one hand, on the Power dimension, questioning assumes authority, the right of the speaker to demand information from the listener. On the other hand, a typical question assumes that the speaker possesses knowledge which the speaker does not have but wishes to have.

In the data, it can be found that teachers' utterances are dominated by question (35 %). Most questions are initiated by teachers. Students only perform 1,54 % question of the total utterances. As stated previously above, on the Power dimension, questioning assumes authority, the right of the speaker to demand information from the listener. In this case, teachers have the authority as the expert of the subject lesson that can manage the situation in the classroom to demand information from students. By dominating in giving questions to students can be assumed that teachers possess knowledge which they do not have but wishes to have. Probably, it is a way of introducing or stimulating interest in an issue or discourse topic in the classroom.

From the analysis above, it can be summarized that by demanding more question in classroom, teachers tend to show their status as the expert of the knowledge. It can be indicated that teacher is the person who has more access to knowledge and education. For that reason, they have ability to deliver knowledge for students in school. Meanwhile, student as the person who has lack of knowledge and education would be considered as less dominant participant in school. As the result, they should accept everything provided by teachers in classroom even more by taking for granted. It can be interpreted that such kind of interaction emphasizes on status and expertise of teachers in classroom.

Next, most commonly teachers in the classroom make statements (rather than issue commands or ask questions) using what is technically known as the declarative mood. When statements are uttered, teachers are trying to claim higher status or expertise than students,

setting themselves up as an ‘authority’. This happens because teachers have power to manage what should be stated in producing declarative mood in the classroom. It can be identified through their mood in giving statements.

1.2. Contact

The contact dimension depends on the frequency and duration of meeting talking face to face. It is clear enough that there is a contact between teachers and students in the classroom in everyday meeting. Yet, in order to reveal the contact dimension, we have to analyze the interaction process in the form of transcribed conversation. Such transcription will be a written text that would be easier to analyze to see the contact dimension. On the other word, a written text which gives the flavor of speech will be more personal and stimulate some degree of contact. In order to analyze the contact dimension from the transcribed conversation, the writer uses one linguistic device which is related to the imitation of dialogic speech, which is the use of incomplete sentences, technically, minor sentences.

Minor sentences are stretches of text punctuated as sentences but with the main verb or subject missed out. In dialogue (classroom interaction), obviously, such utterances or sentences occur quite naturally, for example in response to questions. When an utterance is incomplete, as in answers to questions or minor sentences, then the reader/hearer has to supply the missing information. This will either come from the previous question or from knowledge brought to the transcribed interaction brought by the hearer. Incomplete sentences assume that speaker (teacher) and hearer (student) share a good deal of information which does not need to be explicitly spelled out. It can be further assumed that between teacher and student there is a high level of contact. It means that teacher (as speaker) and student (as hearer) are having high frequency and duration of interaction in classroom. It is obvious because they always meet everyday in the teaching process.

1.1. Emotion

There are three main ways of encoding emotion in the transcribed texts. First, there is what we call emotive “spin”. Take for example:

Positive	Neutral	Negative
Slim	Thin	Skinny

It can be seen that these words are three identical balls, three identical concepts, but *slim* spins positively, *skinny* negatively and *thin* does not spin at all.

These words with emotive “spin” are different from a second class of words which are empty of conceptual meaning, it is called affective words, for example swear words. In English context, the swear words like *fuck* has no reference to copulation, *bloody hell* no connection with blood, and *piss off* nothing to do with urination. They are simply strong expressions of negative emotion. Less strong expression of negative emotion include *terrible*, *horrible*, *awful*, *disgusting*, *pathetic* and at positive include *nice*, *fine*, *cool*, *great*, *wonderful*, *smashing*, *fabulous* and so on.

In the data, it can be found that teachers use more positive and neutral spin than negative spin. It is proved from the use of words in which there is no negative spin found in the data. This is probably because the situation is more formal in classroom or even teachers realize their position in front of the classroom. For that reason, they tend to use many positive and neutral spin in teaching process.

Second, a further aspect of emotive meaning is euphemisms, words used to avoid a direct reference to something considered impolite. Because the more common core word is taboo or has negative emotive spin, these terms are substituted, for example in English we have *comfort woman* is substituted for *prostitute* and *motion* is substituted for *faces/shit*.

There is no data that show about euphemism found by the researcher. It seems that teachers tend to use positive or neutral spin. Probably this is because they want to create positive emotion with students or the condition in classroom is comfortable for them to show positive emotion.

A third way of conveying emotion is to conceptualize it. In English, this is when we use words like *despair*, *depression*, *nervous*, *amazement* to describe rather than express one’s own or other people’s feelings as it were objectively and from the outside. Emotional attitude can also be conceptualized through the use of modals of disinclination, e.g. *need*, *want to*, *am inclined to*, *am keen to*, *would like*, *would rather*, *unfortunately*, *hopefully*, etc. There are several examples in the data that show about this conceptualization.

The data shown above may perform positive emotion from teachers in teaching process. They tend to use positive and neutral spin by conceptualizing the concept of what is

being spoken. For instance in data 1 above, the teacher uses words *diandaikan pacar kamu* 'supposing your special friend' to give explanation to student about how to describe the person. On the other hand, students give positive response towards teacher's way by laughing as a response to the statement. Beside that, the next data also show that teachers want to make conceptualization towards the context by expressing inclination, as shown from some expressions like *maunya ibu* 'I (the teacher) want', *maksudnya ibu* 'I (the teacher) mean'. It seems that teachers want to maintain positive emotion by using positive or neutral spin in delivering speeches.

However, there are also several data found in this research that show contrastive attitude in the process of interaction. It can be revealed through high intonation performed by teachers in giving commands to students. Such intonation can be identified through some stresses uttered by teachers in demanding command. Such intonation may lead to an interpretation that teachers want to be obeyed by student and expect to get quick response. As strongest demand, command need to get quick response. Yet, by showing high intonation in giving command, it would create a force to hearer. Moreover, high intonation is usually connotated with anger, as shown in the data (*kamu jangan menunggu hasil dari papan* 'Do not expect the result on the board'). For that reason, in this context, it can be assumed that teachers are performing negative emotion when they are giving command.

Not only that, if it is related with the strength of obligation that has been explained in the previous part, the use of transitive or intransitive verbs by speaker to give command will insist hearer to do what is expected by the speaker. It can be also found in the data in which teachers use transitive verbs in giving commands: *Buat kelompok 1, 2, 3 dan 4!* 'Make group 1,2,3 and 4!', *Maju kamu lihat! Masing-masing bikin 5 kalimat!* 'Come forward! Make 5 sentences for each!', *Kamu jangan menunggu hasil yang dari papan! Ayo kerjakan!* 'Do not expect the result from the board! Do it!' From the discussion above, it can be summarized that the interpersonal relationships between teachers and students in classroom is much more determined by power relation. Such relation can be revealed through linguistic practices performed in the classroom.

Conclusion

From the result of analysis about the realization of speech functions, it can be concluded that the interaction in the classroom is dominated by teachers. From 1166 speech functions analyzed in the data, there are 806 (69,11 %) speech functions are realized by teachers. Meanwhile, there are only 360 (30,89 %) speech functions are realized by students. This domination is mostly influenced by social status of the interaction participant. Teachers become dominant participant in the classroom who is more authoritative (managerial and knowledge) because they have more power than student. It can be seen that by dominating the initiation process teachers want to create one way communication in teaching process in the classroom.

From the analysis about the appropriateness between speech functions and its mood selection, it can be concluded that most speech functions are realized congruent, which is 86,62 %. Meanwhile, there are 14,73 % speech functions which are realized incongruent. The incongruent realization occurs when teachers have intention to soften their tone in demanding command. It means that teachers (speaker) realize their speech function appropriately in the classroom, especially in giving initiation. For that reason, it would create positive response from students (hearer) as expected by teachers. It can be further concluded that the incongruent realization of speech function does not have significant impact towards the interaction process in the classroom.

From the data analysis, it can be also concluded that the interpersonal relationships between teachers and students in classroom are more influenced by the Power dimension. Meanwhile, Contact and Emotion dimension do not give significant impact toward the process of interaction between teachers and students in classroom. Further, it can be concluded that teachers mostly demonstrate their power by regulating behavior through the use of commands and questions. Mostly data show that teachers use high degree in producing commands. For that reason, it can be interpreted that as the authoritative persons who have more access in knowledge and education (expertise), teachers keep maintaining their status by showing their domination in the interaction process. This may create on the communicative problem in the interaction in which students are more passive in the classroom. Everything delivered by teacher is taken for granted by them.

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ORAL TRADITION: EMPOWERING FOLKTALE IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract

Oral tradition is a way of passing valuable information about culture, values, beliefs and ways of life through the telling of stories. This tradition occurred long before people recorded information about their way of life in written form. Like other regions in the world, Indonesia, especially Maluku, has hundreds of stories preserved as part of this old tradition.

In this paper the writer discusses about how to empower oral tradition such as folktale in English language teaching and learning in school. The discussion includes design activities and the element of language learning and language skills that the teachers expect the students to learn. For the discussion purpose, the writers use one of the Maluku folktales 'The legend of Gunung Nona' as an example to design activities.

Keywords: oral tradition, empowering, folktale

Introduction

Oral tradition has been the means by which many cultures have survived throughout the years. Each time the traditional tales are shared among people of the same culture. The people who listen to the tales learn something about the beliefs, values, culture and the ways of life practiced by people of that tradition. This is how cultural knowledge is passed on and shared with others.

There are some different types of oral tradition such as myth, legend, fable, and folktale. Myths are narratives that are considered to be true to the people in which the story was originally told. They take place long ago, before and during the creation of the Earth and people. Myths usually have non human characters as the main characters, like the Creator or Great Spirit. Myths are sacred to the people. Legends are also considered to be true. But, they take place in a world that we would recognize, the Earth as we know it today. Unlike myths, the main characters tend to be human and therefore legends are usually secular instead of sacred. Unlike myths and legends, fables are fiction. The main purpose of a fable is to teach a

lesson or a moral to the audience. The characters can be animals or humans. Folktales are also considered to be untrue, and they have human or non-human characters. Most of these stories take place in symbolic settings (“Once upon a time ...” or “In the deep dark woods...”).

Oral tradition has been integrated in language learning in Indonesia to accelerate acquisition process. In many of the text books, we found stories like Malingkundang, Bawang merah and Bawang putih and many stories for teachers to use in the classroom. However the activities are mainly confined to reading comprehension in which students read the story and answer the comprehension questions thereafter. In this condition oral tradition has not been maximized used in language teaching activities in the classroom. Hanlon (1999) underlines some advantages of teaching with oral tradition such as folktale. These are:

1. *They are short!*

Short is the sense that it is easy for teacher to distribute copies of short tales or rhymes to a whole class, discuss them during a class period, and compare a variety of examples relating to different topics, without needing time for extensive reading assignments.

2. *They are fun!*

Many types of folklore are entertaining and most of us have fond memories of stories and rhymes we have known since childhood. Viewing illustrated versions or film adaptations can also add variety and enjoyment to class assignments.

3. *They are memorable*

Most tales and rhymes from oral traditions use patterns of language and plot that make them easy to retell and dear to the hearts of tellers and listeners.

4. *They are found in infinite variety everywhere.*

Every culture has long traditions of oral storytelling, verse-making, and joke-telling. Students can learn about different cultures by studying folklore, collect folklore from their own families and communities, and write or dramatize their own variants of traditional tales and rhymes. Once you start looking for them, you find allusions to familiar folk heroes, rhymes, and sayings throughout popular culture.

5. *They are universal.*

Although it is interesting to compare culturally specific details in folklore from different times and places, one of the most intriguing phenomena in human experience is the similarities in stories with universal themes from all over the world. For example, there are stories with similar Cinderella motifs also found in ancient African and Asian traditions? There are fascinating theories about the universal elements in world folklore and myth.

6. *They are infinitely meaningful.*

Because folk and fairy tales represent human experience through symbols and archetypes, there is room for endless debate about how to interpret particular tales. They provide excellent examples of the complex interplay of realism, fantasy, and symbolism in literature. They can be analyzed in papers that do not require research, but there is also a wealth of recent research available on folklore, fairy tales and picture books. They can function as primary sources in complex research projects like any other literature.

Using Folktales in Language Learning

In order to maximize the use of oral tradition in language teaching, We take an example of Maluku Folktale” The legend of Gunung Nona” . It is obviously important that the designed activities should correspond to the learning objective the teacher expects the students to gain after the process. Generally most teachers integrate the four language skills such as listening, speaking, reading and writing into classroom activities. In addition, grammar elements of the language attain the teacher’s attention to tell students the meaning and sentence structure. These following activities are designed based on the folktale’ The Legend of Gunung Nona.

Folktale: The Legend Of Gunung Nona. (Maruanaya, 2008)

Part 1

Once upon a time there was a village on the hillside of Ambon Island. The village was ruled by LATUPATTI who had a daughter named IYAPUTIH. IYAPUTIH grew up to be a young beautiful woman. One afternoon she was sitting on the stone by the garden trying to entertain herself with the natural beauty around her. On the air flew some beautiful butterflies. It seemed like they were dancing around to the rhythm of the nature. On the ground grew some colorful flowers; red, pink, yellow and whites one. Far down the hill appeared a great view of the bay with the sparkling water and the boats sailing to and fro. But this time they could not please her or put a little smile on her face as they used to be. IYAPUTIH was worried. She was too worried to think about tomorrow because the prince from Saparua and his family would have a special family visit to her place. The message that she would be engaged to the prince had been known but she didn't fall in love with him.

It was a bright sunny day. The prince and his family would arrive soon in IYAPUTIH's house. The house yard was clean. The chairs had been arranged neatly in the living room. A pot of purple orchids was put on the wooden table. In the kitchen, some people were busily preparing foods and drinks for the guest. A welcome dance group had already stood by at the door steps. All of a sudden, an announcement was loudly aired by Marinyo, The village's informant "The prince and his family are here". The Totobuang, a Gamelang-like orchestra was played and the dance group performed their welcome dance gracefully. The prince and his family were welcomed by LATUPATTI and were led to the living room. They came to propose IYAPUTIH to be the prince's wife. LATUPATTI agreed to

engage IYAPUTIH with the prince.

Part 2

IYAPUTIH locked herself in the bedroom. She would not like hear the conversation between her father and the prince's family. Soon after the prince and his family left, LATUPATTI rushed to meet her in the bedroom. "It is time for you to have a husband, he said persuasively. " I and your mum have agreed to engage you with the prince from Saparua". "But father", IYAPUTIH interrupted, "I don't want to marry him". "Please", she begged," Don't push me. LATUPATTI ignored her daughter's request but rather told her to be prepared for the wedding. "I only want to see you marry a man from the same class", he demanded.

IYAPUTIH looked very sad. She couldn't eat or sleep well. She always thought about the wedding day her father had set. She locked herself most of the time in the bedroom. She walked to and fro in the room, didn't know what to do. She opened the window of her room and stared out at the birds. She'd like to cry to the birds to take her away, but that would not possible. " No,.. I don't want to marry him", she said to herself. "I have to do something". IYAPUTIH was thinking about running from his father. She was thinking about getting her freedom. Finally she decided to run away from her father's house.

Part 3

The village was so quiet because everybody had already slept. Outside on the sky was a full moon gave a little light for the whole village. At the back yard of the house was a horse tied under a banyan tree. IYAPUTIH couldn't control her emotion of running away from the house. When her father was sleeping soundly, she walked slowly out to the back yard and

untied the horse. Riding on the horse she set a journey to a mountain where she could hide from her father.

Meanwhile it was breakfast time. IYAPUTIH did not appear. Her father sent a servant to wake her up. “IYAPUTIH, your breakfast is served”, said the servant while he was knocking the door. There wasn’t answer from the room

The servant knocked the door again and again until he thought that he should pushed the door to open. When he did it, he found that the room was empty. “My dear, IYAPUTIH isn’t in the room. Where does she go?” he said when he checked the window.

The servant returned to the dining room and hesitantly told his master about it. LATUPATTI wasn’t believed him. So he went searching the room and found a letter in the drawer. He opened and read the letter. *“I am sorry father; I can not make your dream comes true. I won’t marry the prince from Saparua because I am not in love with him”*, thus the letter was read. LATUPATTI was shocked. He couldn’t believe that IYAPUTIH would to take such action. “It will be a shame if we can not marry her o the prince”, he said faintly. So by the help of Saniri Negeri, the village’s staffs, LATUPTTI called on the people to find IYAPUTIH

Part 4

IYAPUTIH rode on the horse down the hill to a mountain for living there with a farmer, her best friend. Because of the long journey, she was tired and hungry and was thinking of having some rest. She stopped at the beautiful place under the foot of the mountain where there was a small stream. She tied her horse and in the shade of the jackfruit tree she put her feet up and breathed the fresh air from the natural surroundings.

After a while, she went down to the stream for drinking and bathing. All of a sudden, she heard a sound like rustle of dried leaves from a distance. The sound became clearer and clearer and she realized that it was the footsteps of her father's men. "My God!, I have to go out now", she said and took all her staffs with her.

IYAPUTIH rushed to hide herself in a small hole under the breadfruit tree and cover it with some dried leaves. She could hardly breathe because of the dust from the leaves. She felt like sneezing but she held it. The men were just a few steps from her and they could catch her if they heard or saw something suspicious.

Part 5

When the men were exploring the area to look for IYAPUTIH, they saw a horse from a distance. "Look. There is a horse under a jackfruit tree, said a man. "It looks like IYAPUTIH's horse". "Well, let's go to see if she is there too", said the other man. So they walked to the horse. "This is IYAPUTIH's horse", said one of them confidently. "She shouldn't be far away from here".

So they searched around but didn't find her. Later on, one of them suggested an idea of killing the horse. "I think, it would be better if we kill the horse so that she can not go any further", said the man. Everyone agreed with the idea. So they killed the horse with the spear and left the corpse under the tree. After searching the place and failing to find IYAPUTIH, all the men returned to the village.

Part 6

It was quiet. IYAPUTIH knew that no one was around. She jumped out of the hole and wanted to see her horse. She really knew what the men had done to the horse because she could hear its loud scream. Whether it was dead or still alive, she had to find it out herself. She walked as fast as she could to the horse. When she was approaching the horse, she was shocked to see that her horse was bleed and breathless. “It had been killed”, she cried dearly when she rubbed the horse’s body. “They shouldn’t have done it”, she cried again and again.

At the moment, IYAPUTIH tried to calm herself. She was thinking about something that she could do to deal with her sadness and hopelessness. “What can I do know?, she asked herself.” There is nothing to be sorry. I have to go on foot now” she said trying to pull up her strength. IYAPUTIH left her dead horse and commenced her journey to the mountain. She became very tired, weak and felt like she would die.

It was late in the afternoon. The sun was going down. The sky turned pink, and a dazzling line of gold ran right across the pink. It was like a flash of golden lighting come to stay. “Oh, how lovely..how glorious .. how peaceful the panorama down there”, she acclaimed. IYAPUTIH take a few minutes rest to enjoy the panorama of sunset.

IYAPUTIH almost got to the place where she intended to go. There was a small farmer’s hut. She knew the owner because she had been there before. The wind blew a bit hard cause her hat few far down to the beach. IYAPUTIH wanted to catch her hat but unfortunately, she slipped on the rock and fell down in the deep gorge. Her body was laid broken and bleeds. IYAPUTIH died instantly

Part 7

Early in the morning there was a farmer who was out for planting

cassava in his garden on the hillside. He saw blood scattered about and tried to track it down. He was suddenly shocked at the view of a young beautiful girl laid down breathlessly. He ran and told everybody about it.

Meanwhile, LATUPTTI and his men kept on searching IYAPUTIH days and nights. His wife couldn't sleep all nights. She always cried and thought of her only daughter. All of a sudden a man ran approaching LATUPATTI. He hesitantly told him that somebody had found a body of a young girl on the mountain. LATUPATTI sent his men to check and they returned with the news that it was IYAPUTIH's body. LATUPATTI and the whole villagers burst into tears when they heard the news. He was so sorry that he had ignored his daughter's request. They all wore black clothes and went to the mountain for the burial.

LATUPATTI buried his daughter on top of the mountain and named it "GUNUNG NONA" which means the mountain of my lovely girls.

The end

Because the folktale "the Legend of Gunung Nona" has three pages long, It would be advisable that the teacher start part by part. We have divided the story into seven parts to make it easy for teacher and students to deal with the tasks in the classroom.

The following activities can be designed to meaningful and enjoyable English classroom tasks based on the folktale 'Gunung Nona'.

Activity 1 : Reading Comprehension.

Read the story part by part and answer the questions! (Example of the questions)

Part 1

1. Why was IYAPUTIH so worried?
2. How did LATUPATTI welcome the prince and his family?

3. Which part of the sentence shows that LATUPATTI had accepted the prince's proposal?
4. What does 'they' in line ten refer to?

Part 2

1. Why did IYAPUTIH lock herself in the Bedroom?
2. LATUPATTI said "It is time for you to have a husband".. What does he mean?
3. IYAPUTIH couldn't eat or sleep well. Why was that?
4. "I only want to see you marry a man from the same class", he said. What does he mean?

Part 3

1. What does chapter III mainly discuss about?
2. Where did IYAPUTIH go when her father called her for breakfast?
3. Had LATUPATTI ever thought that IYAPUTIH would run away from the house?
Give your reasons.
4. To whom did LATUPATTI go for a help to find IYAPUTIH?

Part 4.

1. What did IYAPUTIH do when she was tired from a long ride?
2. What was happening when IYAPUTIH had a bath in the river?
3. Find an Indonesian name for Jackfruit and breadfruit.
4. Why did IYAPUTIH hold her sneezing?.

Part 5

1. What does SECTION V tell you about?
2. Why did the men kill IYAPUTIH's horse?
3. "Well, let's go to see if she is there too", said the other man. What did he mean?
4. What did the men do after failing to find IYAPUTIH.

Part 6.

1. When did IYAPUTIH go out from the hole?
2. What did she find out after going out from her hiding?
3. "They shouldn't have done it", she cried. What does she mean?
4. What did she decide to do after the death of her horse?

Part 7.

1. How did the farmer find IYAPUTIH's body?
2. What did he do?
3. From whom did LATUPATTI know about his daughter's death?
4. Where did LATUPATTI bury his daughter?

Activity 2: Speaking Skill (Discussion points)

1. Do you think that the event described in the story could have happened in real life?
Give some examples.
2. Find some descriptions that tell you IYAPUTIH was in great depression.

Activity 3: The Language Use (Grammar points)

1. Review of past tenses

Study these extracts from THE LEGEND OF GUNUNG NONA, and fill the table below with the suitable form of tenses.

1. IYAPUTIH grew up to be a young beautiful woman.
2. One afternoon she was sitting on the stone by the garden trying to entertain herself with the natural beauty around her.
3. There were some beautiful butterflies.
4. She couldn't eat or sleep well.
5. He couldn't believe that IYAPUTIH would take such action.
6. The prince and his family would arrive soon in IYAPUTIH's house.
7. When the men were exploring the area to look for IYAPUTIH, they saw a horse from a distance.
8. The chairs had been arranged in the living room.
9. A welcome dance group had already stood by the door steps.
10. They could not please her or put a little smile on her face as they used to be.

REVIEW OF PAST TENSES		
Verb form	Example	Use
Past perfect	9	
Past simple Past continues Would + infinitive Could + infinitive Used to		

2. Study these sentences and explain the difference in meaning between them.

1. When Iyaputih's father went to the room, he found a letter.
2. When Iyaputih's father went to the room, a letter was found.
3. Iyaputih's father was going to the room where a letter was found.
4. Iyaputih's father went to the room where a letter had been found.

3. Adverbs.

Read the extract from the LEGEND OF GUNUNG NONA below and (1) Find some adverbs in this extract. (2). Find verbs that adverbs have attached to (3) Do you think the adverbs are necessary?

It was a bright sunny day. The prince and his family would arrive soon in IYAPUTIH's house. The house yard was clean and neat. The chairs had been arranged neatly in the living room. A bunch of purple orchids was put on wooden table. In the kitchen, some people were busily preparing foods and drinks for the guest. A welcome dance group had already stood by at the door steps. All of a sudden, an announcement was loudly aired by a Marinyo, The village's informant "The prince and his family are here". The Totobuang, a Gamelang-like orchestra was played and the dance group performed their welcome dance gracefully. The prince and his family were welcomed by

LATUPATTI and were led to the living room. They came to propose IYAPUTIH to be the prince's wife. LATUPATTI agreed to engage IYAPUTIH with the prince.

Activity 4: Writing Skill (creating your own picture/poster).

Physical description

Below is the description of a landscape extracted from THE LEGEND OF GUNUNG NONA.

Use the model below to describe the picture.

One afternoon she was sitting on the stone by the garden trying to entertain herself with the natural beauty around her. On the air flew some beautiful butterflies. It seemed like they were dancing to the rhythm of the nature. On the ground grew some colorful flowers; red, pink, yellow and white ones. Far down the hill appeared a great view of the bay with the sparkling water and the boats sailing to and from.

Activity 5: Dramatizing The legend of Gunung Nona.(integrated skills)

After the students have read the story from the Legend of Gunung Nona, They select a favorite scene and practice dramatizing the scene. Have the students or the group to practice several times at home. When the groups feel they are ready, have each group introduce their scene and perform it for the class in the center of the circle. After the performance the teacher can encourage the students in the audience to provide positive feedback and/or to ask questions.

Activity 6: Storytelling.(Integrated Skills)

After the students read the story and answered the comprehension questions as an activity to check their understanding of the story, the teacher can then ask them to retell the story in front of the class. To enable the students to retell the story, the teacher can ask them to use graphic organizer such as mind map, webs or others to make them easier to organize the story. It is also important to have the students practice at home or out of school building at their own time, before performing.

Conclusion

The sample activities present above are only few of some possible activities the teachers can design using the folktale or other kind of oral tradition. There is no doubt about its usefulness and effectiveness in language teaching and learning. The innovative and creative teachers would find these example activities challenging and encouraging for the students to participate in language classroom activities.

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SOCIAL LITERACY PRACTICE – CONNECTING PARENTS TO CHILDREN

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Abstract

In Malaysia, literacy practices generally occurs only the classroom. Whereas, research has shown that the home and school contexts are overlapping ‘spheres of influence’ and are powerful factors in student achievements. Working parents often feel helpless to assist their children in English. The multimodal community literacy project embeds technology to facilitate an increase in working parents’ understanding of and participation in social literacy practices. The participants are administrative staff from the institute of teacher education with young children. The project trained caregivers in how to engage in L2 literacy practices at home. Instruments used were pilot pre and post-questionnaires triangulated with semi-structured interviews with the support staff (parents and caregivers). Based on the findings an eight week program teaching what and how to participate in social literacy practices was designed and delivered. This paper will highlight how to embed literacy events into daily routines at home.

Keywords: Family Literacy, Multimodal, Spheres of influence, Social literacy practices

Introduction

Often in countries literacy is perceived as the product of reading and writing. During, the last twenty years of literacy research has expanded the definition of literacy redefining it as social literacy practices which includes; songs, jokes, riddles, storytelling, art, drama, multiliteracies and global practices (Street, 2003). That being said globally (PIRA/PISA) education still tests as if it is a product. Thus, practice and theory are not aligned. Additionally, schools and educators struggle to connect the home social literacy context with that of the school context. However, thirty years of literacy research has demonstrated that emergent L2 social literacy begins prior to school-age and is connected to the family. Emergent L2 social literacy skills practiced in the home as well as school are the critical

foundation for later academic success (Cairney and Ashton, 2002). In addition, emergent social literacy practices are shown to be primarily transmitted from parents, caregivers, and community members. Research indicates that family members can contribute to children's emergent social literacy practices (Auerbach, 1989; Storch, & Whitehurst, 2001). Therefore, it is important to note that social literacy particular is not the sole responsibility of the school or of the parents but a socio-cultural process that integrates social literacy practices, events and activities (Street, 2003). Social literacy practices are activities that are integrated into the daily fabric of life. They involve such practices as; oral storytelling, jokes, songs and art. Social literacy is a process that involves socio-cultural aspects of literacy that are often overlooked in the classroom (Storch, & Whitehurst, 2001; Street, 2003).

Furthermore, success in literacy is also inextricably linked to bridging the culture of schooling and community literacy practices (Heath, 1982). The transmission of school practices must connect to or include social literacy practices that stem from the community and family practices. As a result, the present multimodal community literacy project embeds various forms of technology to facilitate access to social literacy practices for working parents'. Creating a multimodal community literacy project was based on the rationale that in Malaysia literacy is usually only conducted in the formal classroom setting. Therefore, after discussions with the various participants our team decided to try to create a project that would better facilitate an increase in social literacy practices in the home. The multimodal community literacy project was an eight-week course designed to train parents in ways in which they could integrate social literacy practices in their daily routine. The researchers used children's books that were video-taped for a two-fold purpose. The first purpose was to train the parents in emergent and social literacy practices and the second was to provide resources parents which were accessible at any time.

Rationale

Phase one of the projects was designed based on the rationale from the literature stating that several assumptions are commonly made regarding urban lower socioeconomic parents. The multimodal community literacy project adapted Epstein's model for the Malaysian context (Epstein & Sheldon, 2006). Furthermore, the rationale for the project was based on the belief that the development of a partnership program is a process, not a single

event. This project is not based on the deficit model of what parents do not know rather it is based on what parents *do know*. The project focused on the parents' strengths not their weaknesses.

Methodology

The participants of this project are administrative staff with children or relatives in pre-school through to middle primary from the Institute of Teacher Education, English Department Kuala Lumpur, Malaysia. The project included, uncles, fathers, aunts, and grandparents based on the rationale that the whole family should be involved not just mothers (Cairney, and Ashton, 2002). There were ten administrative staff participants who lived nearby and were generally only secondary school educated. They were predominately urban, working class parents. Most were ethnically Malay with one identified ethnically as Indian Malaysian. The ages of the participants ranged from early twenties to late fifties. As well, their English proficiency level was mixed.

Methods

Due to the proximity of the students working in the same institute as the lecturers a close bond was formed. During the literacy activity day which acted as a bridge to connect lecturers with parents the lecturers brought their children and nieces. They parents viewed us not just as researchers but as parents, single-parents and relatives concerned with the same issues as they were. Pre-test interview with the parents was done orally with some of the lecturers taking notes. They asked them questions regarding access to TV, movies, computers, smart phones internet and other multimodal items. The interviews were conducted in English and Bahasa Melayu. The post-questionnaire was divided into four sections. Each section contained multiple choice questions and covered topics from social literacy practices, motivation to learn, frequency of practices, and proficiency.

Results

As seen in table one below, the first section assessed whether L2 social literacy practices from the lessons were participated in the home? 67 per cent answered yes. Question three asked were the children stories interesting for their children. Question five and six asked

whether parents did they engage in extra social literacy practices in the home. 55 per cent of the participants stated that they rarely participated in social literacy practices. At 57 per cent songs were the most participated in at home. Question seven asked did other family members help with social literacy practices. Only 43 per cent stating they relatives participated sometimes. It became more apparent not from the questionnaires but more from interaction with the participants in and out of class that they were unaware of what social literacy practices were.

Most believed that did not have time to sit down and read a book. One of the mothers told us “I get home and I am so tired. I have clean and make dinner for my family. By the time I am finished it is time to put the children to bed. So I do not have time to sit and read with them” (this was a translated conversation). The interviewer asked if while she was cooking she spoke, sang or engaged with her children. “Yes sometimes” When informed that this was considered a form of social literacy she was so surprised. “I thought you have to do reading separately” Again this harks back to literacy practices being viewed as sole a product.

The second section assessed the motivations for participants to engage in social literacy practices at home. As seen in table two below, question one asked if parents were motivated to participate in social literacy practices at home. 56 per cent of participants stated yes. When asked why there was a lack of motivation to participate in English. 60 per cent of the participants stated it was their lack of proficiency hindered social literacy practices. 55 per cent of respondents wanted more English language training. Motivation in learning was not a factor as 56 per cent stated they were motivated to learn. When asked if they had knowledge that social literacy would benefit their children in the future 87 per cent answered they would practice more at home. The last question asked what motivated the participants to learn with 78 per cent stating wanting to improve themselves. This data is aligns with the formal and informal interviews.

The third section investigated the frequency of time spent with children doing various types of activities per week. These activities were daily chores not only social literacy practices. When asked about time spent involved in playing with their children only 11 per

cent indicated they only had time on the weekend. This infers that time is not a constraining factor in language learning. In a conversation with one of the parents she discussed trying out the shopping literacy practice. In class we had suggested they give pictures with the words and ask the child to find the vegetable and fruit from the list. This enables the children to be involved in the daily life using social literacy practices. Several of the questions in this section assessed whether time was spent in other activities such as chores. 33 per cent stated only on the weekend. However, when asked about bath time 88 per cent stated several times per week. In addition about 56 per cent of the time other relatives played with the children. However, when asked about whether they perform social literacy practices 67 per cent stated only a few times per week.

Discussion

Results showed that the participants were very interested in helping with their children's English social literacy learning. In discussions with the parents they told us they did not know how to integrate social literacy practices into their daily lives. Our training course better facilitated their understanding but after interviews another issue was raised. However, they felt they needed more training and that their proficiency needed to improve. This issue was raised during semi-structured interviews. The lecturers who participated in the project would often engage in social conversation in the participants L1 (BM). They reported back that parents felt shy, embarrassed in fact to use English in front of their kids. During on informal conversation the student/parent stated "I wish I spoke better English. I do believe I am good enough to read in English to my parent". Later in the discussion section this issue will be addressed. In addition, 87 per cent of parents stated that if they knew that helping their children would increase the children's education and job status they would participate more. Therefore, parents' confidence in their own proficiency would increase their motivation to practice English literacy at home.

When asked what caused a lack of motivation in L2 reading only 40 per cent stated a lack of time hindered their motivation. This was a surprising result as preliminary interviews seemed to indicate that time constraints were the greatest factor in the absence of social literacy

practices at home. However if the previous data is correct more parents are playing with their children several times a week. One could infer they consider literacy to only involve reading. Alternatively, the parents are missing opportunities to embed social literacy practices into their work place. Finally, community and extended family members who also could participate in the children's social literacy development were being underutilised.

Social Literacy Process

Each week we have two sessions of one hour per week. There will be 10 staff members. A number of books were purchased that suited various ages from pre-school and year 1-3. We used five books per week. There would be two families using one book etc. The following lesson we can use the same books but have the families swap them. The first two weeks involve exploring basic sounds, rhyming words with the parents such as; blends and word families. In addition, components of how to effectively read a book, was taught. Next, we showed the parents how to integrate social literacy practices (games, songs art and storytelling) into their weekly routines. This illustrates that literacy is not just the book. For example, playing 'I spy' while driving in a car or singing a cleaning up song after dinner. Words rhyme should be fun and not to worry about exact meaning. Try to get the parent/child to guess the meaning from the picture and context not a direct word for word translation. I will be creating short clips some that show 'good' examples of dealing with new vocabulary and some that show bad examples. In the next section review the words and model how to elicit the new words from the children rather than just telling the child the word. The third section connected the community and historical stories to the children's world. For example: my Ukrainian grandmother would describe the traditional Orthodox Ukrainian Christmas celebrated January 6.

Our greatest challenge will be to use technology to facilitate resources for the parents that are level appropriate. In addition, based on an informal interview with the participants it was learnt some were shy to speak. However, these parents come from lower socio-economic backgrounds some only just finished high school. For them this can be intimidating. Our solution was to encourage any form of social literacy practices whether L1, L2 or L3. As well, we created a Multimodal Community Literacy YouTube channel

(<http://www.youtube.com/user/multimodalliteracy/videos?view=0>). On the channel were uploaded the stories, songs and videotaped lessons that could be utilised as resources for both the parents and children.

Future Implications

From the initial research during the activity day (only four parents were interviewed) it was revealed that the biggest problem was not access to technology but to time. Mothers want to engage in literacy with their children but either does not know how or more specifically don't have the time to do so. After the lessons the post-questionnaire findings revealed the participants voiced a desire to improve their children's' English literacy but did not know how. This is in-line with other research findings. As well, from the social literacy standpoint, literacy not a measurable product, rather it is a process that involves socio-cultural aspects of literacy that are often overlooked in the classroom (Albright, 2001). From this perspective, social literacy involves oral storytelling, jokes, songs and art. The event also promoted social literacy practices to the staff. Thus, as educators we must implement professional learning communities which can be accessed by parents. If parents increase their proficiency social literacy practices in the home will increase. Most importantly parents need resources they can easily access to teach them how to participate in social literacy practices. Data from the project has produced a 300 page e-book which is divided into lessons and resources for lecturers, teachers, and parents <http://www.multimodalcommunityliteracy.com/index.html>. With the advent of technology educators can easily create on-line learning communities. Being literate is not just about reading the word but connect to the world.

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THE USE OF FOUR CORNERS MODIFICATION STRATEGY TO IMPROVE STUDENTS' READING AND SPEAKING SKILLS FOR SMP LEVEL

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Abstract

This poster highlights the use of the Four Corners Modification strategy in reading and speaking skills for SMP level in Ambon. The original Four Corners Strategy is one of the debate strategies that help the debaters to organize their speech and practice their critical thinking skill but in the Four Corners Modification Strategy is a strategy which allows students to practice their reading ability, encourage students' critical thinking and encourage an exchange of ideas in small groups. The strategy helps students to overcome their reading and speaking problems. Besides, they are able to take live participation during corner's discussion and class participation because they can motivate themselves to speak up.

Keywords: Four Corners Modification Strategy, Corner's discussion.

Reading and speaking are considered as some of the most essential skills to be mastered. Moreover reading and speaking is an essential tool for communicating, thinking and learning. O'Malley and Pierce stated that, "Speaking in a classroom entails interacting with the teacher and peers" it is because through sharing in pair or group, students can be helped by other's thought (1996, p.59). So that it can avoid them of fear or loosing face during the process of sharing ideas. Through speaking also students learn concepts, develop vocabulary and perceive the structure of the English language which is the essential components of learning. English students who have a strong oral language base will have an academic advantage because school achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

Additionally, reading and speaking can link people with the world. One way is Students and Teacher Exchange Program. They shared experiences and the language with other students and teachers from different countries. When students talk about their ideas, they

clarify their thinking. They can figure out what they believe and where they stand on issues. Consequently, reading and speaking skills in learning English is a priority for students at schools. English learners often evaluate their success in language learning as the effectiveness of their English course on the basis of how much they feel they have improved in their reading comprehension and spoken language proficiency.

Generally, English learners often find some difficulties when they practicing their speaking, although they know about the grammar but it does not a guarantee that they can speak English fluently. According to Ur (2000), there are four main problems in getting students speak English such as the students are afraid of making mistakes, refused of being criticized by other people , shy of the attention that their speech attracts (Inhibition), the second is nothing to say in the meaning that students may be bored or feel that the topic is unrelated to anything they know then it will make them have no motivation to speak other than the fact that they know they should practice in the speaking activity, the next is about low uneven participation for example in a large class each student has very little talking time. The situation gets worse if the group has someone who dominates the discussion and some students tend to switch back to their mother-tongue because they find it awkward to talk to each other in a foreign language (Mother Tongue Used).

There are some problems regarding the students' reading and speaking competence. The problems are most students did not interested in stories because they think it is too boring and unable to comprehend the story. According to Ur, "Reading skill need to fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately and skillfully." (2006, 147) Unfortunately the teacher did not monitor the students but teacher only gave them some comprehension questions. This type of reading activity could not prove that the students understood the text (2006, 143). In speaking, the students were unable to respond when the teacher tried to communicate with them in English. They just smile or gave gesture or even kept silent (Nothing to say), while some students responded the communication but sometimes they used Indonesian language, when they responded in English, they made many mistakes in grammatical structures, moreover the passive students didn't want to involve any kinds of speaking activities at all. Besides the students did not enjoy learning English, especially speaking class and when they

were asked to practice speaking, they were unenthusiastic. This occurred because the teacher did not encourage students' motivation to be involved in class activities actively.

The Four Corners Modification Strategy is an opportunity for students to review in which students can look back at what they already read or said or explained after their classmates give comment about their explanation, students are able to assess their friends' opinion (critique), reflect opinion on the relevant issues of themselves and appraise it. By applying this strategy, students will have a chance with others in making meaning dialogue from the same or different viewpoints. They will not only acquire and build on previous knowledge, but also develop their oral skill.

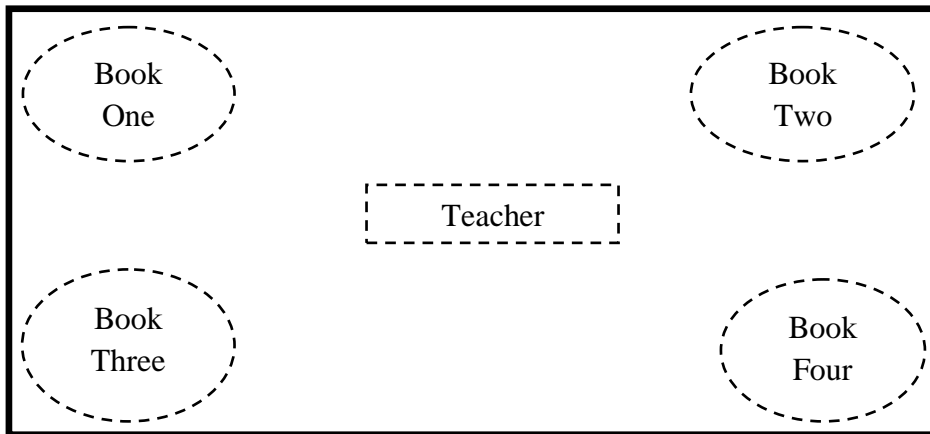
Four Corners Strategy was originally developed by Spencer Kagan which was published in 1994. The information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter in 14th September 1994. The strategy was dealing with debate skill but it can be used to developing students' reading and speaking abilities. Four Corners is a strategy of whole class discussion that requires students to read the story beforehand; writes a brief paragraph, explain the story orally, listen to other's group explanation and write down some questions regarding the story. After that, the students had to go to the corner's group to interview and find out more about the story. It also enables them to practice their critical thinking skill. In the process, students move to the corner that they want to find out more information about the story. After all the interviews, a member of each corner's group shares the result of the discussion with the whole class. This strategy can also be used effectively as a means for assessing students' critical thinking and understanding of the story. Furthermore, Adam Waxler added that Four Corners Strategy is a kind of critical thinking lesson (Four Corners Debate) which works as a great way to increase students' motivation to learn English.

Directions for Implementing Four Corners Strategy

Preparation:

- Divide the students into four groups consist of five people.

Grouping process depends on the amount of students in a class. For example, if there are 20 students in class, the teacher will divided the students into 4 groups.



Group Position

- Explain the steps of the strategy.

The teacher explains the steps to the students and make sure they understand it.

There are 6 steps in applying the Four Corner Strategy, they are:

1. Students read the story beforehand.
 2. Students write a short explanation about the story. Meaning that they have four days to read and write a short paragraph.
 3. Students explain the story orally inside the corner's group just to make sure that their team mate understand it clearly and then a member of the group present the story to the whole class or retell the story.
 4. Other corners' groups are going to listen to the story and prepare some questions.
 5. A representative member of the group has to go to other corners to interview them to gain some more information regarding the story.
 6. All students have to write a summary of the story from their groups and also from other corners' groups.
- Prepare the room by moving chairs and tables in each corner.

Teacher had to prepare the room before the class start otherwise students will mix up with chairs and tables.

- Give four different stories for each group.

The purpose of giving different stories in each group is related with the interview process. After listening to other corner's explanation, students must come up with several questions.

Here are some interesting stories but the teacher can provide other stories as long as it available and easy to access by the students. These stories used simple sentence and it is easy for the students to understand the stories.

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- 2. Thomas, Mark. *Food in Colonial America*. Welcome Books, Scholastic Inc.: 2002.**
- 3. Thomas, Mark. *Work in Colonial America*. Welcome Books, Scholastic Inc.: 2002.**
- 4. Thomas, Mark. *Fun and Games in Colonial America*. Welcome Books, Scholastic Inc.: 2002.**
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- 6. Philip, Abraham. *Jackie Robinson*. Welcome Books, Scholastic Inc.: 2002.**
- 7. Falk, Laine. *We are Citizens*. Scholastic News Nonfiction Readers: 2009**
- 8. Kennedy, Marge. *Having Fun at the White House*. Scholastic News Nonfiction Readers: 2009**
- 9. Miller, Amanda. *What Does the President Do?* Scholastic News Nonfiction Readers: 2009.**
- 10. Kennedy, Marge. *Who Works at the White House?* Scholastic News Nonfiction Readers: 2009.**
- 11. Falk, Laine. *What's in Washington, D.C.?* Scholastic News Nonfiction Readers: 2009.**
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- The students read the story for 30 minutes in the class and another 30 minutes for the worksheet and then continue reading at home for 4 days before the next meeting.
- On the next meeting, teacher gives worksheet based on the story to each group and start the discussion.
- Prepare the marking sheet in order to scoring the students during the discussion.

The marking sheet is a modification sheet between debating marking sheet and oral presentation marking sheet. The purpose of modifying the marking sheet is just to simplify the marking process.

Below is the example of the marking sheet modified by the teacher. Please refer to appendix 1 for the format of the marking sheet.

Title:						
Speaker	Name	Fluency	Vocabulary	Grammar	Pronunciation	Total
1						
2						
3						
4						
5						

Example of Marking Sheet

This is the marking scale to help the teacher score the students' performance.

Fluency:	Pace, flow, and comfort with words. Effective use of strategies: ability to interact and make him or her understood.
Vocabulary:	Correct and effective use of vocabulary.
Grammar:	Accurate use of grammar structures.
Pronunciation:	Volume, intelligibility of pronunciation, and intonation.

Marking Scale

Conclusion

This paper aims to share experience about teaching strategy in this case Four Corners Modification Strategy. As the teacher already explained before that these students have no background of English, this strategy has come up with the conclusion that students participated well during the reading and speaking activities in teaching and learning processes. In teacher's observation during the teaching and learning process toward this strategy, students had proved that they can improve their English using the FOUR CORNERS MODIFICATION STRATEGY.

Four Corners Modification Strategy helped the students to learn about how to join in discussion group, the ways to read and write a short paragraph, how to respond the questions in an interview and how to write questions to the other corners. During the implementation of

this strategy, the class was more lively and enjoyable although there were still some weaknesses occurred like crowded in class and so on.

Suggestion

First suggestion is addressed to the English teacher to provide interesting strategy including Four Corners Modification Strategy to teach English especially the reading and speaking competency.

Second suggestion is addressed to the English teacher too but, here it concentrates on how to manage the reading and speaking class well. There are some considerations that teacher should care to, for the implementation of Four Corners Modification Strategy as follows:

1. Time

Time must be scheduled very well at the beginning before having reading and speaking class with the strategy because in reality students need more times in groups or corners' discussion.

2. Reading texts

In providing the reading texts that are going to be presented by the students, at the very first time the teacher must consider the students' background knowledge and student's access to the books. So in teaching reading and speaking using Four Corners Modification Strategy, both time and reading texts are important to arrange very well on the beginning.

3. Instruction

Instruction for implementation should be explained clearly by the English teacher in order to make students take good participation. To help students getting good achievement for this strategy implementation, the English teacher has to tell the students at the beginning that they will have high score if they can ask questions in depth.

Furthermore, this suggestion is addressed to the next researcher who will conduct a research using the Four Corners Modification Strategy. Basically, the researcher must master the

concept of this strategy then cares with some items that are important to support the implementation as stated above for better improvement on speaking competency. Additionally, Four Corners Modification Strategy is not only useful for teaching English especially speaking but it also can be used for other subjects at schools on different levels that implement group discussion and participation.

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**USING ICT TO ENHANCE THAI STUDENTS' LEARNING AND
UNDERSTANDING OF LANGUAGES AND CULTURES OF
THE ASEAN COMMUNITY**

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Abstract

This project was aimed to 1) help students learned languages and cultures of the people in the ASEAN community, 2) to use the Internet and computer as tools to assist students' learning, and 3) to evaluate the students' gain of knowledge of cultures and skills in using the ASEAN languages. The study groups were 18 students enrolled in the English Course of Reading of ASEAN Cultures and Languages in the second semester of 2012 academic year at Sripatum University of Thailand. The students were divided into 3 groups of 6 persons Each to select one language and three types of native cultures from the 10 members of ASEAN community. Each group searched information from the Internet websites by using computers and other resources as available for the content needed. Each group conducted the study by learning and practicing conversation in the language chosen, and wrote two essays on the chosen topic of cultures. Students' reports were reviewed by the instructor of the course on the essays written and their group presentation of language skills. Result of the study found that students were mostly engaged in using electronic tools such as computer tablets, and smart phones rather than printed materials. Results of the pre and post t-test of reading comprehension among study groups found significant gains of knowledge on culture and language study. However, the pronunciation of language learned posted difficulty for their practices. They needed more trainings on language skills but the study topic were challenging on their curiosity to learn more.

Keywords: Electronic tools , ASEAN Community, Knowledge and Language Skills

Background of the Study

Thailand has announced her joining with ASEAN community in 2015. All government sections are to be involved in making the preparation for the Thai people to prepare themselves before joining the new community. For the education section it will be involved in the social and cultural aspects of the ASEAN third pillar. This study was conducted as a preliminary pilot project for adult college and university students to use ICT as tools to gain knowledge and understanding of languages and cultures of the people of the ASEAN community. Moreover, the study was conducted to challenge students who were enrolled in the English course on Asian plus 3 studies and to experiment whether or not ICT can enhance their learning and understanding of the new context and environments.

Purposes

1. To help students learn the languages and cultures of the people in the ASEAN community.
2. To use the Internet and computers to assist students' learning.
3. To evaluate the students' gain of knowledge of cultures and skills in using the ASEAN languages.

Study Questions

1. Can students learn the languages and cultures of the people in the ASEAN community?
2. Can the ICT tools such as the Internet and computers assist the student's learning?
3. How much the students gain the knowledge of cultures and skills in using the ASEAN languages?

Delimitation of the Study

The study covered the selected content of languages and cultures of 10 countries from the ASEAN community. These were Laos, Myanmar, Cambodia, Malaysia, Singapore, Indonesia, Brunei, the Philippines, Vietnam and Thailand. Three areas of the cultures recommended for the group to be selected from each country were Food, Festival, Life styles, Clothes, Currency, and Entertainments. .

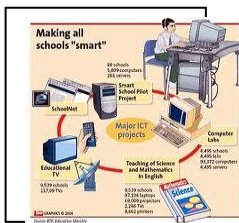
Periods and Length of Time to Study

The study was conducted in paralleling with the course of English 216 (Academic Reading) during the 2nd semester of 2012 academic year for 10 weeks. It took one and a half hours for each week plus three sessions of group presentation and evaluation. Altogether were 15 hours of the study.

Benefits of the study

It was expected that the study would not only bring new knowledge and understanding of the ASEAN community to both instructor and students but it also to explore the effectiveness of using ICT to supplement the normal English teaching course.

Review of Related Literature



Since the advent of Information and Communication Technology (ICT) into education from the previous decades, ICT has been employed teaching and learning the subject matter in schools, colleges and universities. Many research studies reported the effectiveness of using ICT to support learning opportunities such as authentic, and problem-based learning, student-centered learning environment, collaborative learning and increasing motivation (Bransford, Brown, and Cocking, 1999).

There was also a report on transforming ICT into teaching and learning by embedding ICT into everyday classroom practices. (Sutherland, et.al, 2004). Moreover, ICT can provide the basic technology for assisting language teaching/learners to acquire important communication skills in English (Ebrahimi, 2011). Although ICT could be applied in teaching and learning across a wide range of subjects such as English, history, geography, mathematics, modern foreign languages, music and science, there still have creative tension between idiosyncratic and institutional knowledge construction. (Sutherland, et. al, 2004).

It is interesting to test the hypothesis that by embedding of ICT into teaching and learning in the classroom and using students' most preferred electronic tools would enhance the students' knowledge and understanding of the new information, rather than creating tension between their creative idiosyncratic and the old method of institutional construction.

There was, however, a warning on the application of ICT into the field of education on teaching and learning. As of 2004, a review and contextualization of the literature on teaching ICT as a subject implied that there was limited, systematically-derived, quality

information. (Wikipedia, 2013). Nevertheless, this preliminary study attempted to use ICT as a tool to supplement the regular classroom situation by focusing on the students' preference in using ICT tools such as computers and Internet online. Students were allowed to explore new information beyond the traditional text-based content in the classroom on their own digital literacy approach whereby the teacher acted as a facilitator to provide supports for their active and collaborative learning.

Methodology

1. Populations and Study Groups

The population of this study was a total number of undergraduate students enrolled in the English Reading Course on ASEAN Studies in the Department of English for Business Communication, Faculty of Liberal Arts, during the second semester of the 1012 school year. Three study groups were formed to undergo their study with 6 members for each group.

2. Conducting of the study

2.1 Each study group was allowed to choose 3 countries, selected one language to study and practice, and three types of cultures of their interest. The group selected the following countries:

Group 1: Singapore, Brunei, and Malaysia. The language selected for presentation was Malay.

Group 2: the Philippines, Indonesia, and Vietnam. The language selected for presentation was Tagalog.

Group 3: Myanmar, Cambodia and Laos. The languages selected for presentation was Laotian.

As for Thailand each group was assigned by the instructor to study the main type of cultures and submitted a report but not to make a presentation.

3. Research tools.

Reading comprehension test and questionnaires. Each student was given the pre-test of reading comprehension before conducting the study and the post test after completing the presentation.

4. Learning study tasks for each group.

- a) Learning and practicing conversation on the language chosen.
 - b) Searching for information on cultures of the country selected.
 - c) Reading and writing 2 (two) essays on the topic chosen with 200 words.
5. **Making a report of the findings** and submitting to the instructor for review and evaluation.

6. Presentation and evaluation.

Each group presented their findings as in the followings:

- (1) Making role plays of conversation (30 minutes).
- (2) Reading of essays on cultures in English (30 minutes)
- (3) Giving responses to the questionnaires given by the instructor. (30 minutes)
- (4) The instructor interviewed each group and assigned marks for the presentation. (60 minutes).

7. Data collection, analysis and interpretation

7.1 Students scores from the pre-post reading comprehension tests.

7.2 Instructor's interview reports and student's responses from the questionnaires (5- rating scales).

7.3 The data were reported in numbers and percentages.

8. ICT Tools for the study

- 8.1 Internet online accessed from the university computer laboratory.
- 8.2 Students' preferred electronic tools using outside of the classroom.

Analysis of the Study Results

A. From the questionnaires with 5-level rating scales.

1. Background of Knowledge of ASEAN

Table 1 Student's background of knowledge of ASEAN

No.	Background	Levels	of	under-	standing	Total	
		5	4	3	2	1	
1.	Before studying	4 (22%)	6 (33%)	4 (22%)	1 (17%)	0 0 (100%)	18
2.	Gained knowledge from the study	11 61%	4 (22%)	3 (17%)	0 0	0 0 (100%)	18
3.	Would like to study more	10 (56%)	6 (33%)	2 (11%)	0 0	0 0 (100%)	18

Table 1 showed that students had a minimum level of knowledge about ASEAN before conducting the study (33%), gained most of knowledge from the study (61%) and a half of total numbers of students would like to continue more study (56%).

2. Knowledge of Languages and Cultures of ASEAN

Table 2 Students' knowledge of languages and cultures of ASEAN

No.	Knowledge of languages and cultures	Levels of understanding					Total
		5	4	3	2	1	
1	Before conducting the study	3 (17%)	5 (28%)	4 (22%)	2 (11%)	4 (22%)	18 (100%)
2	After studying	14 (78%)	2 (11%)	2 (11%)	0 0	0 0	18 (100%)
3	Would like to learn more	12	4	2	0	0	18

		(67%)	(22%)	(11%	0	0	(100%)
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Table 2 showed that students had a minimum level of knowledge of ASEAN languages and cultures

before the study (28%), gained much understanding of the knowledge after the study (78%) and would like to learn more (67%).

3 ICT Source and Devices Used in the Study

Table 3 Sources of Media Used by Students

No.	Types of Media	Levels of use					Total
		5	4	3	2	1	
1	Radio/TV	16 (89 %)	2 (11%)	0 0	0 0	0 0	18 (100%)
2	Internet Online	4 (22 %)	8 (44%)	4 (22%)	2 (12%)	0 0	18 (100%)
3	Printed Materials	3 (17%)	2 (11%)	6 (33%)	3 (17%)	4 (22%)	18 (100%)

Table 3 showed that most of students used radio/TV as sources of information (89%), from the Internet online (44%) and from printed materials (33%).

4.Types of electronic media used by students

Table 4 Types of media devices used by students

No.	Types of Media	Levels	of	uses		Total	
		5	4	3	2	1	
1	Computers	2 (11%)	10 (56%)	6 (33%)	0	0	18 (100%)
2	Smarts phones	17 (94%)	1 (6%)	0	0	0	18 (100%)
3	Others (iPad, Tablet,)	11 (61%)	4 (22%)	3 (17%)	0	0	18 (100%)

Table 4 showed that students mostly used smarts phones (94%) followed by computers (56%) and other devices such as iPad/Tablets (61%) .

5.Benefits of Knowledge of ASEAN

Table 5 The benefits of knowledge of ASEAN

No.	Benefits	Levels	of	having	benefits	Total	
		5	4	3	2	1	
1	General understanding from other groups	11 (61%)	4 (22%)	3 (17%)	0	0	18 (100%)

2	Knew information within the group	6 (33%)	4 (22%)	4 (22%)	4 (22%)	0 0 (100%)	18
3	Learned new ASEAN languages from other groups	2 (11%)	4 (22%)	2 (11%)	4 (22%)	6 18 (33%) (100%)	
4	Learned ASEAN cultures from other groups	6 (33%)	6 (33%)	3 (17%)	3 (17%)	0 0.00 (100%)	18
5	Prepared to join more ASEAN study groups	8 (45%)	6 (33%)	4 (22%)	0 0	0 0 (100)	18

Table 5 showed that most of students learned general knowledge and understanding from the sharing among the groups (61%), knew information shared within the group (33%), learned not so much of the languages from the groups (33%), gained most and more ASEAN knowledge of cultures from the group (33 %), and some were prepared to join the other group in studying of ASEAN community (45 %).

B. From the instructor's report

1. The instructor's reports on students' learning of ASEAN cultures and languages based on the group interviews.

Student's rating of their appreciation and preference on native cultures of ASEAN countries as in the followings :

- 1) Cultures: Music and arts performances; food preference; clothing and fabrics: living styles which showed national identity; and public entertainments.
- 2) Languages: Comparative Thai-Laos, English and Chinese as in Singapore (for business and daily living), Malay, Tagalog, Vietnam (most difficult in pronunciation practices).

2. Results of the t-test of students' pre-post reading comprehension scores

Diagram 1 Paired Samples Test

Test	N	Mean	S.D.	t	Sig. (2-tailed)
Pretest	18	4.06	.873	-	.000
Posttest	18	8.11	.832	19.718	

Diagram 1 showed that the paired samples test of the study groups was statistical significant at .05 level.

3. The students' problems encountered from the study

The study groups of students encountered some problems in conducting the study on ASEAN languages and cultures.

1. They found that there were a variety of languages used in ASEAN community , some were difficult to learn such as the Vietnamese.
2. Not enough information on languages and cultures of ASEAN community.

However, the study had revealed some interesting knowledge on languages and cultures which need more studies.

3. Time to prepare for joining the ASEAN community was so short and they were worried that Thai people could not be able to cope with other people in the community.

Findings

Results of the study gave answers to the research questions as in the followings.

RQ#1 Can students learn the cultures and languages of the ASEAN community?

- (1) Students could learn the cultures and languages of the ASEAN community as shown by Table 1 that students had a minimum level of knowledge of ASEAN before conducting the study (33%), gained most of knowledge from the study (61%) and a half of total numbers of students would like to continue more study (56%).

RQ#2 Can the ICT tools such as the Internet and computers assist the student's learning?

- (2) The use of ICT to assist students learning was found that most of students used radio/TV as sources of information (89%), followed by from Internet online and

printed materials, and students mostly used smart phones (94%) followed by computers and other devices such as iPad/Tablets.

RQ#3 How much the students gain the knowledge of cultures and skills in using the ASEAN languages?

- (3) Most of students learned general knowledge and understanding from the sharing among the groups (61%), knew information shared within the group (33%), learned not so much of the languages from the groups (33%), gained most and more ASEAN knowledge of cultures from the group (33 %), and some were prepared to join the other group in studying of ASEAN community (45 %).
- (4) Moreover, results of the t-test of students' pre-post reading comprehension scores were statistical significant at the .00 level.
- (5) Finally, students expressed some problems on time constraints in searching for the information from the Internet online. They needed more time to complete the study.

Discussion

Results of the study by using ICT to supplement the teaching and learning English revealed that ICT can help students to learn and understand new knowledge and to increase slightly in their skills in speaking other languages beyond the English text lessons used in the classroom. Although the learning outcomes were not sufficient enough to increase their language skills they could expand their interests to continue more learning episodes. The students' report also showed their eagerness in exploring new knowledge by using their own ways and could get access to authentic information from the Internet online and from their smart-phones which were their most preferred electronic gadgets. This new quasi-experiment yielded results in line with other previous studies that ICT could bring exciting curricular based on the real-world problems into the classroom ,(Bransford, Brown, and Cooking,1999; Janusz, et.al,2007). Students could gain experiences in active learning, critical thinking and cooperative learning (Al-Juboury, 2011).

Conclusion

Using ICT in the classroom could enhance students' learning and gained new knowledge and understanding of the cultures and new languages of the people in ASEAN community. Students had experiences in making cooperative learning within their groups,

with critical thinking and active learning. By using the computers and their own mobile smart-phones and other digital tools, students found new knowledge on cultures from the neighboring countries from the Internet online and they could assemble the findings and enjoyed practicing the unfamiliar new languages. Students were challenged to engage in more learning and more English practicing.

Recommendations

This study had only 10 weeks using 15 hours to complete the learning tasks beside the regular English text-based lessons, it needed more time to expand new knowledge and to increase their understanding of the people in ASEAN community. In order to explore sufficient studies of using ICT in the classroom there are some following recommendations.

1. Teachers should apply more ICT tools in the classroom, if not be able to have a fully application, to supplement the traditional and limited text-based teaching and learning content.
2. Further studies should have a longer period of using ICT in order to allow students to have enough time to search more information and practice the new languages.
3. For the recommendations on preparation to join ASEAN community:
 - 3.1 Thai people should step up their English language skills in order to have effective communications with the people from the ASEAN community.
 - 3.2 The free flows of working manpower from ASEAN community in different fields of jobs opening would be overpowering to the local Thai working labors who have less efficiency skills.
 - 3.3 The government should open more free classrooms for learning English in every district to attract students and adults to come and engage in learning and practicing English for better communication with the influx of people coming from ASEAN community.

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**CULTURE SENSITIVE LANGUAGE INSTRUCTIONAL MATERIAL AND
ACTIVITY: AFFIRMING CULTURE CONTRIBUTION TO
THE TEACHING OF EIL**

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Abstract

The nature of English as an International language has influenced the role of culture and the way it is included in the teaching of English. The role of culture in teaching an international language calls for different approach in which the role should be understood within the relationship between an international language and culture itself. Culture should not be approached as the supply of cultural information merely. The goal of learning English as an international language that facilitating the students to encounter the enhancement in cultural consciousness and utilize it in any setting of intercultural communication, also brings impact to how teachers deal with the instructional activity and materials. If the inclusion of culture is not managed in accordance to the aforementioned role and goal, then instead of enhancing learners' intercultural awareness, stereotyping, misleading cultural conception and some impediments in the teaching-learning process will appear as the result. This paper argues that the process of EIL learning and teaching will benefit from the appropriate management and exploitation of cultural issues. Some choices of cultural content would be addressed in the first part. Besides, some ideas on instructional activities especially those specially designed to support students in coming into contact with new culture would be shared as well.

Introduction

The teaching of language and culture is believed to have an inter-relational relationship for the teaching of a language is also the teaching of its culture. Language teaching does not only provide the students with language competence and communication skills but developing their social (cultural) skills in terms of using language appropriately.

Yet, how deep culture is being explored and positioned appropriately to ensure ESL/EFL classroom fulfill its objective? Culture's position in the instructional activity, in terms of its content, its teaching methodology, its objective of inclusion in instructional activity, is influenced by the internal and external context of ESL/EFL classroom..

Culture so far is involved as the supply of cultural information. Such information typically includes at least one of one of the following dimensions of culture discussed by Adaskou, Britten, and Fahsi (1990, cited in Mc Kay, 2002): 'the aesthetic sense' in which literature, film, and music of a target language country are examined; 'the sociological sense' in which the customs and institutions of this country is explained; 'the semantic sense' in which how a culture's conceptual system is embodied in a language is investigated; and the 'pragmatic sense' in which how cultural norms influence what language is appropriate for which contexts is examined. Yet, the nature of English as international language determines the role of culture in teaching learning process. McKay argues that the role of culture in teaching an international language needs to be significantly different from the role of culture in teaching other languages (2005). The role of culture should be understood within the relationship between an international language and culture itself. Smith (1976, cited in McKay 2005) asserts the relationship of an international language and culture :

- a. Learners of an international language do not need to internalize the cultural norms of native speakers of that language.
- b. The ownership of an international language becomes "de-nationalized".
- c. The educational goal of learning an international language is to enable learners to communicate their ideas and culture to others.

In the context of an international language, if culture is still approached in the way that discussed in aforementioned paragraph then problems would arise (McKay, 2002). First, it cannot be assumed that the culture of any one particular country, especially an Inner Circle Country, should provide the basis for cultural content. Second, if one of the goals of using culture in EIL teaching is to help the students interact in cross-cultural encounters, then merely knowing about the culture will be insufficient to gain insight into how to interact in these encounters. In order for this to occur, the students need to reflect on how such information might affect their information.

These backgrounds influence the existence of culture in ELT classroom in terms of how it should be positioned, what culture content should be presented and what teaching methodology should be used. If culture does not manage and exploit appropriately, then, instead of enhancing learners' intercultural awareness, stereotyping, misleading cultural conception and some impediments in the teaching-learning process will appear as the result. Representing culture in the classroom will be a counter-productive measure.

Bringing Culture in the Classroom : What and Whose Culture?

English is spoken by billions of people worldwide but when opening a EFL/ESL textbook, *whose culture is presented* ? In most probability the culture content presented are mainstream of native speaker. Mainstream content means the majority groups, whose culture is the dominant one, are the central of the discussion whereas the minority groups are excluded from the content objectives.

The culture content of the textbook and teaching materials is essential to consider for they can be seen as ideology (Cortazzi and Jin, 1999), in the sense that they reflect a worldview or cultural system, a social construction that may be imposed on teachers and students and that indirectly constructs their view of a culture. Valdes (1990. cited in Baker 2003) shares the same account that every lesson is about something and that something is cultural. Unfortunately, this aspect often passed unrecognized when deciding the culture content to be included in the textbook and teaching material.

Further, they propose three patterns in English textbooks and teaching materials reflecting cultures : target culture materials, source culture materials and international culture materials. Each of the pattern present their benefits and disadvantages related to the role and contribution of culture to the teaching learning process, the achievement of students' goal in learning English and the building of students' intercultural competence.

We will examine each of the pattern and then see how these patterns are used in the ELT.

- Source culture materials refer to materials which its content focus on learners' own culture. Related to the teaching learning process, this material shows its significant contribution. It seems that the involvement of the students will be higher since the topic is familiar to and is

in the immediate environment of the students. Besides, the teachers, who come from the source culture, share, at least, the same access and resources to cultural information. McKay (2005) points out that this will help the teachers to secure their problematic position and role, especially those whose students' culture background view the teacher as the single provider of communication. This materials are usually designed to help students become aware of and able to communicate their own cultural identity by using English. This implies a supply of context for learning and using English.

Yet, Cortazzi and Jin (1999) states that even though the students are provided the context and opportunity to communicate (in English), but they can only communicate within their cultural frameworks because they have not encountered cultural alternatives and are therefore likely to carry their home culture with them in their use of English. In such material, the students see member of their own culture, in their own context, who are not different from themselves, except that they all speak English. They have limited contact and direct encounter with different culture form and context which require different communicative (cultural) strategy.

- **Target Culture.** Textbook and teaching materials can also based themselves on target culture; the culture of the country where English is spoken as the first language. Since the topic presents a kind of new and unfamiliar information about the English-speaking cultures, the students may be interested in learning more. For students whose (one of) the goal of learning English is preparing themselves to encounter activities involving English-speaking people, this content culture brings such a significant contribution.

Yet, McKay (2005) argues that some of this kind of materials are largely irrelevant or uninteresting. To some extent this may present cultural conflict for the students. The portray of the member of target cultural group along with their ideas, lifestyle, norm and values may lead to culture homogenization. This can be counter-productive since students who find themselves as the minority will feel threatened culturally (to some extent religiously) and it calls for a defense. Feeling pressured and threatened, people will usually seek refuge in their primordial identities including cultural one (Naisbitt, 1994. cited in Lie 2002). This cultural – psychological context may hinder learners' development of individual as well as group

identities. Lie (2002) points out that it is likely that students who are underrepresented and/or negatively stereotyped in the learning materials are vulnerable to the feeling of ambivalence about their group identification. To some extent, this may be blocks stand in learners' learning process.

- **International Target Cultures.** Some other textbooks and teaching materials include a wide variety of cultures set in English-speaking countries or in other countries; international target cultures. The uninterested students and the lack of information needed to explain the cultural information in the materials may still appear as the disadvantages of this kind of material. Yet, some benefits might arise from using this kind of material related to the enhancement of students' intercultural competence. When students come into direct contact with other cultures, the opportunities to experience reflective interpretation of their own culture (C1) and the culture of others (C2) will be available. This experience involves the students in an objective and subjective reflection of C1 and C2 from which they must choose their own meanings that best reflect their personal perspectives. By careful and effective management, the teacher may, also, lead the students to the finding of manner in which English is used effectively to communicate with others for international purposes.

In determining what culture content to be presented, the teachers should take into account such considerations as the goal of students' language learning and the focus of teaching culture. The content of target culture might be the appropriate choice if students' goal of learning English is to prepare themselves to come into direct contact with the English-speaking people for different purposes (planned to study, visit or work in English-speaking countries). Enable them to use English according to the culture norms of English-speaking countries will be the goal of the teaching. Therefore, exposing them to the English linguistic level (semantics, pragmatics and rhetoric) which is embedded culturally and helping them to learn it, not only acquire it, will be the concern of classroom activities. Concentrating on the dimensions of aesthetic and sociological as proposed by Adaskou, et.al (1989. cited in McKay 2000), this culture will prepare and facilitate this group of students better in for their possible future visit to English-speaking countries. But if it seems that they will remain stay, work or study in their own country whose diverse cultural view (as some Asian countries), the reinforcement of their culture basis will be a more appropriate choice. On this level,

English language learning and teaching contribute significant contribution to the preservation of local culture and self (cultural)-identity.

The focus of the teaching will also determine what culture content to be presented in the classroom. If the focus of the teaching is to introduce the phonological, lexical (semantic), pragmatic, rhetoric and grammatical system of English, a major emphasis is placed on the target culture. Students are encouraged to grasp the interrelation between language and culture (Harumi 2002). In this focus the students are systematically introduced to (and are expected to recognize) the close ties between certain lexical items, pragmatic sense, rhetorical pattern and the culture norm. They will come to an understanding that those linguistic aspects are well-embedded in English-speaking culture, therefore should be interpreted in the related culture.

If helping the students to become aware of the existence of different cultures is the focus of the teaching, the display of various culture content should be taken place in the classroom. The main concern of this focus is to increase and develop students' intercultural competence. The more exposure and contact to different cultures, the higher awareness of the differences will be. The teachers may freely display all cultural contexts based on the cultural configuration of the class and encourage an inter-culturality – relating first (native) culture to second culture and reflecting on perceptions of them. When learners are given the opportunity to see their culture from the point of view of another culture, they are able to understand their culture better and see how it interacts with cultures and what are its unique and distinct characteristics. The theme and content-based instruction approach will provide wider room for this purpose. Through this approach, teachers offer students many opportunities to communicate in the target language and provide content (in this case multi-cultural issues) for this communication.

Helping Students Coping With Acculturation

Concerning cultural background, each student brings with them the cultural mores and patterns of accepted behavior learned in their native culture which may diverse from their classmates and teacher. They arrive with not only their mother tongue but also their way of

interacting and expressing themselves according to strategies and conventions learnt in their own linguistic and cultural community.

When they learn English (with various culture content) they come into contact with various culture at the same time; the culture of their classmates, the culture of the teacher, and the culture of the textbook and teaching material. Brown (2002) states that learning second or foreign language involves the acquisition of a second (cultural) identity. The contact with other cultures and acquiring second cultural identity can be disrupted and take them to experience culture shock. Unfortunately, this aspect is often neglected during teaching-learning process. Few attention are paid to how supports are provided for students to go through the acculturation process. Besides, students' native culture and cultural experience are able to be exploited as the source to support the process of second language learning.

As the students begin to lose some of the ties of their native culture and to adapt to the second culture, they experience feelings of chagrin or regret, mixed with the fearful anticipation of entering a new group. They suffer from feelings of social uncertainty or dissatisfaction-, as a significant aspect of the relationship between language learning and attitude toward the foreign culture *-the concept of anomie* (Brown, 2002). Anomie might be described as the first symptom of the stage of acculturation. A feeling of "homesickness", where one feels neither bound firmly to one's native culture nor fully adapted to the second culture. It is unavoidable since becoming bilingual or multilingual means becoming bicultural or multicultural to some extent. The development of instructional activity must consider this issue by being sensitive to this cultural state and establishing the bridge across them otherwise it will obstruct the further language learning process. He believes that the language mastery might not effectively occur before the acculturation stage or even more likely, that learners might never be successful in their mastery of the language.

In assisting the students whose feelings neither bound firmly to their native culture nor fully adapted to the second culture (the culture of their classmates, the culture of the teacher, and the culture of the textbook and teaching material), the teacher should attempt to bridge the gap by supporting them to establish their "third place" in which they position themselves between their first culture (C1) and the second culture (C2) (Kramsch, 1993). This "third place" involves the learners in an objective and subjective reflection of C1 and C2

from which they must choose their own meanings that best reflect their personal perspectives. The students are encouraged to reflect on comparisons between cultures and form their own perspective on them. Hence, this conception of culture emphasizes the importance of individual interpretations of culture rather than rigid stereotypical notions.

This establishment of third place should be supported by some systematic activities, otherwise, the goal of reflective activity will not be achieved. Below is adapted ideas (adapted from Kramch, 1993) of how the teacher can assist their students in conducting their reflective activity. First, the teacher can establish a sphere of inter-culturality , - in which the learners are encouraged to relate C1 and C2 and reflect on perceptions of them. The more reflective activity they have, the clearer relationship between different cultures they will find. Second, the focus of the teaching culture should be on interpersonal process, - the instructional activities should be gone beyond the presentation of cultural facts and moving towards a process of understanding what seems to be the “foreignness” of other cultures (macro-features such as specific cultural values and attitudes). The differences should be deliberately made visible to the students. By finding the differences they are able to understand their own culture better and see how different cultures interact one another what are its unique and distinct characteristics. By increasing students’ awareness of culture differences, their appreciation and respect for cultural differences can be developed.

Third, the cultural differences should not be viewed as only national traits. Many other aspects of culture such as age, race, gender, social class should be taken into account. The teacher can exploit some of the interesting or problematic pattern of classroom interaction and relationship as the source of discussion. This, however, demands an intercultural knowledge, skills and awareness of the teacher. Fourth, the teacher should cross the disciplinary boundaries, - understanding culture by encompassing other subjects as sociology, ethnography and socio-linguistics. The explication of the differences between cultures –how does particular culture operate, how does it produce its values and concept, what are its differences- is essential to be provided for the students so that the negative stereotypes can be broken. Being able to do so the teachers should facilitate themselves with such culture knowledge and understanding as the external forces and internal forces which contribute to the existence of particular cultural frame, concept, value and practices. Surely,

their background as English language teacher is not an adequate resources and key to the access of cultural knowledge for this purposes. If this process of acquiring culture and language is successful, learners would be able to use English in such a way to communicate effectively and appropriately and also in a way that reflects their own local cultures and personal beliefs (Kramsch & Sullivan, 1996 cited in Baker, 2003).

Some Raised Implications

Some implications are raised in repositioning culture based on the discussed items above.

- Training and re-training teachers in the area of cultural literacy and cultural consciousness-raising should be conducted periodically. Fantini (1995) extends the line of this arguments when he proposed an expansion of goal of language education for developing intercultural communicative competence. It is expected that they will be well-equipped with culture literacy for it will enable them in dealing with culture and culture reflection and managing diversity well. They should expand their horizon by facilitating themselves with common cultural issues, especially those which are in learners' immediate cultural context. Unless the teachers has sufficient awareness, knowledge, and skills to manage students' various culture appropriately, they are going to face trouble in the classroom.
- Cultural issues are not only topic to be introduced and discussed but a way of teaching. The teachers cannot develop and enhance cultural awareness in a way that against cultural equality. Teachers are the model for their students either in social, cultural, affective or cognitive setting. The students will pick up verbal and non-verbal cultural cues and collaborate them into their cultural belief system.
- Teachers should select and choose the textbook and teaching materials wisely. They should set up some criteria about what a culture sensitive teaching material should be. Textbook and teaching material is the sourcebook and material not course book and material. The teachers can use supplementary materials which present various ethnic contexts.
- Students are no longer the passive recipients of their teacher expertise, for they are the actor in the class who has their own cultural values and belief system and the active

explorer of their cultural odyssey. The teacher can ask them to bring their own culture issue in their immediate surrounding for this will boost their culture sensitivity.

Conclusion

The second and/or foreign language learning and teaching could benefit from the appropriate management and exploitation of cultural issues. Culture is an inevitable aspect of language, therefore the existence of “foreign culture” in the EFL/ESL classroom cannot be avoided. Internally, each of the teaching and learning component –teacher, students and their classmates, teaching materials, textbook) brings with them their own culture mores and system. Externally, the enormous spread of English along with its culture hegemony calls for national sentiment which may lead to either teacher’s or students’ cultural defense. Yet, ESL/EFL classroom could benefit from the appropriate management and exploitation of cultural issues. By determining effective culture content which based its choose on the goal of teaching, students’ goal of learning and external context of the classroom, culture presented in the classroom will not be an impediment to teaching learning process, will assist and support EFL/ESL classroom to achieve its instructional goal and will assure English and English language teaching’s role in the preservation of local languages and cultures. Further, if cultural diversity is managed well, it will contribute significant role to the achievement of teaching-learning’s goal especially the development of intercultural competence.

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EFFECTIVENESS OF DIFFERENT TYPES OF PROSODIC INSTRUCTION

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Abstract

For ESL/EFL learners whose L1 is syllable-timed like Chinese and Japanese, the stress-timed nature and rhythm of English is a bottom-up skill they especially need (Celce-Murcia, Brinton, & Goodwin, 2001). Since Dauer and Browne (1992) suggested that students can dramatically improve their overall intelligibility by receiving explicit connected speech instruction, whereas Cai (2008) proposed that sentential stress practice could facilitate the production of proper English rhythmic structure, this study thus aims to compare the effectiveness of these two types of instruction. The participants were three homogeneous classes of Taiwanese sophomore English majors randomly assigned to receive the explicit connected speech-focused instruction, the stress-focused instruction, or the control group receiving no prosodic treatment. The two experimental groups received weekly instruction of 50 minutes for 12 weeks to accommodate the rhythmic problems that they have difficulties to produce. *Sound Concepts* (Reed & Michaud, 2005) was used as the major teaching material, and selected poems and song lyrics were also integrated into the lesson plans. A passage reading task was used to elicit their production performance for comprehensibility rating in both the pretest and the posttest phrase to measure the effectiveness of instruction. The results showed that both experimental groups outperformed the control group, whereas the connected speech-focused instruction was equally effective as the stress-focused instruction.

Introduction

The role of connected speech and stress in prosody and intelligibility

Viewed from the perspective of communicative competence, pronunciation instruction is a crucial area in that it improves comprehensibility and intelligibility. Comprehensibility

refers to the listener's ability to understand the meaning of an expression in its context (Jenkins, 2002). Intelligibility in this study is defined as features of the speech signal, referring to the extent to which the acoustic-content of the message is recognizable by a listener (Field, 2003). Suprasegmental features like word stress, rhythm, and intonation (collectively referred to as prosody) have taken a major position in Communicative Language Teaching since 1970s (Field, 2003). The emphasis on prosody serves the need for fluency more than accuracy (Goodwin, 2001). And prosody is identified as a main factor for intelligibility of a nonnative English speaker (Anderson-Hsieh, Johnson, & Koehler, 1992). Gilbert (2008) observes that monotonous manner of speech can diminish the effectiveness of the prosodic features that the listeners need for intelligibility. She further stresses that students must be helped to understand that reduction is a necessary part in a speech to provide needed highlight for the key message of a sentence.

It is proposed that the target for teaching pronunciation in English as a second language must be the authentic connected speech that is used by most native speakers, not an artificial and over-correct model too closely tied to the writing system, which is an entirely different modality. In English, this means learning the language's rhythmic patterns to make hypotheses about where words begin and end. Students can dramatically improve their overall rhythm of English and thus their intelligibility by: (1) shortening function words; (2) linking words together; (3) pronouncing /t/ and /d/ authentically; and (4) pronouncing final consonant groups (Dauer & Browne, 1992).

Gilbert (2008) finds that it is a challenge for English learners to learn to reduce structure words. The problem arises from the difficulty of "pay[ing] attention to the words that need to be obscured" (p. 14). Katchen (1988) brought up the issue of good pronunciation in college English education, especially that for English majors. Katchen introduced the use of literature (prose writings, poetry, and speeches), songs, tongue twisters, and cultural materials into the pronunciation course. But whatever material was used, Katchen laid emphases on "as much oral practice as possible and the more in connected speech, the better" (p. 214).

Avery and Ehrlich (1992) defined rhythm of authentic English as enough "differentiation between stressed and unstressed syllables, the reduction of function words, the linking of words and phrases, etc.." (p. 73). The stress placed on words within sentences is called sentence stress or prosodic stress. Silipo and Greenberg (2000) define prosodic stress as a component integrated in spoken language to properly express the intended meaning of the speaker. This is especially true with stress-timed languages, like English, which depend very much on prosodic stress for the clarification of meaning in words and sentences. Prosodic stress is significant in that it offers the targeted focus of the speaker's intention, drawing the listener's attention to the information that is new or important. The knowledge of prosodic stress is thus a valuable tool to facilitate processing good expressions through emphasizing the right syllable.

In second language acquisition, learners' ability to control the use of stress and rhythm to perfect their pronunciation is a crucial factor of their performance in speaking English. McNerney and Mendelsohn (1993) believe that the focus on suprasegmentals like word stress, sentence stress and intonation are effective for a short-term pronunciation course. Methods of teaching sentential stress are suggested; for example, students should learn to detect the proper stress when the teacher or the tape is demonstrating. They also should learn not to stress every content word; stressing on the focus word is an ability which needs constant practice to master. Cai (2008) also proposed that sentential stress practice could facilitate the production of proper English rhythmic structure

Purpose of the Study

Seeing that the connection between intelligibility and the control of connected speech and stress had been established, the present research aims to compare the effectiveness between connected speech-focused instruction and stress-focused instruction on improving EFL learners' intelligibility. The following research questions will be answered:

1. Between connected speech-focused instruction and stress-focused instruction, which type of instruction is more effective in improving Chinese EFL English majors' intelligibility?
2. How do the two types of prosodic instruction improve the Chinese EFL English majors' difficult areas?

Methodology

Participants

The present study recruited three homogeneous classes of sophomore English majors (N = 49) from a university in central Taiwan. The students' proficiency level is intermediate GEPT, equivalent to the score of 61-80 on TOFEL iBT. One group (N = 17) was randomly assigned to receive the explicit instruction of connected speech modification (CS-focused group); another group (N = 19) received the explicit stress instruction (Stress-focused group); whereas the other group (N = 13) served as the control group. With inter-rater reliability of 0.831, the GEPT intermediate level test was given to ensure the homogeneity among the three groups. Statistics showed that there is no significant difference among the three groups in terms of their GEPT performance, Chi Square = 0.782, $p = 0.676$.

Material Selection

The present study adopted *Sound Concepts: An Integrated Pronunciation Course* (Reed & Michaud, 2005) as the major teaching material. The instruction on CS-focused group

centered on six types of connected speech, C-V linking, contraction, h-deletion, palatalization, elision, and flapping (Celce-Murcia, et al., 2001). *Hit Parade Listening* (Kumai & Timson, 2010) was used as a supplement to enhance the use of connected speech. The songs selected for *Hit Parade Listening* cover a comprehensive range of connected speech, for example contraction, deletion, elision, palatalization, flapping, linking, etc.

Reed and Michaud (2005) have observed that adult second language learners' pronunciation problems can be caused by their inability to discern the differences between the sound produced and the sound taught. To address this problem, Reed and Michaud (2005) use an "auditory feedback loop" to construct a relationship between the learner's perception and production of a sound. The learner's own pronunciation (i.e. the mental picture of the sound) is used as the input material for production. He/she produces a sound, hears a target sound, and produces the sound perceived again. In the process of trial and error, the learner undergoes a procedure of production-and-perception until the feedback loop is broken, a time when the learner is capable of forming the target sound in his/her mouth. At this juncture, a new mental picture of the sound has to be committed to the mind to replace the old one. The learning of targeted features is thus completed.

This concept strengthens the importance of learning the targeted feature through a model of integrating listening and speaking. In the process of production, the learner's perception of the correct targeted feature is facilitated. The illustration of the Integrated Model of Pronunciation (auditory feedback loop) provided by Reed and Michaud is shown in Figure 1.

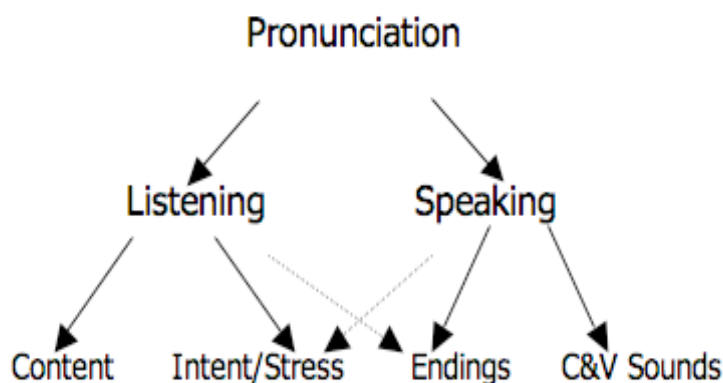


Figure 1: Integrated Model of Pronunciation (Reed & Michaud, 2005, p.4)

The phrase "pick up" is used for an example:

Table 1. *Teaching Connected Speech*

C-V linking	How should I say it	How did I say it	What was my mistake
Pick up	Pick up Pi-kup	Pick a up	Inserting a schwa between <i>pick</i> and <i>up</i>
Picked up	Picked up Pick-dup	Pick a up	Missing an inflectional suffix between <i>pick</i> and <i>up</i>

Table 2. *Teaching Sentence Stress*

Putting the stress on the right word	How should I say it	How did I say it	What was my mistake
Please pick it up.	<i>Please pick it up.</i>	<i>Please pick it up.</i>	Stressing the wrong words

As for the stress-focused instruction, the participants worked on poem-reading and Jazz Chants focusing on sentence stress. Besides *Sound Concepts: An Integrated Pronunciation Course* (Reed & Michaud, 2005), the present study considered poetry an effective reading form for the demonstration of the stress-timed tendency of English. As Maley and Duff (1989) have pointed out, memorability and rhythm are strengths for language teachers to consider using poetry in a language class. The criterion for choosing the teaching material for this experiment is based on the simplest, strongest and most speech-friendly rhythmic pattern, iambic pentameter, which bears speech-like rhythms (Kennedy & Gioia, 2009); an iamb is a two-syllable word or pair of words which follows the pattern of unstressed syllable/stressed syllable, and pentameter is five sets of the same meter. Poetry in iambic pentameter always has an orderly form -- five-beat lines written in syllable-stress meter. They need the continuous stabilization provided by a metrical form that controls every syllable; without this control, they easily fall into formlessness (Attridge, 1995). When trying to produce a poem-reading in a smooth flow, linking (C-C, C-V, V-V, elision, deletion, etc.) needs to be applied for a better effect. Cai (2008) defined sentence stress on two levels. The first level is the indication of the important words in the sentence. The second level is its function of creating the rhythmical structure of the sentence. The second level of definition strongly supports the design of poem-reading activity, focusing on stress, in this study. The fact that the rhythm of English speech is decided by stressed syllables alternating with unstressed syllables allows learners to follow the iambic pentameter that is easily found in Robert Frost's poems.

Instruments

The subjects were required to orally read a 24-sentence self-developed reading text, "Dear Emily" as the pretest and the posttest. The reading text is composed of six types of connected speech, linking, flapping, elision, h-deletion, contraction, and palatalization, which have been shown to be vital connected speech forms affecting both ESL (Melenca, 2001; Underwood & Wallace, 2012) and EFL learners' oral performance (Ting & Kuo, 2012). With reliability coefficient of .836, "Dear Emily" takes the speech form, instead of individual sentences, in order to elicit a more natural prosodic production of English speech.

Treatment

The explicit instruction took 12 weeks, 50 minutes per week. For the CS-focused group, 12 weeks were evenly allotted to the six targeted connected speech patterns. The regular format for a CS-focused class was *Introduction to the connected speech pattern* (defining the pattern), *Sound concept check* (using "auditory feedback loop"), and then *Song (or Poem) Activity*. As for the Stress-focused group, 12 weeks were evenly allotted to 6 prosodic components, syllable structure, stress and rhythm, sentence stress, pause, contrastive stress, and intonation (Sawaengmongkon, 2013). The regular format for the stress-focused instruction group was *Introduction*, *Prosody check*, and *Poem-reading or Jazz Chant Activity*.

Data Analysis

The pretest and the posttest were rated according to the scoring criteria of features proposed by Warren, Elgort, and Crabbe (2009) including consonants, vowels, word stress, sentence stress, rhythm, intonation, and rate. The rating was given on a 9-point scale by two experienced pronunciation instructors, a native speaker and a non-native speaker, both having more than 20 years' pronunciation teaching experience. Raters listened to each utterance twice and mark the difficult areas with ticks; for example, if the feature of vowel sounded problematic, the rater would give that area a tick. After the difficult areas were determined, an overall intelligibility rating from 1 (not comprehensible at all) to 9 (highly comprehensible) was assigned. The inter-rater reliability was determined to be 0.834. Due to the sample size of the current study, the nonparametric Kruskal Wallis Test (the nonparametric one-way ANOVA) was conducted to reveal the posttest performance difference among the three groups.

Results

The present study was conducted to investigate the effectiveness of improving EFL English majors' intelligibility through instruction of connected speech and sentence stress. To answer the first research question, Kruskal Wallis Tests were conducted to reveal the pretest and posttest performance difference among the three groups. Table 1 and 2 show the mean scores of the pretest and the posttest of the three groups.

Table 1. Mean Group Scores, Standard Deviations and Kruskal Wallis Test Results of the Three Groups in the Oral Reading Pretest

Groups	N	M	SD	Chi-Square	p
CS-focused Group	17	7.76	0.83		
Stress-focused Group	19	7.60	0.59	.676	.713
Control Group	13	7.68	0.60		

Note: Maximum score of comprehensibility = 9

Table 2. Mean Group Scores, Standard Deviation and Kruskal Wallis Test Results of the three groups in the Oral Reading Posttest

Groups	N	M	SD	Chi-Square	p
CS-focused Group	17	8.32	0.40		
Stress-focused Group	19	8.17	0.44	15.255	.001*
Control Group	13	7.70	0.35		

Note: Maximum score of comprehensibility = 9

Table 1 indicates that the three groups' performance in the pretest made no significant difference (Chi-Square = 0.676, $p = .713$). In contrast, significant difference was found among the three groups in the post-instructional phase (Chi-Square = 15.255, $p < .001$). Post hoc comparisons (Wilcoxon independent samples t -test results) showed that there is a significant difference between the CS-focused group and the control group, $Z = 3.627$, $p < .001$. Furthermore, the Stress-focused group was found to perform significantly better than the control group, $Z = 3.082$, $p = .002$. Nevertheless, there is no significant difference between the two treatment groups, $Z = 0.728$, $p = .510$.

To answer the second research question, Wilcoxon paired samples t -tests were operated to determine where the participants made significant progress. Tables 3 and 4 show the results of the CS-focused group and Stress-focused group respectively.

Table 3. Wilcoxon paired samples *t*-tests on the 7 features for the CS-focused group

	pre_C	pre_V	pre_WS	pre_SS	pre_Rh	pre_I	pre_Ra
	post_C	post_V	post_WS	post_SS	post_Rh	post_I	post_Ra
Z	- 1.732(a)	-1.095 (b)	-1.000 (a)	.000 (c)	-3.272 (b)	-1.000 (b)	-1.633 (b)
Asymp. Sig	.083	.273	.317	1.000	.001*	.317	.102

C = consonants, V = vowels, WS = word stress, SS = sentence stress, Rh = rhythm, I = intonation, Ra = rate

Table 4. Wilcoxon paired samples *t*-tests on the 7 features for the Stress-focused group

	pre_C	pre_V	pre_WS	pre_SS	pre_Rh	pre_I	pre_Ra
	post_C	post_V	post_WS	post_SS	post_Rh	post_I	post_Ra
Z	-.144 (a)	-.264 (a)	-2.000 (a)	-1.508 (a)	-2.111 (a)	-1.633 (a)	-2.495 (a)
Asymp. Sig	.885	.792	.046*	.132	.035*	.102	.013*

C = consonants, V = vowels, WS = word stress, SS = sentence stress, Rh = rhythm, I = intonation, Ra = rate

In the pretest performance of the CS-focused group, the first 4 difficult areas were identified as rhythm, sentence stress, vowels, and rate in order. After receiving the explicit instruction, the CS-focused group made significant progress in rhythm among the 7 features as shown in Table 3 ($p = .001$). In contrast, in the Stress-focused group, the ranking of difficult areas in the pretest was identified as rhythm, rate, vowels, sentence stress/consonants (sentence stress and consonants were ranked the same). After receiving the explicit instruction, the Stress-focused group made significant progress in word stress, rhythm and rate, $p = .046$, $.035$, and $.013$ respectively as shown in Table 4.

To further investigate the performance differences between the two experimental groups, the Wilcoxon independent samples *t*-tests were operated on the decreasing of the difficult

areas. The results showed that the CS-focused group performed significantly better than the Stress-focused group on "rhythm." Nevertheless, there is no significant difference between the two groups on the rest of the features. Table 5 shows the comparison between the performances of the two experimental groups.

Table 5. Wilcoxon independent samples *t*-tests on the 7 features between the CS-focused group and the Stress-focused group

	Consonants	Vowels	Word stress	Sentence Stress	Rhythm	Intonation	Rate
Mann-Whitney U	105.000	154.000	152.000	138.500	62.500	152.000	148.500
Wilcoxon W	258.000	307.000	305.000	291.500	252.500	342.000	338.500
Z	-2.596	-.267	-1.057	-.850	-3.307	-.501	-.523
Asymp. Sig. (2-tailed)	.009	.789	.290	.395	.001*	.616	.601

Discussion

The present research aimed to investigate the effectiveness of prosodic instruction on EFL English majors' performance of intelligibility in oral reading, following Ting, Kuo, and Su's (2013) finding that prosodic features like *sentence stress*, *vowels*, *intonation* and *rhythm* were major factors affecting Taiwanese EFL speakers' intelligibility performance. In the present study, instructions of different focuses (connected speech-focused instruction and stress-focused instruction) were specifically employed to treat the Taiwanese EFL English majors' intelligibility problems. Before the implementation of the experiments, the three groups were homogeneous based on their performance in the pretest reading of "Dear Emily". But after 12 weeks' prosodic instruction, there was a significant difference between the experimental groups and the control group in the posttest reading of "Dear Emily". This result confirmed that the two types of explicit instruction, connected speech-focused instruction and stress-focused instruction, were both effective in improving Taiwanese EFL English majors' speech rhythm and intelligibility and verifies the finding of Ting, et al. (2013).

The present study also intended to investigate the effects of two types of prosodic instruction

on improving the 7 speech features. In the pretest performance of the CS-focused group, the first 4 difficult areas were identified as rhythm, sentence stress, vowels, and rate in order. After receiving the explicit instruction, the CS-focused group made significant progress in rhythm among the 7 features. In the case of the Stress-focused group, the ranking of difficult areas in the pretest was identified as rhythm, rate, vowels, sentence stress/consonants. After receiving the explicit instruction, the Stress-focused group made significant progress in word stress, rhythm and rate. The statistical analyses strongly supported the effectiveness of the two different types of prosodic instruction. The explicit instruction of connected speech enabled the participants to apply the concept of connected speech in the production of prosodic expression, and the explicit instruction of stress strengthened the participants' ability to apply the knowledge of stress to further improve the production of expression in terms of word stress, rhythm and rate. Though word stress was a minor problem for the Stress-focused group, the improvement was also an indicator that the participants were paying attention to the very basic factor for intelligibility (Field, 2003). It is meaningful to find that the explicit instruction of stress could lead to significant improvement of rhythm in the Stress-focused group, too. This finding supported Derwing, Munro, and Wiebe's (1998) suggestion that even explicit instruction of suprasegmentals could significantly improve fluency.

In comparing the performance difference between the two experimental groups, the results showed that the CS-focused group performed significantly better than the Stress-focused group in rhythm. However, statistical analyses did not indicate any significant difference between the two experimental groups in the performance of the other features. The present research thus found that both types of prosodic instruction, connected speech-focused instruction and stress-focused instruction, were effective in improving Taiwanese EFL English majors' intelligibility.

Conclusion

The present research regarded prosodic expression as an indicator of EFL learners' intelligibility, the factors affecting which have also been determined to be sentence stress, vowels, intonation and rhythm (Ting, et al., 2013; Warren, et al., 2009). The researchers of the present study believed that connected speech-focused instruction and stress-focused instruction could be directed toward improving intelligibility for EFL learners, especially when the learners are English majors whose proficiency is expected to be above ordinary EFL learners. The statistical results supported the present research favorably, offering convincing guidelines and solid empirical studies to the future implementation of connected speech instruction and stress instruction. Though both types of instruction were shown effective, the combination of both instructions is highly recommended to achieve more effective results.

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**THE USE OF L1 TO OVERCOME STUDENT'S ANXIETY
IN AN EFL CLASSROOM**

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Abstract

The objectives of this study is to understand and overcome students' anxiety in an EFL (English Foreign Language) classroom. The study was carried out at a junior highschool in Ambon city and focused on the use of students' first language (L1) as a strategy to overcome their anxiety in the teaching and learning process of English. Data were collected through questionnaires distributed to three teachers and ten junior highschool students as respondents. The result of data analysis showed that the use of L1 in an EFL classroom can overcome students' anxiety. Students are comfortable when their teachers use L1 in certain occasions.

Keywords: anxiety, L1, L2/EFL

Setiap anak, bila mungkin, harus mendapatkan pendidikan pertamanya dalam bahasa ibunya dan hal ini perlu merupakan alat pengajaran selama mungkin. Hal ini disebutkan UNESCO dalam laporannya "*The Use Of Vernacular Languages in Education*".

Chaer (2009) mengatakan bahwa penggunaan istilah bahasa ibu perlu dilakukan dengan hati-hati, terutama di kota besar yang multilingual, karena banyak orangtua, yang bila berdua saja menggunakan bahasa daerah, tetapi bila ada kanak-kanaknya mereka menggunakan bahasa Indonesia. Dengan demikian, *L1* atau bahasa pertama (B1) si anak adalah bahasa Indonesia. Dalam jenjang pendidikan, pemakaian bahasa Indonesia cukup dominan karena merupakan bahasa pengantar resmi yang dipakai di tiap tingkat pendidikan di Indonesia.

Isu tentang penggunaan B1 siswa dalam kelas *EFL* (baca bahasa Inggris/B2) telah menjadi perdebatan selama bertahun-tahun. Namun, kini fokus telah berpindah dengan memasukkan B1 dalam kelas bahasa asing. Penelitian menunjukkan bahwa penggunaan B1 pada saat-saat tertentu oleh siswa dan guru meningkatkan pemahaman dan belajar B2 (Tang, 2002; Wells, 1999).

Kata *kecemasan* (*anxiety*) berasal dari bahasa Latin "*angustus*" yang berarti kaku, dan "*ango, anci*" yang berarti mencekik. Menurut Post (1978), kecemasan adalah kondisi emosional

yang tidak menyenangkan, yang ditandai dengan aktifnya sistem syaraf pusat. Selanjutnya Freud (dalam Arndt, 1974) menggambarkan dan mendefinisikan kecemasan sebagai suatu perasaan yang tidak menyenangkan. John Daly dalam Horwitz dan Young (1991:3) mengatakan bahwa kecemasan komunikasi adalah ketakutan atau kecemasan yang dirasakan seseorang untuk berkomunikasi lisan.

Menurut Sieber dkk (1977) kecemasan merupakan salah satu faktor penghambat dalam belajar yang dapat mengganggu kinerja fungsi-fungsi kognitif seseorang, seperti dalam berkonsentrasi, mengingat, pembentukan konsep dan pemecahan masalah. Mengingat dampak negatifnya terhadap pencapaian prestasi belajar dan kesehatan fisik atau mental siswa, maka perlu ada upaya-upaya tertentu untuk mencegah dan mengurangi kecemasan siswa di sekolah. Hal ini dapat dilakukan dengan antara lain: (1) Menciptakan suasana pembelajaran yang menyenangkan, yang berpusat pada siswa, (2) Memberikan materi dan tugas-tugas dengan tingkat kesulitan yang sesuai, (3) Mengembangkan sistem penilaian yang menyenangkan, dengan memberikan kesempatan kepada siswa untuk melakukan penilaian diri atas tugas dan pekerjaan yang telah dikerjakannya, serta berikan umpan balik yang positif sehingga peserta didik termotivasi, (4) Menggunakan B1 peserta didik pada saat-saat tertentu, terutama bila mereka belum menguasai dengan baik bahasa Inggris, agar mereka tidak cemas dan mereka senang untuk belajar bahasa Inggris. (www.akhmadsudrajat.wordpress.com)

Berikut ini disajikan beberapa kajian yang berkaitan dengan penggunaan B1 dalam kelas EFL untuk mengatasi kecemasan siswa dalam proses pembelajaran.

Menurut Polio dan Duff (1994), B1 (L1) umumnya digunakan dalam kelas bahasa asing untuk menjelaskan antara lain konsep gramatika yang sulit, untuk memecahkan masalah yang dihadapi siswa oleh karena kurangnya pemahaman siswa, dan untuk membahas isu-isu administrasi. Dalam artikelnya "*L1 Use in the L2 Classroom: One Teacher's Self-Evaluation*" Anne Edstrom, seorang guru, teringat suatu situasi yang mendorongnya untuk menggunakan B1. Dia telah salah mengucapkan nama seorang siswa beberapa kali dan merasa cemas tentang bagaimana anak tersebut menerimanya. Dengan menggunakan B1 ia mampu mengungkapkan perhatiannya dan menekankan maksud baiknya dengan cara yang dapat diterima oleh siswa tersebut. Ia menulis bahwa ada saat di mana rasa kewajiban moralnya terhadap siswa, dalam hal ini menyangkut mengkomunikasikan respek dan

menciptakan lingkungan yang positif, mengesampingkan kepercayaannya untuk memaksimalkan penggunaan B2.

Tang (2002) menyatakan bahwa guru sering menggunakan B1 dalam kelas pemula dan menengah antara lain untuk: 1) Memberikan instruksi, 2) Menjelaskan arti kata, 3) Menjelaskan ide yang rumit, 4) Menjelaskan aspek-aspek gramatika yang rumit.

Banyak guru berpendapat bahwa penggunaan B1 menyediakan waktu yang banyak untuk mempraktekkan B2 karena pemahaman dicapai lebih cepat. Bila guru mengkomunikasikan idenya dalam B2 namun siswa masih tetap bingung maka guru dapat menggunakan B1 untuk maksud penjelasan, Idenya adalah bahwa B1 sebagai “peranan yang mendukung dan memfasilitasi di dalam kelas”, dan bukan karena B1 sebagai bahasa utama dalam komunikasi. (Tang: 2002, Cook: 2001)

Para siswa sering menggunakan B1 bila melakukan kerja berpasangan untuk mencari solusi terhadap tugas-tugas linguistik dan mengevaluasi bahasa tulisan. Penggunaan B1 memperkenankan mereka untuk bekerja di dalam *Zone of Proximal Development* seperti dinyatakan oleh Vygotsky (Wells, 1999). Dengan bekerja berpasangan dan menggunakan B1 sewaktu-waktu dengan B2, siswa dapat berproses secara kognitif pada level yang lebih tinggi berkaitan dengan tugas-tugas linguistik daripada jika mereka dibatasi dengan hanya boleh berkomunikasi dalam bahasa yang sedang mereka pelajari.

Siswa dapat menggunakan B1 untuk: (1) Saling menanyakan pertanyaan penjelasan, (2) Mengungkapkan frustrasi menyangkut kurangnya pemahaman mereka, (3) Menjelaskan arti kata B2, (4) Menemukan kata baru dalam B2 yang mungkin sepadan dengan kata-kata yang sudah diketahui dalam B1, (5) Menggunakan B1 untuk memproses konsep yang kompleks, 6) Membangun makna bersama saat mengevaluasi tugas-tugas menulis lewat diskusi bersama.

Mattioli (2004) mengemukakan bahwa pemakaian B1 dapat menimbulkan motivasi siswa untuk belajar bahasa Inggris dan dapat menciptakan suasana kelas yang komunikatif sehingga siswa akan sangat senang untuk belajar dan mempunyai keinginan untuk mengoptimalkan kemampuannya. Keterlibatan siswa secara psikologis dan emosional dalam belajar berperan penting dalam keberhasilan dan ketercapaian tujuan proses pembelajaran. Rasa senang dan

aman dalam belajar merupakan unsur-unsur psikologis dan emosional yang perlu dimunculkan agar siswa benar-benar “belajar”. Selanjutnya Mattioli (2004) dalam tulisannya mengatakan bahwa Lin, seorang guru di Cina, menemukan bahwa di dalam kelas EFL di Cina, bahasa Kanton mempunyai posisi yang sejajar dengan posisi bahasa Inggris di dalam *verbal exchanges*. Guru ini mencatat bahwa bahasa Inggris merupakan “*language of instruction*” sementara bahasa Kanton merupakan “*language of explanation and illustration*”. Misalnya, dia menguraikan bahwa suatu urutan pelajaran dimulai dengan tahap pengenalan yang menggunakan bahasa Inggris, diikuti dengan penjelasan dalam bahasa Kanton, dan diakhiri dengan meringkas dalam bahasa Inggris.

Krieger (2005) mengungkapkan bahwa pemakaian B1 dalam kelas B2 kadang-kadang sangat diperlukan, terutama untuk penjelasan dan penegasan konsep-konsep kebahasaan dan tatabahasa. Motivasi siswa dapat dibangkitkan dengan pemakaian B1 mereka untuk menjelaskan bagian-bagian bahasa yang memang sulit dipahami jika dijelaskan dalam bahasa Inggris.

Para profesional dalam pemerolehan bahasa kedua semakin menyadari akan pentingnya peran B1 dalam pembelajaran bahasa Inggris sebagai B2. Nunan dan Lamb (1996 dalam Tang, 2002:37), misalnya, mengatakan bahwa guru bahasa Inggris yang mengajar para siswa yang tidak fasih berbahasa Inggris menemukan bahwa pelarangan penggunaan bahasa pertama sangatlah tidak mungkin.

Selain itu, Dornyei dan Kormos (1998 dalam Tang, 2002:37) menemukan bahwa B1 digunakan oleh para siswa *EFL* sebagai strategi komunikasi untuk mengimbangi kekurangan mereka dalam B2 tersebut. Hasil penelitian dan pengalaman pembelajaran B2 dari para ahli dan peneliti yang digambarkan oleh Tang (2002) memberikan informasi bahwa pemakaian B1 dalam kelas B2 cukup membantu.

Terdapat sejumlah saran dari teori penggunaan B1 secara bijaksana dari Atkinson (1993:13). Ia mengatakan bahwa terdapat kemungkinan untuk guru dan siswa menggunakan B1 tanpa mengganggu fokus komunikasi dari pelajaran B2. Ia mengklaim:

“the L1 can be a vital resource, and there is certainly no reason why any teacher of monolingual classes should feel that it is somehow ‘wrong’ to make use of it”.

Selanjutnya ia mengatakan bahwa walaupun kebanyakan guru membuat usaha dengan prinsip dasar yang mereka sadari untuk melaksanakan pembelajaran dalam B2 selama

pelajaran berlangsung, namun ada beberapa situasi yang nampaknya memerlukan/membenarkan penggunaan B1.

Penelitian yang dilakukan Freeman dan Freeman (1922 dalam Mahsun, 2003) berkaitan dengan pemakaian B1 sebagai bahasa pengantar pada tingkat permulaan, menunjukkan bahwa pemberian pelajaran dengan menggunakan bahasa pengantar B1 dapat menjadi sarana bagi pembentukan sikap percaya diri pada peserta didik. Secara psikologis mereka merasa aman berada di sekolah dan akan selalu siap untuk menerima pelajaran. Dapat dibayangkan, apa yang terjadi jika pelajaran tertentu disampaikan dalam bahasa Inggris yang belum mereka kuasai. Selain mereka harus berjuang untuk memahami materi pelajaran, dalam waktu yang bersamaan mereka juga harus mengerahkan segala potensi mereka untuk memahami bahasa yang digunakan dalam penyampaian materi pelajaran tersebut. Rasa putus asa dapat saja membayangi peserta didik, yang karena itu pula dapat memunculkan rasa kurang percaya diri.

Schweers (1999:7) mendorong guru untuk menyisipkan B1 ke dalam pelajaran untuk mempengaruhi dinamika kelas dan mengatakan bahwa memulai dengan B1 memberikan rasa aman dan mengesahkan pengalaman hidup para pelajar, serta memberikan kesempatan bagi mereka untuk mengungkapkan diri mereka sendiri.

Ide mengesahkan pengalaman para pelajar berkaitan dengan apa yang disebut Atkinson (1987:241) sebagai “*actual corpus of language (their mother tongue) which all learners bring into the classroom*” yakni “korpus aktual bahasa (B1 mereka) yang dibawa ke kelas oleh semua pelajar”. Guru dapat mengenal pengalaman para pelajar dalam hal kebahasaan dan pembelajarannya dan mulai membangun dari pengalaman tersebut. Guru dapat memperluas pengetahuan linguistik para pelajar dengan menggunakan B1 secara cerdas.

Selanjutnya Papaefthymiou-Lytra (1987) mengatakan bahwa humor yang spontan, atau komentar tentang kegiatan kelas, cenderung terjadi dalam B1, dan memberikan rasa solidaritas dan persahabatan.

Penelitian yang dilakukan oleh Macaro (2001) tentang penggunaan B1 di kelas juga menunjukkan bahwa guru menggunakan B1 untuk alasan-alasan yang cukup jelas. Penelitiannya menunjukkan bahwa tidak ada bukti pengaruh negatif yang mengganggu

pemerolehan bahasa oleh karena penggunaan B1. Ia berkesimpulan bahwa belum ada penelitian sampai saat ini yang berhasil menunjukkan hubungan kausal antara tidak menggunakan B1 dan peningkatan pembelajaran (Macaro 2001:544-45). Tentunya, aspek-aspek positif dari penggunaan B1 tidak dimaksudkan untuk mengurangi praktek yang maksimum akan B2 di kelas. Ellis (1984:133) mencatat bahwa terlalu banyak menggunakan B1 dapat “mencegah para pelajar akan input yang berharga dalam L2”.

Atkinson (1993:12) setuju bahwa penggunaan B2 perlu dimaksimalkan, dan mengatakan bahwa setiap detik yang digunakan untuk B1 adalah setiap detik yang tidak digunakan untuk bahasa Inggris – dan setiap detik berarti. Ia juga menjelaskan bagaimana mencapai keseimbangan B1 yang memadai dalam proses belajar, yang dapat dilakukan tanpa mencegah siswa untuk mendapatkan input B2 yang berharga. Keseimbangan ini dapat dicapai dengan mengukur penggunaan B1 dengan takaran yang dipertimbangkan secara hati-hati sesuai dengan empat faktor berikut: (1) pengalaman sebelumnya dari siswa, (2) level siswa (3) tingkatan mata pelajaran; (4) tahapan pelajaran secara individual.

Steinberg, dkk (2001:191) menyatakan bahwa dalam menjelaskan dan menganalisis sesuatu seperti aturan gramatikal dan struktur B2 perlu dilibatkan B1 para peserta didik.

Dari berbagai kajian tersebut di atas penulis mendapatkan manfaat berupa masukan untuk mengkaji penggunaan bahasa Indonesia sebagai strategi mengatasi berbagai kecemasan siswa dalam belajar bahasa Inggris di kelas bahasa Inggris.

METODE

Tujuan penelitian ini adalah untuk mengidentifikasi penggunaan bahasa Indonesia sebagai strategi untuk mengatasi kecemasan siswa dalam kelas bahasa Inggris di Ambon. Respondennya adalah sepuluh siswa SMP berusia antara 12-13 tahun dan tiga guru bahasa Inggris.

Analisis untuk mendapatkan data tentang penggunaan B1 di kelas B2 dilakukan secara deskriptif kualitatif dan didukung oleh deskriptif kuantitatif yang bersifat jumlah dan persentase. Teknik pengumpulan data dalam penelitian ini menggunakan (1) kuesioner yang digunakan untuk mengumpulkan data tentang penggunaan B1 dalam kelas B2 dan (2) kuesioner tentang kecemasan berbahasa Inggris para siswa dalam kelas B2. Responden siswa mengisi dua set kuesioner yaitu satu kuesioner tentang kecemasan berbahasa Inggris di kelas

bahasa Inggris dan satu kuesioner lagi terkait dengan penggunaan B1 di kelas B2. Responden guru diberikan satu kuesioner yakni menyangkut penggunaan B1 di kelas B2.

HASIL

Berikut ini adalah hasil kuesioner yang dijawab/direspons oleh responden siswa dan guru.

1. Hasil kuesioner terhadap Kecemasan Berbahasa Siswa Di Kelas Bahasa Inggris

Tabel 1. Kecemasan Berbahasa Siswa Di Kelas Bahasa Inggris

No	Pertanyaan	SS	S	N	TS	ST S
1	Saya gemetar bila mengetahui bahwa saya akan diberi giliran dalam kelas bhs Inggris		40		40	20
2	Saya takut bila saya tidak mengerti apa yang guru katakan dalam bhs Inggris		60		40	
3	Saya cemas jika harus berbhs Inggris dalam kerja kelompok		60		40	
4	Saya biasanya merasa tenteram selama tes bhs Inggris				60	40
5	Saya mulai panik bila saya harus berbicara tanpa persiapan dalam kelas bhs Inggris	20	70		10	
6	Saya malu untuk menyampaikan secara sukarela jawaban-jawaban di dalam kelas bahasa Inggris		70		30	
7	Saya merasa terganggu jika saya tdk mengerti apa yg sedang dikoreksi guru dlm bahasa Inggris	10	90			
8	Saya bingung jika guru menggunakan bahasa Inggris untuk menjelaskan kata-kata baru	10	90			
9	Saya merasa percaya diri bila berbicara dalam bahasa Inggris dalam kelas bahasa Inggris				100	
10	Saya merasa takut bahwa guru bhs Inggris siap untuk mengoreksi setiap kesalahan yang saya buat		70		30	
11	Saya dapat merasa jantung saya berdebar jika saya akan dapat giliran di dalam kelas bahasa		70		30	
12	Kelas bahasa Inggris berlangsung begitu cepat sehingga saya merasa cemas akan tertinggal		60		40	
13	Saya merasa lebih tertekan dalam kelas bahasa Inggris daripada di kelas-kelas lainnya		60		40	
14	Saya merasa gugup/gelisah bila saya tak mengerti setiap kata yg disampaikan guru bahasa Inggris		60		40	
15	Saya merasa kewalahan dgn sejumlah aturan yg harus dipelajari utk berbicara dlm bhs Inggris		70		30	
16	Saya merasa gugup/gelisah bila guru bhs Inggris mengajukan pertanyaan yang belum saya persiapkan jawabannya.		80		20	
17	Saya merasa cemas jika harus bicara dalam bahasa Inggris di kelas bahasa Inggris		80		20	
18	Saya merasa bodoh(takut ditertawakan) jika harus		70		30	

	berbicara dalam bahasa Inggris di kelas bhs Inggris					
19	Saya merasa cemas bila orang berbicara bahasa Inggris dengan saya di kelas bahasa Inggris		60		40	
20	Saya takut membuat kesalahan jika berbicara dalam bahasa Inggris di dalam kelas bahasa Inggris		70		30	
21	Saya takut membuat kesalahan dalam menulis dalam bahasa Inggris di dalam kelas bahasa Inggris		50		40	10
22	Saya merasa takut membuat kesalahan dalam membaca dalam bahasa Inggris di kelas bhs Inggris		50		50	

Dimodifikasi dari Horwitz (1991) SS= Sangat

Setuju; S= Setuju; N=Netral; TS=Tidak Setuju;

STT=Sangat Tidak Setuju

Data dalam persentase (%)

2. Hasil Kuesioner Penggunaan Bahasa Indonesia di dalam Kelas Bahasa Inggris oleh Responden Siswa

Tabel 2. Alasan penggunaan bahasa Indonesia di kelas bahasa Inggris

No	A L A S A N	Jumlah jawaban siswa	%
1	Saya merasa lebih nyaman		
2	Saya merasa kurang tertekan	10	100
3	Saya lebih dapat mengikuti pelajaran	8	80

Tabel 5. Penggunaan bahasa Indonesia di kelas bahasa Inggris

No		Jumlah jawaban siswa	%
1	Tidak membantu		
2	Sedikit membantu		
3	Cukup membantu		
4	Banyak membantu	100	100

3. Hasil Kuesioner Penggunaan Bahasa Indonesia Di Dalam Kelas Bahasa Inggris oleh responden siswa dan guru

Tabel 2 Preferensi siswa dan guru untuk menggunakan B1 di kelas B2

No	GURU			SISWA		
	Seberapa sering B1 harus digunakan di kelas B2?			Seberapa sering kamu ingin guru bhs Inggrismu menggunakan B1 di kelas B2?		
1	Tidak pernah			Tidak sama sekali		
2	Sangat jarang			Sedikit		
3	Kadang-kadang			Kadang-kadang	2	20%
4	Untuk membantu pemahaman	1	33,3%	Banyak	8	80%

Tabel 9. Responden guru dan siswa tentang manfaat penggunaan B1 di kelas B2

N o	P E R N Y A T A A N	Jmlh Jwban guru	%	Jmlh Jwban siswa	%
1	<i>Untuk menjelaskan konsep yang sulit</i>	3	100	10	100
2	<i>Untuk memperkenalkan materi yang baru</i>	2	66,6	10	100
3	Untuk meringkas materi yang sudah dibahas			10	100
4	<i>Untuk tes</i>			9	90
5	<i>Untuk menceritakan humor</i>				
6	<i>Untuk membantu peserta didik merasa nyaman dan percaya diri</i>	3	100	10	100
7	<i>Untuk mengecek pemahaman</i>	2	66,6	8	80
8	<i>Untuk melaksanakan kerja kelompok kecil</i>			8	80
9	Untuk menjelaskan hubungan antara bahasa Indonesia dan bahasa Inggris	2	66,6	10	100
10	<i>Untuk membahas kosa kata baru</i>	1	33,3	8	80

PEMBAHASAN

- Pernyataan-pernyataan yang tertera dibawah ini merefleksikan kecemasan siswa untuk berkomunikasi, ketakutan akan penilaian yang negatif, dan gejala-gejala psikofisis siswa yang berhubungan dengan kecemasan (ketegangan, gemetar, keringat, dan seterusnya).

Hasil laporan menyangkut kecemasan belajar bahasa Inggris ini menunjukkan bahwa kecemasan yang tinggi responden siswa adalah karena mereka takut untuk berbicara dalam bahasa Inggris. Skala kecemasan (dalam) kelas bahasa Inggris ini mengindikasikan bahwa terdapat kecemasan berbicara seperti “*Saya mulai panik bila saya harus berbicara tanpa persiapan dalam kelas bahasa Inggris*” (70%), “*Saya merasa cemas jika harus bicara dalam bahasa Inggris di kelas bahasa Inggris*” (80%). Mereka (100%) menolak pernyataan seperti *Saya merasa percaya diri bila berbicara dalam B2 di klas B2*.

Responden siswa yang cemas ini merasa takut bila mereka tidak mengerti semua masukan dalam B2 oleh guru yang menunjukkan kecemasan komunikasi juga, seperti: “*Saya takut bila saya tidak mengerti apa yang guru katakan dalam bahasa Inggris*” (60%); “*Saya merasa terganggu jika saya tidak mengerti apa yang sedang dikoreksi guru dalam B2*” (90%); “*Saya bingung jika guru menggunakan B2 untuk menjelaskan kata-kata baru*” (90%); “*Saya merasa gugup/gelisah bila saya tak mengerti setiap kata yang disampaikan guru B2*” (60%).

Responden siswa yang cemas juga menunjukkan bahwa mereka takut membuat kesalahan dalam berbahasa Inggris seperti, *“Saya gemetar bila mengetahui bahwa saya akan diberi giliran dalam kelas B2”* (40%); *“Saya dapat merasa jantung saya berdebar jika saya akan dapat giliran di dalam kelas B2”* (70%); *“Saya merasa gugup/gelisah bila guru B2 mengajukan pertanyaan yang belum saya persiapkan jawabannya”*.(80%). *“Saya merasa takut bahwa guru B2 saya siap untuk mengoreksi setiap kesalahan yang saya buat”* (70%); *“Saya merasa bodoh(takut ditertawakan) jika harus berbicara dalam B2 di kelas B2”* (70%)

Respons para siswa terhadap kedua pernyataan berikut ini menunjukkan bahwa kecemasan akan B2 merupakan persepsi dan perasaan mereka terhadap belajar B2 di kelas: *“Saya merasa lebih tertekan dalam kelas B2 daripada di kelas-kelas lainnya* (60%); *Saya merasa kewalahan dengan sejumlah aturan yang harus dipelajari untuk berbicara dalam B2* (80%). Pada pernyataan-pernyataan berikut ini terlihat bahwa para siswa yang cemas merasa tidak mampu dalam membuat tugas-tugas yang berkaitan dengan belajar B2: *“Saya takut membuat kesalahan jika berbicara dalam B2 di dalam kelas B2”* (70%); *“Saya takut membuat kesalahan dalam menulis dalam B2 di dalam kelas B2”* (50%); *“Saya merasa takut membuat kesalahan dalam membaca dalam B2 di kelas B2”* (50%)

Para siswa merasa kurang mampu dan takut dinilai negatif: *Saya cemas jika harus berbahasa Inggris dalam kerja kelompok* (60%); *Saya malu untuk menyampaikan secara sukarela jawaban di dalam kelas B2”* (70%); *Kelas B2 berlangsung begitu cepat sehingga saya merasa cemas akan tertinggal* (60%); Mereka tidak setuju dengan pernyataan *“Saya biasanya merasa tenang selama tes B2”* (60%); *“Saya merasa cemas bila orang berbicara B2 dengan saya di kelas B2”*(60%).

- Kesepuluh responden siswa (100%) berpendapat bahwa B1 perlu digunakan di dalam kelas B2 dan delapan responden siswa (80%) ingin agar guru B2 mereka banyak menggunakan B1 di kelas B2.

Semua responden siswa (100%) berpendapat bahwa penggunaan B1 paling tepat digunakan di kelas B2 pada saat menjelaskan hal yang sulit dimengerti, menjelaskan materi baru, meringkas materi yang sudah dibahas, membantu siswa merasa nyaman dan percaya diri, dan menjelaskan hubungan antara B1 dan B2, untuk menghadapi tes , untuk mengecek pemahaman, melaksanakan kerja kelompok kecil, dan membahas kosa kata baru . Semua

responden siswa (100%) lebih menyukai penggunaan B1 di kelas B2 dengan alasan merasa kurang tertekan dan 80% responden siswa mengatakan lebih dapat mengikuti pelajaran B2. Semua responden siswa (100%) berpendapat bahwa penggunaan B1 di kelas B2 banyak membantu mereka dalam belajar B2.

- Berikut adalah penjelasan atas hasil penelitian yang menyangkut pendapat para responden guru dan siswa.

Semua responden guru (100%) berpendapat bahwa B1 diperlukan untuk menjelaskan konsep yang sulit, untuk membantu siswa merasa nyaman dan percaya diri. Dua responden guru (67%) berpendapat bahwa bahasa B1 diperlukan untuk memperkenalkan materi yang baru, untuk meringkas materi yang sudah dibahas, untuk mengecek pemahaman, dan untuk menjelaskan hubungan antara B1 dan B2.

Yang menarik dari hasil penelitian ini adalah bahwa ada *dua* pendapat yang *kontradiktif* antara responden guru dan siswa yaitu

- semua responden siswa (100%) setuju bahwa B1 diperlukan untuk ‘meringkas materi yang sudah dibahas’ sedangkan hal ini tidak mendapatkan tanggapan oleh responden guru.

- responden siswa (90%) merasa perlu digunakannya B1 untuk ‘menghadapi tes’, namun pernyataan ini tidak dipilih oleh para guru.

Yang juga menarik adalah bahwa responden guru dan responden siswa tidak memilih opsi ‘menceritakan humor’ dalam B1 untuk mengatasi kecemasan siswa. Responden siswa (80%) berpendapat bahwa B1 diperlukan untuk melaksanakan kerja kelompok kecil, sedangkan responden guru (100%) tidak memilih pernyataan ini sebagai faktor yang memerlukan keterlibatan B1. Satu responden guru (33,3%) berpendapat bahwa B1 diperlukan untuk ‘membahas kosa kata baru’.

SIMPULAN

Dari pembahasan di atas terungkap bahwa kecemasan berbahasa asing siswa antara lain terjadi karena faktor di dalam diri siswa itu sendiri namun juga karena faktor lingkungan kelas. Siswa merasa tertekan dan cemas untuk berbicara dalam bahasa Inggris dan banyak yang tidak tahu apa yang disampaikan oleh guru di dalam kelas karena guru menggunakan bahasa Inggris. Hasil penelitian menunjukkan bahwa responden siswa menghendaki

digunakannya bahasa Indonesia dalam kelas bahasa Inggris agar mereka dapat mengikuti pelajaran dengan baik dan tidak merasa tegang. Yang menarik adalah bahwa baik guru maupun para siswa tidak memilih humor untuk digunakan di dalam kelas. Padahal penggunaan humor di dalam kelas sangat diperlukan untuk mencairkan suasana yang tegang dan membosankan. Bahasa Indonesia sebaiknya digunakan pada saat-saat tertentu, seperti menjelaskan konsep atau tata bahasa sehingga para siswa tidak cemas, namun perlu diingat bahwa lambat laun sesuai perkembangan penguasaan bahasa Inggris siswa, penggunaan bahasa Inggris perlu ditingkatkan. Pembelajaran bahasa Inggris kalau *bermanfaat* namun *tidak menyenangkan* terasa belum lengkap. Sebaliknya kalau pembelajarannya *menyenangkan* tetapi *tidak bermanfaat*, tidak ada gunanya juga. Jadi sebaiknya pembelajaran bahasa Inggris itu dibuat **USEFUN** yaitu **Useful** dan **Fun** sehingga siswa senang dan juga berhasil dalam belajar bahasa Inggris dan jauh dari kecemasan.

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**UPAYA MENINGKATKAN HASIL BELAJAR SISWA KELAS V SDN
MEKAR JAYA, KECAMATAN LALAN KABUPATEN MUSI
BANYUASIN DALAM PEMBELAJARAN IPA MENGGUNAKAN
METODE ANTICIPATION GUIDE**

Trileny Astuti
Slamet Cahyono

A. Latar Belakang

Dalam keseluruhan upaya pendidikan, PBM (Proses Belajar Mengajar) merupakan aktifitas yang paling penting, karena melalui proses itulah tujuan pembelajaran akan dicapai dalam bentuk perubahan perilaku siswa. Berbicara tentang tujuan pembelajaran pada saat PBM berlangsung tidak dapat dipisahkan dari faktor-faktor yang mempengaruhi.

Meningkatnya aktifitas siswa dalam proses pembelajaran akan membuat pelajaran lebih mudah dipahami dan berarti dalam kehidupan anak. Dikatakan demikian, karena (1) adanya keterlibatan siswa dalam proses belajar mengajar, (2) adanya keterlibatan intelektual emosional siswa melalui dorongan semangat yang dimilikinya, (3) adanya keikutsertaan siswa secara kreatif dalam mengikuti pembelajaran yang disajikan oleh guru.

Pembelajaran IPA merupakan salah satu mata pelajaran yang sangat perlu dimaknai dan berarti didalam kehidupan anak sehari-hari, untuk memenuhi kebutuhannya melalui pemecahan masalah-masalah yang dapat diidentifikasi, dengan cara menggali pengetahuan awal siswa dan keingintahuan siswa agar pembelajaran IPA menjadi pembelajaran yang aktif, kreatif, efektif, dan menyenangkan (PAKEM), dapat ditempuh dengan berbagai strategi. Salah satu cara yang efektif adalah melalui penerapan metode *Anticipation Guide*. Oleh karena itu, perlu diadakan penelitian tindakan kelas untuk membuktikan bahwa melalui penerapan pembelajaran *Anticipation Guide* dapat meningkatkan pemahaman siswa terhadap materi dan hasil belajar siswa dalam pembelajaran IPA.

Berdasarkan penilaian hasil belajar mata pelajaran IPA siswa kelas V, SD. Negeri Mekar Jaya, Kecamatan Lalan, Kabupaten Musi Banyuasin, Propinsi Sumatera Selatan, Semester II, Tahun Pelajaran 2012/2013, menunjukkan kurang berhasilnya pembelajaran IPA, karena dari siswa yang berjumlah 12 orang hanya 27% siswa yang mampu menguasai materi hingga 75% (Standar Ketuntasan Belajar Minimal Nasional), 32% mampu menguasai materi hingga 65% (Standar Ketuntasan Minimal Sekolah) dan lainnya 41% orang tidak tuntas dalam belajar.

Analisis Masalah.

Melihat kondisi yang demikian, maka dapat diketahui penyebab masalah sebagai berikut:

1. Belum ditemukan strategi pembelajaran yang tepat.
2. Belum ada kolaborasi yang harmonis antara siswa dan guru.
3. Aktifitas menggali pemahaman awal siswa kurang
4. Rendahnya prestasi siswa dalam pembelajaran IPA.

B. Rumusan Masalah

Permasalahan yang dapat dirumuskan berkaitan dengan hal-hal yang telah dikemukakan diatas adalah sebagai berikut:

1. Apakah penggunaan metode *Anticipation Guide* dapat meningkatkan pemahaman dan keingintahuan siswa serta hasil belajar dalam pembelajaran IPA?
2. Bagaimana menerapkan metode *Anticipation Guide* agar dapat meningkatkan pemahaman dan keingintahuan siswa serta hasil belajar dalam pembelajaran IPA?

C. Tujuan Penelitian

Berdasarkan permasalahan-permasalahan yang muncul dalam Proses Belajar Mengajar, penelitian ini dilakukan guna:

Meningkatkan pemahaman dan rasa keingintahuan siswa serta hasil belajar siswa dalam pembelajaran IPA

D. Manfaat Penelitian

Manfaat yang diperoleh dari penelitian ini adalah:

1. Hasil belajar siswa dalam pembelajaran IPA meningkat.
2. Pemahaman dan rasa keingintahuan siswa dalam pembelajaran IPA meningkat.

HASIL PENELITIAN DAN PEMBAHASAN

A. Deskripsi Per Siklus

Untuk mengetahui adanya peningkatan pemahaman dan rasa keingintahuan serta hasil belajar siswa dengan penerapan metode *Anticipation Guide* dari kegiatan perbaikan yang telah dilakukan di SDN Mekar jaya, disajikan dalam dua jenis data, yaitu :

a. Data perolehan hasil observasi aktifitas siswa

Tabel 1

Perolehan Skor Aktifitas Siswa dalam PBM

No	Nama Siswa	Sebelum Perbaikan				Siklus I				Siklus II			
		SP	SI	P (%)	K	SP	SI	P (%)	K	SP	SI	P (%)	K
1	Mahruf Hardiyanto	12	16	75	Aktif	13	16	81	Aktif	15	16	95	Aktif
2	Ihsan Nugroho	11	16	69	Pasif	12	16	75	Aktif	14	16	88	Aktif
3	Ari Windika	12	16	75	Aktif	13	16	81	Aktif	14	16	88	Aktif
4	M. Syarifudin	10	16	63	Diam	10	16	63	Diam	11	16	69	Pasif
5	Eviningsih	10	16	63	Diam	11	16	69	Pasif	13	16	81	Aktif
6	Kurniasih	10	16	63	Diam	11	16	69	Pasif	14	16	88	Aktif
7	Fifit	14	16	88	Aktif	15	16	94	Aktif	15	16	95	Aktif
8	Prasojo	11	16	69	Pasif	12	16	75	Aktif	14	16	88	Aktif
9	Yanti	10	16	63	Diam	11	16	69	Aktif	12	16	75	Aktif
10	Siti Zulaiha	12	16	75	Aktif	12	16	75	Aktif	15	16	95	Aktif
11	Bibit Nurohman	11	16	69	Pasif	12	16	75	Aktif	14	16	88	Aktif
12	Puji Kurniawan	11	16	69	Pasif	12	16	75	Aktif	14	16	88	Aktif
Jumlah		134	192	841	Aktif	144	192	901	Aktif	165	192	1038	Aktif
Rata-rata		10,91	16	70,08	Pasif	12	16	75,08	Aktif	13,75	16	86,5	Aktif

Keterangan :

SP : Skor Perolehan (Skor yang diperoleh siswa dari empat aspek penilaian, yaitu: minat, perhatian, partisipasi, dan presentasi)

SI : Skor Ideal (Skor siswa yang seharusnya diperoleh siswa selama PBM dari empat aspek penilaian)

P : Prosentase

K : Keterangan

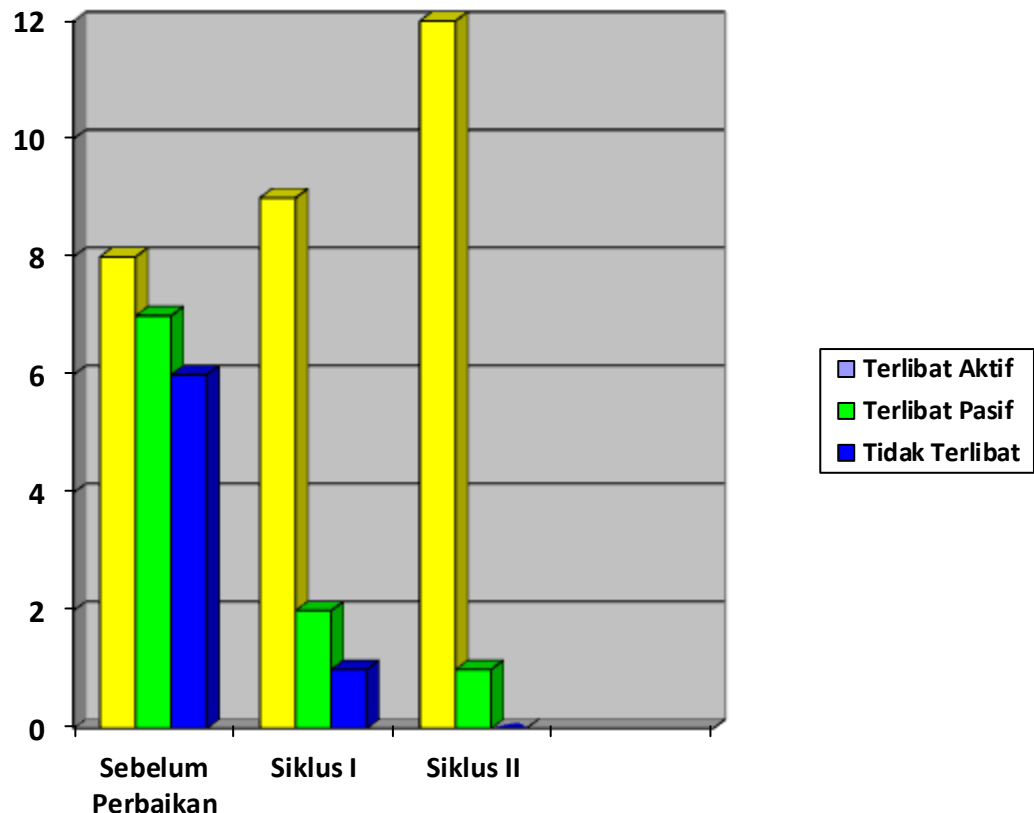
Terlibat Aktif : Siswa mengikuti proses pembelajaran dengan sungguh-sungguh, aktif mengajukan dan menjawab pertanyaan dengan benar tentang hal-hal yang berkaitan dengan materi pembelajaran

Terlibat Pasif : Siswa mengikuti pembelajaran dengan penuh perhatian dan sungguh-sungguh, tetapi kurang aktif dalam menjawab ataupun mengemukakan pendapat

Tidak Terlibat (Diam) : Siswa tidak memperhatikan atau tidak sungguh-sungguh dalam mengikuti pembelajaran

Grafik 1

Perolehan Skor Aktifitas Siwa Dalam PBM



b. Data perolehan hasil evaluasi belajar siswa

Tabel 2

Perolehan Nilai Hasil Belajar Siswa

No	Nama Siswa	Sebelum Perbaikan			Siklus I			Siklus II		
		Nilai	SK BM	Ket	Nilai	SK BM	Ket	Nilai	SK BM	Ket
1	Mahruf Hardiyanto	75	65	Tuntas	90	65	Tuntas	100	65	Tuntas
2	Ihsan Nugroho	60	65	Tidak Tuntas	65	65	Tuntas	75	65	Tuntas
3	Ari Windika	70	65	Tuntas	80	65	Tuntas	90	65	Tuntas
4	M. Syarifudin	55	65	Tidak Tuntas	60	65	Tuntas	70	65	Tuntas
5	Eviningsih	60	65	Tidak Tuntas	70	65	Tuntas	85	65	Tuntas
6	Kurniasih	60	65	Tidak Tuntas	65	65	Tuntas	80	65	Tuntas
7	Fifit	80	65	Tuntas	100	65	Tuntas	100	65	Tuntas
8	Prasojo	65	65	Tuntas	60	65	Tidak Tuntas	95	65	Tuntas
9	Yanti	60	65	Tidak Tuntas	60	65	Tidak Tuntas	60	65	Tidak Tuntas
10	Siti Zulaiha	70	65	Tuntas	80	65	Tuntas	95	65	Tuntas
11	Bibit Nurohman	65	65	Tuntas	85	65	Tuntas	90	65	Tuntas
12	Puji Kurniawan	60	65	Tidak Tuntas	70	65	Tuntas	80	65	Tuntas
Jumlah		780	780		885	780		1020	780	

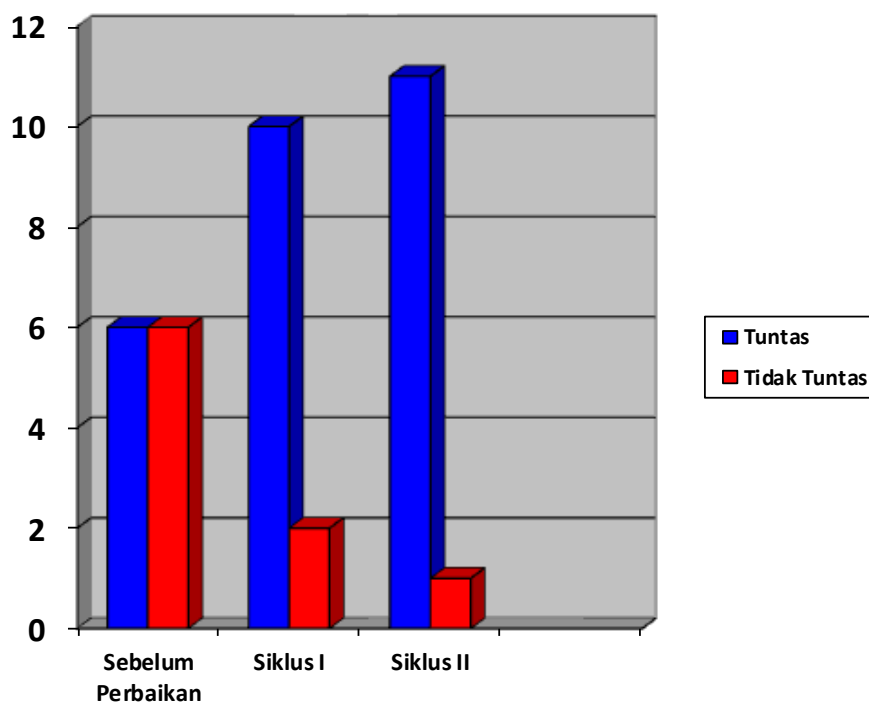
Rata-rata	65	65	Tidak Tuntas	73,75	65	Tuntas	85	65	Tuntas
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Keterangan :

SKBM : Standar Ketuntasan Belajar Minimal

Tuntas : Siswa dikatakan tuntas apabila telah menguasai materi minimal sesuai dengan SKBM yang telah ditentukan

Tidak Tuntas : Siswa dikatakan tidak tuntas apabila tidak dapat menguasai materi minimal sesuai SKBM yang telah ditentukan



B. Pembahasan dari Setiap Siklus

Dari data yang telah dipaparkan diatas dapat diketahui bahwa peningkatan terjadi dari setiap siklus pembelajaran, hal ini menunjukkan adanya peningkatan pemahaman dan hasil belajar siswa selama proses pelaksanaan perbaikan pembelajaran, dapat kami paparkan sebagai berikut:

a. Siklus Pertama

Pembahasan

Berdasarkan hasil pengamatan guru dan kolaborasi, pada siklus pertama:

- a. Pemahaman siswa mulai menunjukkan adanya peningkatan dengan perolehan skor aktifitas belajar mencapai 75,7%, atau 7,4% lebih meningkat dari sebelum ada perbaikan yaitu 68,3%
- b. Pemahaman siswa terhadap materi pembelajaranpun meningkat 85 dari rata-rata nilai sebelumnya, yaitu 65 menjadi 73,75

Refleksi dan Perencanaan Ulang

Keberhasilan dan kegagalan yang terjadi pada siklus pertama adalah sebagai berikut:

- a. Sebagian siswa belum terbiasa dengan kondisi belajar dengan menggunakan strategi pembelajaran *Anticipation Guide*.
- b. Hasil evaluasi rata-rata mencapai 73,75 dari 12 siswa yang mencapai ketuntasan belajar 12 orang. Hal ini menunjukkan bahwa yang tidak tuntas hanya 1 orang atau meningkat 44,4% dari sebelum ada perbaikan yaitu siswa yang mencapai ketuntasan belajar hanya 6 orang dari 12 siswa.
- b. Masih ada beberapa siswa yang kurang mampu dalam mempresentasikan hasil kegiatan.

Untuk memperbaiki kelemahan dan mempertahankan keberhasilan yang telah dicapai pada siklus pertama, maka pada pelaksanaan siklus kedua dapat dibuat perencanaan sebagai berikut:

1. Memberikan motivasi kepada siswa agar lebih aktif dalam mengikuti pembelajaran
2. Lebih intensif membimbing siswa yang mengalami kesulitan.

B. Siklus Kedua

Pembahasan

Pada siklus kedua proses pembelajaran mengalami perkembangan yang lebih baik, yaitu:

1. Suasana pembelajaran sudah mengarah kepada pembelajaran *Anticipation Guide*.
2. Tugas yang diberikan guru, dapat dikerjakan oleh siswa dengan baik
3. Sebagian siswa merasa termotivasi untuk bertanya dan menanggapi suatu presentasi dari siswa lain
4. Suasana pembelajaran yang efektif dan menyenangkan sudah mulai tercipta

Refleksi

Keberhasilan yang diperoleh pada siklus kedua ini adalah sebagai berikut:

1. Meningkatnya pemahaman siswa dalam PBM didukung oleh meningkatnya aktifitas guru dalam mempertahankan dan meningkatkan suasana pembelajaran yang mengarah pada pembelajaran *Anticipation Guide*.
2. Meningkatnya aktifitas dan pemahaman siswa menguasai materi pembelajaran. Hal ini berdasarkan hasil evaluasi siklus kedua, aktifitas siswa mencapai 85,3% dan rata-rata nilai hasil belajar 85,5 atau meningkat 17% dan 11,9 dari siklus pertama.

KESIMPULAN DAN SARAN

A. Kesimpulan

Berdasarkan hasil penelitian dapat disimpulkan sebagai berikut:

1. Penerapan pembelajaran *Anticipation Guide* dapat meningkatkan pemahaman siswa terhadap materi dalam proses belajar mengajar.
2. Dari hasil observasi memperlihatkan bahwa terjadi peningkatan pemahaman siswa yang pada sebelum perbaikan 68,5% menjadi 75,7% pada siklus pertama dan 85,3% pada siklus kedua.
3. Pemahaman siswa terhadap materi pembelajaran menunjukkan peningkatan. Hal ini dapat ditunjukkan dengan rata-rata hasil evaluasi belajar, yaitu rata-rata nilai 65 pada saat sebelum perbaikan menjadi 73,75 pada siklus pertama dan 85 pada siklus kedua.
3. Pembelajaran system *Anticipation Guide* relevan dengan mata pelajaran IPA.
4. Melalui pembelajaran *Anticipation Guide*, siswa membangun pengetahuan awal dan rasa keingintahuan terhadap materi pembelajaran, menemukan langkah-langkah dalam mencari penyelesaian dari suatu materi yang harus dikuasai oleh siswa baik secara individu maupun kelompok.
5. Dengan pembelajaran *Anticipation Guide*, pembelajaran IPA lebih menyenangkan.

B. Saran

Dengan telah terbuktinya pembelajaran *Anticipation Guide* dapat meningkatkan aktifitas dan hasil belajar siswa dalam mata pelajaran IPA, maka kami sarankan hal-hal sebagai berikut:

1. Dalam Kegiatan Belajar Mengajar, guru diharapkan menjadikan pembelajaran *Anticipation Guide* dalam mata pelajaran IPA untuk meningkatkan pemahaman siswa dan hasil belajar siswa.
2. Karena kegiatan ini sangat bermanfaat khususnya bagi guru dan siswa, maka diharapkan kegiatan ini dapat dilakukan secara berkesinambungan dalam pelajaran IPA maupun pelajaran lain.

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**ANALISIS KEBUTUHAN PENGEMBANGAN MODEL SUDENT-
CENTERED LEARNING (PROGRAM LEARNING CENTER/LC)
UNTUK PENINGKATAN PENALARAN DAN
KARAKTERISTIK SISWA**

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Abstrak

Penelitian ini bertujuan untuk melakukan analisis Analisis Kebutuhan Pengembangan Model *Sudent-Centered Learning* (Program Learning Center/LC) untuk Peningkatan Penalaran dan Karakteristik Siswa untuk meningkatkan nilai TOEFL mahasiswa. Penelitian ini dilakukan dengan metode survei pada 5 (lima) perguruan tinggi di Bali. Subjek penelitian adalah 5 dekan atau ketua jurusan, 5 dosen, 90 orang mahasiswa, dan 5 SAP. Objek yang dikaji adalah tanggapan dekan atau ketua jurusan dan dosen terhadap pengembangan LC, kecenderungan model yang diterapkan dosen selama ini, intensitas dosen menerapkan pembelajaran mandiri atau *self-directed learning* (SDL), karakter mahasiswa, dan intensitas penggunaan model SDL dalam SAP. Data dikumpulkan dengan teknik wawancara, angket, observasi, dan tes. Data dianalisis secara deskriptif. Hasil analisis menunjukkan bahwa (1) dekan dan/atau ketua jurusan belum melakukan pembinaan tentang pengembangan model SDL khususnya LC, (2) para dosen belum mengembangkan dan menggunakan model-model SDL khususnya dalam pembelajaran matakuliah *listening*, *grammar*, dan *reading*, (3) kompetensi bahasa Inggris mahasiswa yang diuji dengan TOEFL masih terkategori rendah, (4) masih terdapat 41,89% mahasiswa yang memiliki karakter yang perlu ditingkatkan kualifikasinya ke arah yang lebih baik, dan (5) hampir semua SAP (untuk mata kuliah *listening*, *grammar*, dan *reading*) belum menggunakan model SDL khususnya LC. Implikasinya, pengembangan LC dengan model DSL sangat strategis untuk dilakukan.

Kata kunci: learning center (LC), model SDL, TOEFL

Abstract

The research was aimed at analyzing the needs on developing learning center (LC) with self-directed model to improve students' way of thinking and characters to achieve TOEFL score. The research was undertaken with a survey on five higher institutions in Bali. The research subjects were five deans and/or department heads, five lecturers, 90 students, and five syllabuses. The objects studied were response of deans and/or department heads on development of LC, teaching models currently applied in those institution, intensity of lecturers in applying SDL or especially LC model, students' character, and intensity of the model used in syllabuses. The data was collected with various techniques, including interview, questionnaire, observation, and tes. The data was analyzed with descriptively. The result of analysis showed that (1) the deans and/or department heads have not been carrying out upgrading on developing SDL particularly LC model, (2) the lecturers have not been developing and utilizing the models, particularly for some specific subjects as listening, grammar, and reading, (3) the students' English competence showed by their TOEFL score are still considered insufficient, (4) there are still 41,89% students whose character qualification shall be improved to be better, (5) almost all syllabuses (particularly those of listening, grammar, and reading) have not been using SDL particularly LC model. In conclusion, development of LC with SDL model is very strategic to develop.

Keywords: *learning center (LC), SDL model, TOEFL*

Pendahuluan

Hampir seratus persen pembelajaran bahasa Inggris di Politeknik Negeri Bali (PNB) selama ini dilaksanakan dengan berbantuan pengajar (*teacher-assisted learning*). Konsep pembelajaran ini sudah membudaya disetiap pembelajaran bahasa Inggris yang selalu diimplementasikan baik pada proses belajar mengajar (PBM) di dalam kelas maupun di lab bahasa. Ada beberapa alasan dasar mengapa metode ini diimplementasikan. Pertama, dosen dan mahasiswa merasa lebih nyaman dalam proses PBM tersebut karena dilakukan secara interaktif. Kedua, dosen dan mahasiswa sama-sama merasa nyaman karena metode tersebut mampu meminimalisasi tantangan dan hambatan dalam PBM. Ketiga, dosen tidak terlalu dituntut untuk mengembangkan materi ajar, model pembelajaran baru untuk meningkatkan kualitas PBM mereka. Paradigma berfikir dengan kosep lama tersebut ternyata mendapat tantangan yang cukup berat seiring dengan perubahan Kebijakan Pendidikan PNB, yaitu lulusan harus memiliki kompetensi Bahasa Inggris yang memadai sesuai dengan yang disyaratkan oleh para pengguna lulusan (*stakeholder*) di dunia kaerja.

Pembelajaran bahasa Inggris di PNB masih menitikberatkan pada penguasaan kompetensi umum seperti yang digariskan dalam kurikulum saja. Sebagai keahlian penunjang (*supporting skill*) pembelajaran bahasa Inggris bertujuan untuk membekali mahasiswa dengan keahlian tambahan pada saat mencari kerja. Oleh karena itu bahasa Inggris dibagi menjadi dua bagian, yaitu bahasa Inggris umum atau *general English* (GE) yang diajarkan pada semester awal, dan bahasa Inggris khusus atau *English for Specific Purposes* (ESP) yang diajarkan setelah mahasiswa mendapatkan cukup pengetahuan GE. ESP ini dirancang secara berbeda di satu jurusan dan jurusan lain sesuai dengan kompetensi yang difokuskan.

Konsep pembelajaran seperti itu mendapat tantangan berat setelah setiap lembaga Politeknik Negeri di Indonesia mengeluarkan kebijakan baru tentang kompetensi bahasa Inggris lulusannya. Pada tahun 2008 PNB mengeluarkan Peraturan Pendidikan tentang kompetensi bahasa Inggris lulusan, yaitu bahwa calon wisudawan PNB harus memiliki sertifikat yang menunjukkan kompetensi bahasa Inggris yang memadai. Semenjak itu *Proficiency Test of English* (PTE) dipakai sebagai alat uji kompetensi bahasa lulusan yang standar dan mensyaratkan calon wisudawan untuk mendapatkan nilai minimal yaitu 450 sebagai *passing grade*. Spirit peraturan ini betul-betul mensyaratkan agar lulusan PNB berkompeten dalam bahasa Inggris yang sangat menunjang keberhasilan mereka dalam berkompetisi di dunia kerja. Hal ini diupayakan untuk merespon tantangan dan permintaan para pengguna lulusan (*stakeholder*) di dunia kerja. Setelah *try out* dengan PTE diselenggarakan untuk mahasiswa semester 2, diperoleh bahwa rerata nilai PTE mahasiswa 291,64 (hasil tes PTE bulan Maret 2008). Rerata ini masih sangat jauh untuk mencapai *passing grade* 450. PTE sempat diimplementasikan di PNB selama 3 tahun.

Setelah mengadakan studi penelusuran ke berbagai perusahaan pengguna lulusan, PNB mengubah alat uji kompetensi bahasa Inggris tersebut menjadi TOEFL pada tahun 2010. Hal ini dilakukan karena hampir seluruh pengguna lulusan mensyaratkan sertifikat TOEFL. Peraturan Pendidikan PNB yang mensyaratkan bahwa calon wisudawan harus memiliki kemampuan bahasa Inggris yang memadai dengan sertifikat TOEFL ITP dengan nilai minimal 400 (sebagai *passing grade*) memberikan tantangan yang lebih berat lagi kepada tim

pengajar bahasa Inggris dan mahasiswa. Selain tingkat kesulitannya lebih tinggi dibandingkan dengan PTE, pengerjaan TOEFL memerlukan strategi khusus.

Sesuai dengan uji coba dengan dua puluh orang subjek penelitian empiris yang dilakukan tanggal 31 Maret 2011, nilai rata-rata TOEFL mahasiswa masih sangat rendah, yaitu 300 (*Try out* ITP TOEFL PNB tanggal 31 Maret 2011). Nilai ini masih jauh dari kategori lulus. Kondisi ini sangat perlu mendapat penanganan serius dari bidang akademik.

Ada dua kendala yang dihadapi oleh mahasiswa dan dosen pengajar bahasa Inggris di PNB melihat kompetensi bahasa Inggris mahasiswa tersebut; (1) pengajaran bahasa Inggris masih dilaksanakan sebatas untuk menuntaskan materi yang tercakup dalam kurikulum, (2) kesempatan mahasiswa belajar bahasa Inggris di kelas masih belum memadai, yaitu hanya untuk memenuhi tuntutan kurikulum. Pengajaran bahasa Inggris yang masih berorientasi pada kurikulum sangat tidak relevan dengan TOEFL secara langsung. Walaupun mahasiswa akan mampu meningkatkan nilai TOEFL jika mempunyai kemampuan bahasa Inggris yang memadai, namun hal itu memerlukan waktu yang cukup lama. Jumlah jam pelajaran bahasa Inggris juga masih kurang. Jumlah jam tersebut sangat sulit untuk ditambah karena justru akan mengurangi porsi jam matakuliah inti (*core subject*) lainnya. Di lain pihak, TOEFL merupakan suatu alat uji yang perlu dipelajari secara intensif. Pengerjaan tes ini memerlukan suatu pemahaman tentang mekanisme, metode menjawab setiap bagian tes (*listening, structure, dan reading*). Semakin sering peserta tes berlatih mengerjakan tes tersebut, mereka akan semakin paham system, teknik mengerjakannya.

Salah satu cara yang ditempuh agar mahasiswa bisa melatih TOEFL secara lebih intensif dan sekaligus mendukung aktifitas pembelajaran bahasa Inggris di kelas mereka adalah memfasilitasi mereka dengan sarana yang memadai. Mahasiswa harus diberikan suatu fasilitas di mana mereka bisa melatih mengerjakan tes TOEFL secara mandiri. Mereka harus mempunyai waktu yang lebih khusus, perasaan nyaman dalam berlatih, serta tempat yang eksklusif agar usaha mereka tersebut memberikan bermakna (*meaningful*) sehingga pembelajaran mandiri tersebut efektif. Kondisi ini bisa dijawab dengan memfasilitasi mahasiswa dengan suatu pusat belajar atau *learning centre* (LC). LC ini akan menyediakan mahasiswa suatu system pembelajaran mandiri (*self-directed learning*) di mana mereka bisa

mempelajari, berlatih, mengakses TOEFL dengan bebas, nyaman, dan tidak terikat waktu. Rancangan LC dengan model pembelajaran mandiri bahasa Inggris berorientasi TOEFL seperti itu akan mampu membantu mahasiswa untuk meningkatkan nilai TOEFL mereka.

Kondisi seperti itu juga sedang terjadi di beberapa perguruan tinggi lainnya di Bali. Setelah mengadakan studi perbandingan ke beberapa institusi di luar PNB, berhasil diungkap bahwa pembelajaran TOEFL masih diajarkan secara terintegrasi dengan materi bahasa Inggris umum yang masih diatur oleh kurikulum. TOEFL masih diselipkan di tengah-tengah para dosen mengajarkan bahasa Inggris umum. Hal ini sudah barang tentu tidak bisa membuahkan hasil secara maksimal.

Jika kita rangkum, banyak pendapat menyatakan pembelajaran sebagai suatu usaha ke arah yang lebih baik. Menurut Hamalik (2001:57) pembelajaran adalah suatu kombinasi yang tersusun meliputi unsur-unsur manusiawi, material, fasilitas, perlengkapan dan prosedur yang saling mempengaruhi untuk mencapai tujuan pembelajaran. Lebih lanjut lagi dikatakan bahwa konsep-konsep pembelajaran meliputi: 1) pembelajaran merupakan persiapan di masa depan, 2) tujuan pembelajaran adalah penguasaan pengetahuan, 3) dalam pembelajaran, guru dipandang sebagai orang yang sangat berkuasa, 4) kegiatan pembelajaran hanya berlangsung dalam kelas. Beberapa konsep tadi sedikit kontroversial dengan kenyataan di lapangan bahwa pembelajaran bisa dilaksanakan di luar sekolah. Pembelajaran bahasa Inggris bisa dilakukan di luar kelas, misalnya dengan praktek berkomunikasi dengan orang lain. Mudyaharjo (dalam Tegeh 2005) menyatakan bahwa pembelajaran merupakan suatu proses yang menyangkut hal-hal sebagai berikut: 1) pembelajaran bertujuan membentuk manusia berbudaya, 2) pembelajaran berarti suatu proses pewarisan, 3) siswa sebagai generasi muda ahli waris kebudayaan. Pembelajaran bahasa Inggris di PNB sekarang ini masih berorientasi pada pengembangan ketiga sasaran tadi, kognitif, afektif dan psikomotorik sesuai yang digariskan oleh kurikulum. Tujuan pembelajaran tersebut menyaratkan pengajar membuat suatu model tertentu agar efektif dan efisien untuk memenuhi tuntutan tersebut, maka itu sebuah model pembelajaran sederhana diaplikasikan untuk melangsungkan proses pembelajaran tersebut. Dalam pada itu, UU No 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Sisdiknas) menyatakan bahwa pendidikan nasional bertujuan untuk mengembangkan potensi peserta

didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggungjawab. Selanjutnya, Peraturan Menteri Pendidikan Nasional nomor 41 Tahun 2007 mengatakan bahwa penyelenggaraan pendidikan melalui pembelajaran adalah sebagai proses pembudayaan dan pemberdayaan peserta didik yang berlangsung sepanjang hayat. Kedua konsep yang diulas dalam UU dan Permen tersebut pada dasarnya menyiratkan bahwa ada dua fungsi utama pendidikan di Indonesia, yaitu (1) Pendidikan Nasional bertujuan untuk membangun karakter bangsa, (2) pendidikan Nasional juga bertujuan untuk membangun penalaran peserta didik.

Untuk membangun dua tujuan besar pendidikan nasional tersebut (pembudayaan dan pemberdayaan peserta didik), diperlukan fasilitas yang mampu memberikan keteladanan, membangun motivasi, dan mengembangkan potensi serta kreatifitas peserta didik. Hal ini merupakan salah satu implementasi dari bergesernya paradigma dari *teaching* menuju *learning*. Implikasinya, model-model pembelajaran tidak tepat lagi jika menganut paham *teacher-centered*, namun harus bergeser menjadi *student-centered* (Santayasa, 2012:101).

Namun, pembelajaran TOEFL di PNB kenyataannya belum bisa dikatakan menganut paham *student-centered*. Hal itu disebabkan karena beberapa faktor yang diulas di depan tadi, di antaranya fasilitas pendukung belum memadai, model-model pembelajaran belum dikembangkan untuk memfasilitasi konsep *student-centered* tadi, motivasi dosen dan siswa masih kurang karena terbatasnya fasilitas pendukung. Penelitian yang memakan waktu 3 (tiga) tahun ini pada hakekatnya dirancang untuk menciptakan suatu *learning center* (LC) dengan model pembelajaran mandiri bahasa Inggris berorientasi TOEFL. Namun demikian, hal ini memerlukan berbagai proses, sehingga penelitian tiga tahun ini dilakukan secara bertahap, dari tahap analisis kebutuhan, membuat model dan modul ajar, dan mengimplementasikan model tersebut sehingga pada akhirnya terbentuklah model LC yang valid dan standar.

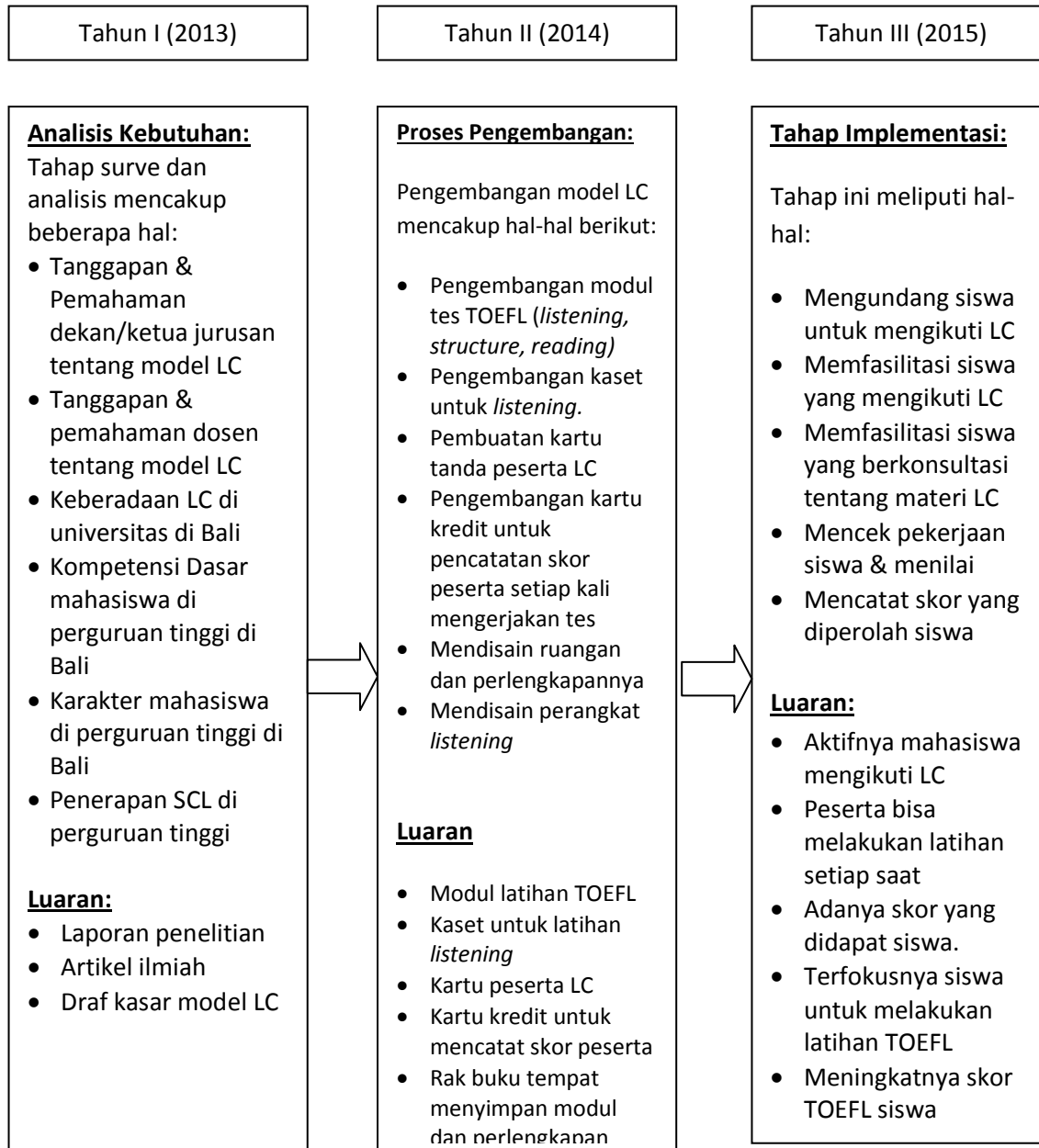
Seperti diulas tadi, permasalahan di tahun pertama (tahun 2013) yang diupayakan pemecahannya adalah sebagai berikut; (1) bagaimana tanggapan dekan dan/atau ketua jurusan terhadap pengembangan model LC dengan model SDL, dan upaya-upaya pembinaan

yang telah dilakukannya?, (2) bagaimana tanggapan dosen-dosen terhadap pentingnya pengembangan model ini?, (3) bagaimana karakter mahasiswa di perguruan tinggi di Bali?, (4) bagaimana kompetensi bahasa Inggris mahasiswa tersebut?, dan (5) bagaimana kosep pembelajaran ini dikembangkan dalam SAP?.

Metode

Penelitian “Pengembangan *Learning Center* (LC) dengan Model Pembelajaran Mandiri Berorientasi TOEFL untuk Meningkatkan Nilai TOEFL mahasiswa Politeknik Negeri Bali” ini meggunakan disain *Research & Development* (R&D) sebagai teori utama dan dipadukan dengan teori pembelajaran Dick & Carey, 1990, dan lain-lain. Dick & Crey (1990) menyusun model perancangan pembelajaran dengan menggunakan kerangka berpikir secara sistematis. Gustafson (dalam Plomp & Ely, 1996) menjelaskan bahwa model ini merupakan salah satu model desain pembelajaran yang memfokuskan pada sistem pembelajaran dan memberikan tekanan pada pengembangan bahan pembelajaran.

Karena penelitian ini akan dilakukan selama tiga tahun, maka sasaran penelitian di setiap tahunnya berbeda satu dengan yang lainnya. Tahapan dan sasaran penelitian selama tiga tahun (tahun 2013-2015) dilukiskan pada gambar berikut.



Penelitian tahun I (tahun 2013) difokuskan pada analisis kebutuhan (*needs assessment*). Tahap ini mencakup pengumpulan data tentang (1) keberadaan LC di perguruan tinggi di Bali, (2) tanggapan Dekan/Ketua Jurusan tentang pengembangan LC, (3) tanggapan dosen tentang pengembangan LC, (4) karakter mahasiswa, dan (5) kompetensi dasar mahasiswa, (6) intensitas implementasi model tersebut dalam SAP (6) publikasi ilmiah, dan (6) membuat draf kasar model LC.

Populasi penelitian ini adalah mahasiswa, dosen, dan dekan atau ketua jurusan di 5 perguruan tinggi di Bali. Pengambilan sampel penelitian ini ditetapkan dengan teknik

stratified random sampling. Pada tahun I (2013), sampel tempat penelitian, jumlah mahasiswa, dekan atau ketua jurusan yang diambil di lima perguruan tinggi di seluruh Bali, di antaranya Universitas Pendidikan Ganesha, Universitas Udayana, Universitas Warmadewa, Sekolah Tinggi Bahasa Asing (STIBA) Mahasraswati, dan Politeknik Negeri Bali. Pemilihan kelima perguruan tinggi ini adalah berdasarkan ketersediaan jurusan bahasa Inggris di lembaga tersebut, baik di bawah program pendidikan bahasa Inggris maupun program Sastra Inggris. Hal ini erat kaitannya dengan ketersediaan atau implementasi TOEFL sebagai tes standar bahasa Inggris. Namun dalam kenyataannya, sebagian besar perguruan tinggi tersebut belum memberlakukan TOEFL sebagai persyaratan kelulusan seperti halnya di PNB. Penentuan jumlah ini juga sudah diasumsikan dapat mewakili gambaran umum tentang perguruan tinggi lainnya. Berikut adalah sampel responden dekan dan/atau ketua jurusan, dan dosen.

No	Nama Perguruan Tinggi	Jumlah Mahasiswa	Jumlah Dosen	Jumlah Dekan/Kajur
1	Universitas Pendidikan Ganesha	20	1	1
2	Universitas Udayana	10	1	1
3	Universitas Warmadewa	20	1	1
4	Sekolah Tinggi Bahasa Asing (STIBA) Saraswati	20	1	1
5	Politeknik Negeri Bali (PNB)	20	1	1
Jumlah		90	5	5

Jumlah mahasiswa yang dites kompetensi dasarnya dengan memakai TOEFL juga ditentukan 20, angka tersebut merupakan jumlah standar mahasiswa di kelas-kelas yang dites.

Hanya saja, jumlah tersebut belum tercapai di kelas di Universitas Udayana karena kebanyakan mahasiswa pada saat tes mengambil cuti sakit dan kegiatan upacara agama. Sedangkan untuk menggali pemahaman dan pendapat pimpinan perguruan tinggi tentang pengembangan model LC ini, peneliti mewawancarai satu orang dekan atau ketua jurusan di masing-masing lembaga. Pemilihan dekan atau ketua jurusan ini dianggap cukup mewakili seorang rector untuk memberikan informasi-informasi yang diperlukan untuk penelitian ini. Pemilihan satu orang dosen yang mengajar di mahasiswa yang dites juga sangat cukup representatif.

Objek kajian penelitian yang dilakukan sekarang atau di tahun I (2013) adalah (1) pemahaman dan pandangan dosen tentang LC, (2) pemahaman dan pandangan dekan atau ketua jurusan tentang LC, (3) karakter mahasiswa, (4) kompetensi dasar mahasiswa, dan (5) deskripsi hasil pengamatan terhadap SAP dan LKM.

Instrumen yang digunakan menggali data adalah pedoman wawancara untuk dekan dan/atau ketua jurusan, angket untuk dosen, tes TOEFL untuk menggali kompetensi mahasiswa, angket untuk meneliti karakter mahasiswa. Data dianalisis secara kualitatif, dan hasil analisis direpresentasikan dengan metode deskriptif kualitatif.

Hasil

Hasil pengukuran kompetensi dasar mahasiswa di 5 (lima) universitas menunjukkan suatu kondisi dimana mahasiswa tersebut memiliki kemampuan bahasa Inggris yang cukup bervariasi. Secara umum kemampuan bahasa Inggris mahasiswa di kelima perguruan tinggi tersebut tergolong dalam level *intermediate*. Hal tersebut dapat dilihat dari nilai rata-rata mahasiswa yaitu 394,11. Namun nilai ini merupakan akumulasi dari 90 orang mahasiswa yang berasal dari lima perguruan tinggi. Intinya, tidak bisa diketahui kemampuan mahasiswa perguruan tinggi mana yang paling tinggi dan yang paling rendah. Dari Sembilan puluh mahasiswa yang dites 32 orang mahasiswa yang mendapatkan nilai minimal 400 (≥ 400). Sisanya, 58 orang mendapat nilai di bawah 400 (≤ 400). Nilai tertinggi mahasiswa tersebut adalah 493 dan nilai terendah mahasiswa adalah 327.

Sebagai gambaran umum, penentuan standar nilai TOEFL oleh sangat bervariasi bergantung pada keperluannya dan lembaga pemakainnya. Di Politeknik Negeri Bali (PNB), dimana program LC berbasis TOEFL akan dikembangkan, memberlakukan TOEFL sebagai persyaratan kelulusan mahasiswa. Sesuai dengan peraturan pendidikan di PNB, mahasiswa harus mendapatkan nilai TOEFL 400 sebelum mereka bisa diwisuda. Nilai ini merupakan nilai terendah yang setiap siswa harus dapatkan. Ini tidak menuntut kemungkinan bahwa *passing grade* akan selalu ditingkatkan menjadi yang lebih tinggi di masa mendatang. Hal ini juga terkait dengan permintaan para *stakeholder* yang menyediakan lowongan kerja untuk para calon alumni PNB yang selalu menyaratkan nilai TOEFL 450.

Dari akumulasi sepuluh karakter yang diulas di depan, dapat ditarik simpulan bahwa sebanyak 46,31% mahasiswa berpeluang memiliki karakter *sangat baik*, 15,67% mahasiswa berpeluang memiliki karakter *baik*, 7,66% mahasiswa berpeluang memiliki karakter *cukup baik*, 10,69% mahasiswa berpeluang memiliki karakter *kurang baik*, 7,87% mahasiswa berpeluang memiliki karakter *tidak baik*, dan tidak ada (0%) mahasiswa yang berpeluang memiliki karakter sangat tidak baik. Jumlah mahasiswa yang karakternya harus dikembangkan ke arah yang lebih baik adalah 41,89%.

Dari hasil survei tentang tanggapan para dosen tentang pengembangan model SCL dengan menggunakan angket, dapat diperoleh hal-hal sebagai berikut. Para dosen di lembaga yang diwawancarai sangat setuju (100%) jika adanya suatu model pembelajaran yang disepakati untuk diimplementasikan. Hal ini dimaksudkan agar mahasiswa memiliki prosedur yang jelas dalam mencapai tujuan pembelajaran tersebut. Model pembelajaran juga disetujui (20%) untuk dibuat agar dosen lebih mudah mengkondisikan siswa untuk belajar lebih giat. Dari kedua prioritas tersebut, alasan pertama jelas menganut prinsip berpusat pada siswa (*student-centered*) dan yang kedua menganut sisten *teacher-centered*. Ada beberapa alasan mengapa para dosen tersebut menyetujui proposisi ini, karena beberapa hal di antaranya: tanpa model pembelajaran akan menjadi mati, dengan model pembelajaran mahasiswa dapat menerima materi pembelajaran dengan lebih mudah, dan mempermudah dosen untuk melaksanakan pembelajaran. Ada beberapa model yang cenderung diimplementasikan di lembaga tersebut. Model pembelajaran yang paling mendapat prioritas adalah model ceramah diikuti dengan tanya jawab (80%). Model ini nampaknya menjadi ikon dalam pembelajaran di

perguruan tinggi non vokasi. Hal ini selaras dengan sistem, misi, dan target atau luaran yang ingin dicapai oleh lembaga bersangkutan. Model yang menjadi prioritas kedua adalah model penugasan kepada mahasiswa untuk melakukan eksperimen berdasarkan contoh dari dosen (60%). Model prioritas ketiga (40%) tampak bervariasi dari setiap lembaga, di antaranya model ceramah klasikal, model pemberian tugas rumah, dan model demonstrasi oleh dosen. Pilihan terakhir yang memiliki prioritas paling rendah adalah model pemberian informasi dari dosen kepada mahasiswa (20%). Sedangkan model lainnya, seperti simulasi computer dari dosen kepada mahasiswa, dan yang lainnya merupakan model yang tidak pernah diimplementasikan oleh dosen. Ada beberapa alasan mengapa para dosen memilih model-model pembelajaran tersebut, di antaranya sebagai berikut; untuk memunculkan keaktifan siswa, sesuai dengan kebutuhan siswa dan dapat dikondisikan sesuai dengan kelas, mahasiswa dapat mengingat, mengetahui, dan mengalami materi-materi pembelajaran secara langsung. Pendapat dosen tersebut tentang pengembangan model-model pembelajaran inovatif juga bervariasi. Mereka pada paling setuju dengan adanya pembelajaran inovatif agar beban dosen tidak bertambah berat (80%). Selain itu mereka juga setuju dengan adanya pembelajaran inovatif demi beban dosen menjadi lebih mudah (20%). Dengan kata lain, tidak ada dosen yang tidak setuju jika diterapkannya model-model pembelajaran inovatif. Ada beberapa alasan mengapa mereka setuju dengan implementasi model tersebut, di antaranya: akan membuat suasana PBM lebih komunikatif dan menyenangkan, menghindari ketidakterikatan dosen yang akan menyebabkan hasil usaha manusia sia-sia, dosen terbantu untuk melaksanakan pembelajaran dengan lebih mudah. Namun demikian, dosen diharapkan agar dosen berkomitmen untuk mempersiapkan materi-materi inovatif.

Pandangan dan pendapat dosen tentang model pembelajaran SCL juga beragam. 20% dosen mengatakan bahwa SCL tidak baik diterapkan untuk budaya di Indonesia. Di lain pihak 40% dosen mengatakan bahwa model SCL dapat diterapkan apabila di sekolah sudah tersedia fasilitas belajar yang lengkap. 40% dosen juga mengatakan bahwa SCL dapat diterapkan di fakultas jika ada komitmen dosen untuk bekerja keras. Mereka tidak setuju jika penerapan model ini hanya untuk sekolah yang berorientasi pada profit saja dan untuk menyiapkan siswa sebelum mengikuti tes saja. Dasar pemikiran para dosen tersebut adalah bahwa model ini susah diterapkan di jurusan yang memerlukan bahasa Inggris sebagai matakuliah

pendukung, mahasiswa susah untuk menjadi aktif dan hanya menunggu penjelasan dulu. Dalam hal ini komitmen pengajar merupakan kunci keberhasilan implementasi mode tersebut di samping dukungan fasilitas-fasilitas yang memadai. Ada beberapa model pembelajaran yang selama ini telah diterapkan oleh institusi tersebut di antaranya pembelajaran kooperatif (40%), model *student-team achievement division* (STAD), model pembelajaran investigasi (40%), model pembelajaran berbasis masalah (20%), model pembelajaran *learning center* (20%), serta ada model ceramah (20%). Sebaliknya ada beberapa model pembelajaran yang tidak lazim untuk diterapkan di lembaga tersebut, di antaranya model pembelajaran perubahan konseptual, model pembelajaran berbasis proyek, model pembelajaran berbasis hakikat keilmuan (*nature of science* atau NOS), model pembelajaran berbasis lingkungan, dan model pembelajaran regulasi diri (*self-regulated learning* atau SRL). Dan alasan-alasan para dosen memilih untuk menerapkan model-model tersebut dapat dirangkum sebagai berikut: karena cocok diterapkan (sebagai contoh model klasikal cocok untuk kelas besar), mahasiswa dapat termotivasi karena diajak ikut bersama dengan dosen untuk memahami materi. Dari model yang diterapkan tersebut, satu model yang selama ini sudah secara tidak langsung diterapkan yaitu STAD.

Setelah dipaparkannya konsep SCL ada beberapa proposisi tentang segi kebaikan model SCL. Keunggulan pertama (80%) adalah SCL dapat memfasilitasi mahasiswa untuk membangun kerjasama yang intensif. Dua keunggulan kedua (60%) dari penerapan model ini adalah dapat mendidik mahasiswa untuk bertanggungjawab dalam kehidupannya dan dapat mendidik mahasiswa untuk memiliki sikap keterbukaan dalam berfikir, berkata dan bertindak. Sedangkan keunggulan lain yang sama-sama mendapatkan persentase yang sama (40%) adalah: dapat mendidik siswa menjadi demokratis, dapat mendidik mahasiswa untuk berperilaku jujur dalam mengambil keputusan, dapat mendidik siswa untuk mengakui kekurangan pada dirinya dalam segala hal, sebagai ajang mendidik mahasiswa untuk mengakui kelebihan orang lain, dan untuk mendidik mahasiswa agar tidak bergantung pada orang lain. Opini dosen tersebut juga didasari beberapa alasan yang tidak digradasi sesuai dengan urgensinya namun hanya diinventarisasi semata-mata. Alasan tersebut pada dasarnya mirip dan saling terintegrasi dengan poin pertanyaan lainnya. Alasan tersebut di antaranya sebagai berikut: mahasiswa harus bisa mandiri, dosen akan dengan mudah mengetahui

kemampuan siswa, siswa akan melakukan PBM sendiri dengan bantuan orang lain atau teman. Selain keunggulan model SCL, ada beberapa kelemahan yang dirumuskan oleh responden tersebut yang digradasi dari persentasi yang tinggi ke yang terendah. Memerlukan fasilitas yang lengkap merupakan kelemahan SCL tertinggi (60%), diikuti oleh dua alasan yang lebih lemah (40%) yaitu waktu yang dibutuhkan tidak sesuai dengan yang dialokasikan dalam kurikulum, dan memerlukan kompetensi yang tinggi bagi dosen mencakup kompetensi pedagogis, professional, sosial dan personal. Satu alasan pada angket yang tidak dipilih oleh para responden (0%) yaitu SCL sulit dilaksanakan dalam praktek. Hal ini berarti bahwa model SCL bukan merupakan hal yang tidak mungkin untuk diimplementasikan. Alasan atau saran yang diajukan oleh responden tersebut adalah perlu disediakannya fasilitas pendukung, dosen akan termotivasi untuk menggali untuk bisa mengikuti perkembangan siswa, siswa sering memerlukan waktu yang jauh lebih panjang dibandingkan dosen untuk menyimpulkan. Tanggapan dosen terhadap pengembangan Rencana Pelaksanaan Pembelajaran (RPP) atau di tingkat perguruan tinggi lebih dikenal dengan istilah Satuan Acara Pembelajaran (SAP) juga mengarah kepada hal yang positif untuk pengembangan model LC ini. Dari tanggapa tersebut, paling banyak dosen (80%) menyatakan bahwa SAP harus dibuat dengan mengutamakan pemberdayaan potensi siswa.

Hasil pengamatan terhadap kecendereungan SAP menerapkan model-model pembelajaran, ditemukan bahwa model pembelajaran berkualifikasi LC *baik* sangat bervariasi dari total dilakukan, sering dilakukan, kadang-kadang dilakukan, jarang dilakukan dan tidak pernah dilakukan. Dari hasil tersebut, penggunaan metode diskusi paling total dimuat dalam SAP (100%), kemudian diikuti oleh penggunaan metode eksperimen (40%), dan pendekatan berbasis skil (*listening, reading, dan grammar*) masih jarang dilakukan sehingga menduduki posisi (10%). Sedangkan dua metode yang tidak pernah digunakan adalah pendekatan *outdoor learning* dan pembelajaran berbasis perpustakaan (0%). Kualifikasi LC *sangat baik* juga bervariasi. Penggunaan pendekatan berbasis lab bahasa menduduki posisi 60% sedangkan metode yang mengutamakan independensi mahasiswa belum pernah dilakukan (0%). Kualifikasi LC *cukup* malahan berkategori selalu digunakan (100%), yaitu penggunaan metode demonstrasi dan model ceramah. Dan kualifikasi LC *tidak baik*, yaitu dengan menggunakan model dan teknik yang tidak jelas belum pernah digunakan (0%). Sebagai

tambahannya, ada dua model tambahan yang digunakan dalam 20% SAP yang dikaji, yaitu metode presentasi dan model kerja berpasngan dalm praktek bahasa Inggris.

Kompetensi siswa yang ingin dikembangkan lewat SAP dengan kualifikasi LC *sangat baik* berkisar antara posisi 20% hingga 40%. Kompetensi mahasiswa pada penalaran dan mengatur waktu dan bekerja sendiri dan bertanggungjawab menduduki posisi 40% atau lebih sering digunakan dari pada berfikir kritis dan menggunakan tantangan sebagai stimulus untuk pengembangan diri yang hanya digunakan kadang-kadang (20%). Kompetensi mahasiswa dengan kualifikasi LC *baik* ditemukan di paling banyak SAP, misalnya kompetensi memahami konsep, menghafal konsep, dan berfikir kritis tentang bahasa Inggris ditemukan di SAP yang dikaji dengan persentase yang bervariasi berturut-turut 100%, 80%, dan 80%. Kompetensi ini dianggap merupakan kompetensi yang dominan yang dikembangkan selama ini. Tidak bebeda dari kompetensi tadi, kompetensi mahasiswa dalam SAP dengan kualifikasi LC *cukup* juga mendapat posisi yang sama. Hanya saja ada dua kompetensi yang mendapatkan kualifikasi cukup, yaitu sikap ilmiah dalam mengerjakan bahasa Inggris (100%) dan keterbukaan dalam memahami dan mengerjakan bahasa Inggris (80%). Sedangkan kompetensi dengan kualifikasi LC *tidak baik*, yaitu untuk menjadi kebergantungan pada orang lain juga ditemukan kurang lebih di 40% SAP yang telah dikaji. Selain hal itu juga ditemukan kompetensi lain di 20% SAP yaitu kompetensi untuk menyimpulkan dan menceritakan kembali dengan bahasa sendiri, dan mengarahkan fokus perhatian mahasiswa kepada topik pembicaraan.

LKM Bahasa Inggris yang digunakan sebagai perangkat pembelajaran dengan kualifikasi LC *sangat baik* adalah menggunakan metode kerja perorangan. Metode ini dimuat di sekitar 80% SAP dan menggunakan pendekatan yang memicu rasa ingin tahu mahasiswa untuk lebih bereksplorasi yang sementara hanya dapat dijumpai pada 40% LKM. Hal ini menandakan LKM tersebut sudah sesuai dengan konsep LC. Sedangkan LKM dengan kualifikasi LC *baik* dimuat di semua SAP. Metode-metode yang digunakan adalah metode diskusi, metode kerja kelompok, dan mengacu pada materi yang diuraikan pada SAP. Sedangkan LKM yang digunakan sebgafai perangkat pembelajaran dengan kualifikasi LC *cukup* terdapat pada 80% SAP yaitu menggunakan metode Tanya jawab, dan pada 20% SAP

yaitu menggunakan pendekatan *outdoor learning*. Hanya ada satu pendekatan LKM dengan kualifikasi LC *tidak baik* yang ditemukan pada 20% SAP yaitu pendekatan, model, metode dan model pembelajaran yang digunakan tidak jelas. Sedangkan dilihat dari kompetensi mahasiswa yang dikembangkan, ada tiga kompetensi yang dikembangkan yang menurut kualifikasi LC *sangat baik*, yaitu kompetensin sosial dan mandiri, untuk menjadi lebih berinisiatif, dan untuk bekerja sendiri dan bertanggungjawab. Ketiga kompetensi tersebut dapat ditemukan berturut-turut pada 60%, 40%, dan 40% LKM. Pengembangan kompetensi siswa dengan kualifikasi LC *baik* adalah memahami konsep (ditemukan pada setiap LKM/100%), penalaran serta mengatur waktu (pada 80% LKM), berfikir kritis dan menggunakan tantangan sebagai stimulus untuk pengembangan diri (pada 40% LKM), dan berfikir kritis tentang bahasa Inggris (pada 30% LKM). Kompetensi dengan kualifikasi LC *cukup* adalah menghafal (pada 100% LKM), keterbukaan dalam memahami dan mengerjakan bahasa Inggris (pada 80% LKM), dan sikap ilmiah dalam mengerjakan bahasa Inggris (pada 40% LKM). Tidak ada kompetensi mahasiswa dengan kualifikasi LC *tidak baik* dibahas.

Ditinjau dari segi penilaian dan evaluasi sebagai perangkat pembelajaran, butir dengan kualifikasi LC *baik* adalah disiapkan untuk mengevaluasi hasil belajar yang dijumpai pada semua SAP (100%), dilengkapi dengan pedoman pengamatan kinerja siswa yang dijumpai pada semua SAP (100%), serta dilengkapi dengan rubric penilaian yang ditemukan pada 60% SAP yang dikaji. Ada dua butir proposisi yang berkualifikasi LC *cukup*, yaitu ada tes tulis pilihan ganda yang ditemukan pada 80% SAP dan ada tes esai yang ditemukan pada 80% SAP. Sedangkan dilihat dari kualifikasi LC *tidak baik*, ada tiga pernyataan yang memiliki persentase keterkandungan berbeda dalam SAP, di antaranya disiapkan untuk mengevaluasi proses pembelajaran dapat ditemukan pada 40% SAP, dan tidak ada evaluasi proses dan tidak ada rubrik, serta tidak ada tes yang dapat ditemukan di SAP manapun (0%).

Pembahasan

Bertolak dari UU Sisdiknas No 20 Tahun 2003, Bab II Pasal 3 menyatakan bahwa pendidikan nasional berfungsi untuk mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermatabat dalam rangka mencerdaskan kehidupan bangsa, dan mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa

kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggungjawab (Santayasa, 2012:85). Dari konsep tersebut dapat disarikan bahwa pendidikan di Indonesia bertujuan untuk dua hal; (1) membangun karakter bangsa, yaitu membentuk watak serta peradaban bangsa yang bermartabat, menjadikan manusai Indonesai yang beriman, demokratis dan bertanggungjawab; (2) membangun penalaran peserta didik, yaitu mengembangkan potensi peserta didik agar menjadi manusia yang sehat, berilmu, cakap, kreatif, dan mandiri.

Dari pemantauan terhadap kompetensi dasar mahasiswa secara umum, mahasiswa di Bali termasuk belum berkompeten dalam bidang bahasa Inggris, khususnya TOEFL. Dengan memakai parameter kelulusan di Politeknik Negeri Bali (PNB), hanya 32 mahasiswa yang terkategori lulus (dengan nilai di atas 400) sedangkan 58 dari mereka belum dianggap berkompeten dengan nilai di bawah 400.

Jika perhatian dikerucutkan ke kondisi kompetensi mahasiswa PNB, hanya 2 orang dari 20 mahasiswa yang dites mendapatkan nilai di atas 400. Sedangkan 18 orang sisanya masih dianggap belum berkompeten. Hal ini berarti bahwa hanya 10% mahasiswa yang lulus dan 90% sisanya tidak dinyatakan lulus. Dan, secara umum, hanya 31,5% mahasiswa di Bali yang dianggap berkompeten dan 68,5% dianggap belum berkompeten.

Hal ini sudah barang tentu disebabkan oleh beberapa hal, seperti metode pembelajaran, kesempatan belajar TOEFL, sistem monitoring dan evaluasi proses PBM tersebut, serta ketersediaan sarana dan prasarana lainnya. Oleh karena itu, pengembangan LC berbasis TOEFL dengan model pembelajaran mandiri sangat relevan untuk memecahkan masalah tersebut.

Berkaitan dengan karakter mahasiswa, ada 10 (sepuluh) pilar karakter mahasiswa yang ditelusuri dalam penelitian ini. Dari sepuluh karakter tersebut, karakter *kepemimpinan dan keadilan* merupakan karekter yang dimiliki oleh paling banyak mahasiswa dengan kategori “sangat baik” (83,30%), menyusul karakter *hormat dan santun* dengan persentase 73,30%. Tiga karakter terpopuler pada mahasiswa terakhir dengan persentase 71,05% adalah *toleransi dan kedamaian*. Sedangkan karakter yang paling sulit dimiliki mahasiswa dengan

kategori sangat baik adalah berturut-turut *kejujuran dan keramahan (7,70%)*, *dermawan, suka menolong dan gotong royong (11,65%)*, dan *kemandirian dan tanggungjawab (35,50%)*. Karakter kurang baik yang masih tinggi persentasenya oleh mahasiswa di Bali adalah berturut-turut *Cinta Tuhan dan ciptaanya, kemandirian dan tanggungjawab, hormat dan santun* masing-masing 16,10%, 15,50%, dan 12,20%.

Dari akumulasi sepuluh karakter yang diulas di depan, dapat ditarik simpulan bahwa sebanyak 46,31% mahasiswa berpeluang memiliki karakter *sangat baik*, dan sisanya 41,89% berpeluang memiliki karakter *baik, cukup baik, kurang baik, dan tidak baik*. Pemilikan karakter seperti itu seyogyanya dapat diperbaiki ke arah yang lebih baik. Hal ini sudah barang tentu harus didukung oleh usaha pemerintah melalui pemantapan pendidikan karakter di semua tingkat pendidikan. Salah satu upaya yang dapat dilakukan dalam membangun karakter siswa ke arah yang lebih baik adalah dengan menerapkan model pembelajaran yang perkompeten.

Respon dekan atau ketua jurusan sebagai salah seorang pejabat pemegang kebijakan di tingkat fakultas juga membenarkan bahwa pembelajaran yang berfokus pada kebutuhan mahasiswa belum banyak diaplikasikan di tingkat universitas. Hal ini disebabkan karena faham yang cukup lama dianut para pendidik di level pendidikan ini yaitu member kuliah (*lecturing*). Oleh karena itu, paradigma *teacher centered learning* masih sangat kuat melekat dipikiran para dosen. Namun demikian, konsep ini sudah bisa ditinggalkan karena efektifitas model tersebut dirasakan kurang optimal untuk diterapkan di era sekarang. Secara langsung konsep pembelajaran mandiri (SCL) juga harus mulai ditanamkan dibenak mahasiswa. Pembelajaran mandiri akan memberi peluang yang sangat maksimal kepada mahasiswa untuk berproses secara natural. Proses yang sangat ketat dan luar biasa tersebut akan memberikan dampak positif kepada mahasiswa tersebut. Mengeksplorasi sesuatu secara mandiri hingga menuai hasil yang gemilang merupakan konsep pembelajaran bermakna yang sangat diharapkan terjadi pada mahasiswa tersebut. Proses tersebut sebetulnya yang menjadi pembelajaran karakter bagi mereka karena mereka selalu melatih hampir kesepuluh pilar karakter bangsa yang digariskan oleh pemerintah lewat departemen pendidikan nasional (Suyanto, 2010).

Keberadaan SAP dan LKM juga sangat berkontribusi terhadap kesuksesan pembelajaran tersebut. Hasil survei dan kajian menunjukkan bahwa SAP dan LKM belum

sepenuhnya menganut model SCL terutama model pembelajaran mandiri berorientasi LC. Dari SAP dan LKM yang diriview dari lima perguruan tinggi di Bali, hanya beberapa SAP dan LKM yang akan diarahkan untuk bisa menerapkan pembelajaran mandiri dengan LC. Di samping itu, perangkat penunjang pembelajaran seperti lab bahasa juga masih menggunakan sistem pembelajaran lama yaitu klasikal. Mahasiswa dituntut oleh dosen untuk belajar bersama dalam satu ruangan dengan keseragaman waktu mulai, materi ajar, materi latihan, dan sebgainya sehingga mereka tidak mampu mengembangkan kreatifitas mereka. Dengan adanya pengembangan model pembelajaran mandiri di LC, SAP dan LKM seyogyanya dikondisikan sehingga bisa mengakomodasikan dan mengimplementasikan konsep SCL tersebut

Simpulan

Berdasarkan hasil penelitian dan pembahasan yang telah dilakukan pada bab di depan, diajukan simpulan-simpulan penelitian sebagai berikut.

Pertama, para dekan atau ketua jurusan di perguruan tinggi tersebut merespon bahwa pengembangan model LC berbasis TOEFL dengan model pembelajaran mandiri (*student-directed learning*) sangat penting. Untuk meningkatkan nilai TOEFL mahasiswa mereka, pengembangan ini diharapkan segera dilakukan. Di internal Politeknik Negeri Bali sendiri, segeap ketua jurusandan pimpinan juga mengharapakan agar pengembangan model ini dapat terwujud segera. Pihak mahasiswa, sebagai pemakai langsung model ini, sangat mengharapakan agar LC segera dibentuk sehingga mempermudah mereka untuk belajar TOEFL tanpa mengganggu mengganggu perkuliahan mereka, dan mereka bisa memanfaatkan waktu-waktu luang mereka dengan effekti dan efisien.

Kedua, para dosen pengajar matakuliah *listening*, *grammar*, dan *reading* yang secara langsung berkaitan dengan TOEFL juga sangat setuju untuk mulai memikirkan untuk mengimplementasikan model pembelajaran mandiri (SDL) seperti ini. Mereka sangat setuju untuk membuat model LC untuk pembelajaran matakuliah tersebut disamping pembelajaran teori di kelas. Tatap muka di kelas bisa dikurangi dan memfokuskan mahasiswa untuk belajar mandiri di LC. Mereka juga siap untuk mengembangkan modul-modul ketiga mata kuliah

tersebut berbasis SDL. Hal ini akan sangat membantu mereka untuk menumbuhkembangkan kemandirian dan kepercayaan diri mahasiswa.

Ketiga, kompetensi bahasa Inggris mahasiswa yang ditunjukkan dengan nilai TOEFL masih tergolong rendah memicu para dosen dan staf pimpinan fakultas untuk meningkatkannya. Hal ini sangat penting karena TOEFL merupakan persyaratan kelulusan (terutama di PNB), dan perguruan tinggi lain di Bali juga akan segera mengeluarkan kebijakan tersebut. Hal ini dipandang sangat perlu untuk selalu meningkatkan kemampuan bahasa Inggris mahasiswa, karena untuk merealisasikan visi dan misi lembaga mereka, yaitu berdaya saing internasional.

Keempat, secara deskriptif, peluang pemilikan karakter bangsa bagi siswa yang diungkap dari 90 siswa, menunjukkan bahwa sebanyak 46,31% mahasiswa berpeluang memiliki karakter *sangat baik*, dan sisanya 41,89% berpeluang memiliki karakter *baik*, *cukup baik*, *kurang baik*, dan *tidak baik*. Pembelajaran dengan sistem *student-centered learning (SCL)* terutama yang berfokus pada pembelajaran mandiri (SDL) akan mampu memperbaiki karakter mahasiswa tersebut.

Kelima, pembelajaran mandiri dengan model LC ini akan berjalan lancar jika didukung oleh beberapa faktor, salah satunya SAP dan LKM. Pada survei dan kajian tentang SAP dan LKM, ditemukannya bahwa SAP dan LKM yang disiapkan untuk pembelajaran di setiap perguruan tinggi masih belum mendukung model yang dikembangkan. Hal ini disebabkan karena pembelajaran tersebut masih bersifat klasikan dan kuliah. Oleh karena itu, untuk mendukung pengembangan model SDL dengan sistem LC ini, SAP dan LKM yang diterjemahkan menjadi modul ajar harus memasukan unsur-unsur SDL.

Keenam, telah dilakukannya penyusunan draft model LC. Draft kasar ini akan dilengkapi pada penelitian tahun ke-2 (2014).

Saran

Penelitian ini telah mengungkap bahwa belum adanya upaya-upaya dosen, dekan, atau ketua jurusan untuk melakukan pengembangan model LC dengan model SDL. Oleh karena itu, diajukan saran-saran sebagai berikut.

Pertama, kepada pemerintah melalui dinas pendidikan tinggi untuk memberi dukungan terhadap pengembangan LC dengan model SDL di level perguruan tinggi. Bantuan berupa kebijakan, ide, sarana dan prasarana atau financial sangat diperlukan untuk pengembangan ini sehingga terwujudnya proses pembelajaran yang optimal.

Kedua, kepada dekan, kajar atau pimpinan fakultas atau juga perguruan tinggi di Bali, dianjurkan agar melakukan pembinaan pengembangan profesionalisme dosen, yang mencakup pengembangan pembelajaran, pengembangan model ajar, pengembangan perlengkapan dan media pembelajaran, serta kompetensi pedagogi. Salah satu upaya yang bisa ditempuh adalah dengan mengembangkan LC dengan model SDL ini. Pengembangan model ini tidak hanya akan mampu meningkatkan profesionalisme dosen, kreatifitas dosen dalam meneliti, mengembangkan dan membuat modul ajar, meningkatkan cara belajar mahasiswa untuk meningkatkan nilai TOEFL mereka namun juga akan mampu mengembangkan kreatifitas, karakter mahasiswa itu sendiri (seperti kemandirian, ketekunan, ketakwaan, kesabaran, kompetensi personal dan sosial) yang sangat penting untuk meraih tujuan pendidikan Indonesia, yaitu membentuk manusia yang cerdas dan bermartabat.

Ketiga, disarankan kepada para dosen pengampu matakuliah tersebut atau mata kuliah bahasa Inggris lainnya untuk selalu berfikiran kreatif dan inovatif untuk melatih diri untuk mengembangkan profesionalisme mereka (seperti lewat seminar, workshop, latihan, penataran) serta aktif mencoba dan menciptakan model-model pembelajaran yang diperlukan sesuai dengan pengembangan iptek. Upaya-upaya tersebut akan memicu para dosen untuk selalu aktif berkarya dengan mengadakan penelitian tindakan kelas (PTK), penelitian dan pengembangan (R&D). Upaya-upaya ini akan membantu mereka menjadikan dirinya profesional, produktif, berdayajual tinggi.

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MENGEMBANGKAN KEMAMPUAN BACA TULIS BAHASA JERMAN SEBAGAI BAHASA ASING MELALUI MODEL INDUKTIF KATA BERGAMBAR

Oleh. Dr. Jolanda Tomasouw, M.Pd.

Abstrak

Model pembelajaran induktif kata bergambar merupakan salah satu model pembelajaran yang digunakan dalam mengajar Bahasa Jerman pada kelas pemula diarahkan agar pembelajar dapat menyelesaikan tugas-tugas yang cukup kompleks karena model ini memerlukan tingkat berpikir yang tinggi. Oleh karena itu prinsip terpenting dari model ini adalah membangun pengembangan kosa kata dan bentuk-bentuk sintaksis pembelajar serta memfasilitasi “peralihan” dari tutur menjadi tulisan. Semakin banyak kata yang diketahui siswa melalui kosa kata pendengaran dan percakapan mereka, semakin banyak pemahaman yang mereka miliki tentang keadaan sekitar mereka. Semakin banyak kata yang mereka pahami melalui proses membaca dan penulisan kosa kata, semakin banyak kontrol dan pilihan yang mereka miliki dalam hidup.

Setiap langkah model induktif kata bergambar selalu menggunakan foto atau gambar yang menarik sebagai stimulus atau motivasi untuk penulisan kata atau kalimat Bahasa Jerman. Singkatnya model induktif kata bergambar memanfaatkan kemampuan pembelajar untuk berpikir secara induktif. Hal ini memungkinkan mereka membangun generalisasi yang akan membentuk dasar analisis structural. Ini berkaitan erat dengan kemampuan mereka dalam berpikir. Prinsip utama dalam model ini adalah bahwa pembelajar memiliki kemampuan untuk membuat generalisasi yang akhirnya dapat menyingkapkan konvensi berbahasa pada mereka.

Kata Kunci : Kemampuan Baca Tulis, Model Induktif, Kata Bergambar

Pendahuluan

Tercapainya hasil belajar yang memadai tentunya tidak terlepas dari suatu proses belajar mengajar yang pada intinya merupakan sebuah proses interaksi antar pengajar dan pembelajar. Dimana interaksi tersebut melibatkan komponen-komponen yang menuntut sebuah tujuan atau kompetensi yang telah disepakati. Proses belajar mengajar akan berlangsung secara optimal dan efektif bila direncanakan dengan baik dan dikelola dengan baik pula. Untuk itu pengajar harus memerankan perannya secara profesional agar bisa

memiliki pengetahuan dan ketrampilan, bagaimana merencanakan dan mengelola proses belajar mengajar. Salah satu komponen belajar mengajar yang paling utama menjadi kunci keefektifan pembelajaran adalah strategi pengajaran.

Dalam pengajaran Bahasa Jermanpun demikian, karena bahasa Jerman sebagai bahasa asing yang kadang-kadang sulit dipahami oleh pembelajar. Oleh karena itu tentu saja dibutuhkan suatu strategi atau model pembelajaran yang bias memotivasi mereka dalam belajar sehingga tujuan yang diharapkan dapat tercapai. Strategi pengajaran merupakan cara pengajar dalam menyampaikan informasi. Namun strategi saja tidak cukup dalam menyampaikan informasi perlu adanya generalisasi berupa model pembelajaran yang menjadikannya lebih sempurna. Dimana model pembelajaran tersebut menawarkan sebuah proses agar siswa dapat belajar secara aktif. Sehingga pembelajar dengan mudah dapat memahami materi yang disampaikan.

Dengan demikian dapat dikatakan bahwa proses belajar mengajar akan lebih efektif apabila siswa dapat memproses informasi yang diberikan dengan benar, dimana siswa dapat menganalisa data dan mengembangkan konsep tersebut. Dari kegiatan tersebut siswa diharapkan mampu mencapai hasil yang ditentukan.

Salah satu model pembelajaran yang dapat menjawab tantangan tersebut di atas adalah model induktif kata bergambar (*picture word inductive model*) yang merupakan pengembangan dari model memproses informasi (*information-processing model*). Model induktif kata bergambar dikembangkan oleh Emily Calhoun (1999) yang memadukan model berfikir induktif dengan model penemuan konsep. Tujuannya adalah agar pembelajar dapat belajar kata, kalimat, dan paragraf dari sebuah gambar. Model pembelajaran ini dirasakan sangat baik karena dapat memotivasikan pembelajar melalui gambar-gambar yang menarik sehingga hal tersebut dapat membangun skemata mereka.

Pengertian Model Pembelajaran

Model Pengajaran dan model pembelajaran adalah dua istilah yang sering kita gunakan dalam dunia pendidikan. Lebih rinci kedua istilah ini dapat dijelaskan sebagai berikut bahwa model pengajaran sangat berkaitan dengan upaya guru mengajar, sedangkan

model pembelajaran berkaitan dengan upaya siswa belajar. Keduanya merupakan upaya dalam meningkatkan proses belajar mengajar yang terjadi dikelas.

Menurut Joyce dkk., (2009:7) model-model pengajaran sebenarnya juga bisa dianggap sebagai model-model pembelajaran sebab ketika kita membantu pembelajar untuk memperoleh informasi, gagasan, kompetensi, nilai, cara berpikir, dan untuk mengekspresikan diri mereka sendiri, kita sebenarnya sedang mengajari mereka untuk belajar. Pada hakikatnya, hasil pengajaran jangka panjang yang paling penting adalah bagaimana siswa mampu meningkatkan belajarnya dengan lebih mudah dan lebih efektif pada masa yang akan datang.

Istilah model pengajaran sebenarnya memiliki karakteristik yang sama dengan istilah strategi pengajaran, metode pengajaran, atau prinsip pengajaran. Akan tetapi, menurut Arends (2008: 259-260), model pengajaran memiliki dua keistimewaan. Pertama, konsep model menyiratkan sesuatu yang lebih besar daripada strategi, metode, atau teknik tertentu. Istilah model pengajaran mencakup pendekatan pengajaran secara keseluruhan dan bukan strategi atau teknik tertentu. Model-model pengajaran memiliki beberapa atribut yang tidak dimiliki berbagai strategi dan metode spesifik. Atribut –atribut tersebut adalah adanya basis teoretis yang koheren atau sebuah sudut pandang tentang apa yang seharusnya dipelajari dan bagaimana siswa mempelajarinya. Model juga merekomendasikan berbagai perilaku mengajar dan susunan kelas yang dibutuhkan untuk mewujudkan berbagai tipe pembelajaran yang berbeda.

Keistimewaan yang kedua, konsep model pengajaran berfungsi sebagai alat komunikasi yang penting bagi guru. Para pencetus konsep model pengajaran, khususnya Joyce, dkk. Telah mengklasifikasikan berbagai pendekatan pengajaran menurut tujuan instruksional, sintaksisnya, dan sifat lingkungan belajarnya. Penggunaan model pembelajaran tertentu membantu guru untuk mencapai tujuan tertentu. Aliran kegiatan belajar secara keseluruhan ditunjukkan dalam sintaksis model. Lingkungan belajar adalah konteks bahwa semua tindakan pengajaran harus dilaksanakan, termasuk dalam tata cara pemotivasian dan pengelolaan siswa.

Joyce, dkk. (2009:7-41) telah mengelompokkan model-model pengajaran ke dalam empat kelompok pengajaran yang masing-masing memiliki orientasi pada sikap manusia dan bagaimana mereka belajar. Kelompok-kelompok tersebut adalah

- 1) Kelompok model pengajaran yang memproses informasi (the information-processing family), yang terdiri atas model berpikir induktif, penemuan konsep, model induktif kata bergambar, penelitian ilmiah, latihan penelitian, mnemonik, sinektik, dan advance organizer;
- 2) Kelompok model pengajaran sosial (the social family), yang terdiri atas model mitra belajar, penelitian tersusun, investigasi kelompok, bermain peran, dan penelitian yurisprudensi;
- 3) Kelompok model pengajaran personal (the personal family), yang terdiri atas model pengajaran tanpa arahan dan model meningkatkan harga diri;
- 4) Kelompok model pengajaran sistem perilaku (the behavioral systems family), yang terdiri atas model belajar menguasai, instruksi langsung, simulasi, pembelajaran sosial dan model jadwal terencana atau penguatan kinerja tugas.

Sedangkan menurut (Joice 1992 : 4), model pembelajaran adalah suatu perencanaan atau suatu pola yang digunakan sebagai pedoman dalam merencanakan pembelajaran di kelas atau pembelajaran dalam tutorial dan untuk menentukan perangkat-perangkat pembelajaran termasuk di dalamnya buku-buku, film, computer, kurikulum, dan lain-lain (Joyce, 1992: 4). Selanjutnya Joyce menyatakan bahwa setiap model pembelajaran mengarahkan kita untuk mendesain pembelajaran yang dapat membantu peserta didik sedemikian rupa sehingga tujuan pembelajaran tercapai.

Adapun Soekamto, dkk (dalam Nurulwati, 2000: 10) mengemukakan maksud dari model pembelajaran adalah: “kerangka konseptual yang melukiskan prosedur yang sistematis dalam mengorganisasikan pengalaman belajar untuk mencapai tujuan belajar tertentu, dan berfungsi sebagai pedoman bagi para perancang pembelajaran dan para pengajar dalam merencanakan aktivitas belajar mengajar.” Hal ini sejalan dengan apa yang dikemukakan oleh Eggen dan Kauchak bahwa model pembelajaran memberikan kerangka dan arah bagi guru untuk mengajar.

Arends (1997: 7) menyatakan “The term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system.” Istilah model pengajaran mengarah pada suatu pendekatan pembelajaran tertentu termasuk tujuannya, sintaksnya, lingkungannya, dan sistem pengelolaannya.

Istilah model pembelajaran mempunyai makna lebih luas dari pada strategi, metode atau prosedur. Model pengajaran mempunyai empat ciri khusus yang tidak dimiliki oleh strategi, metode atau prosedur. Ciri-ciri tersebut ialah:

1. Rasional teoretik logis yang disusun oleh para pencipta atau pengembangnya;
2. Landasan pemikiran tentang apa dan bagaimana siswa belajar (tujuan pembelajaran yang akan dicapai);
3. Tingkah laku mengajar yang diperlukan agar model tersebut dapat dilaksanakan dengan berhasil; dan
4. Lingkungan belajar yang diperlukan agar tujuan pembelajaran itu dapat tercapai (Kardi dan Nur, 2000: 9).

Selain ciri-ciri khusus pada suatu model pembelajaran, menurut Nieveen (1999), suatu model pembelajaran dikatakan baik jika memenuhi kriteria sebagai berikut: *Pertama, sah* (valid). Aspek validitas dikaitkan dengan dua hal yaitu: (1) apakah model yang dikembangkan didasarkan pada rasional teoritik yang kuat; dan (2) apakah terdapat konsistensi internal. *Kedua, Praktis*. Aspek kepraktisan hanya dapat dipenuhi jika: (1) para ahli dan praktisi menyatakan bahwa apa yang dikembangkan dapat diterapkan; dan (2) kenyataan menunjukkan bahwa apa yang dikembangkan tersebut dapat diterapkan. *Ketiga, efektif*. Berkaitan dengan aspek efektivitas ini, Nieveen memberikan parameter sebagai berikut: (1) ahli dan praktisi berdasar pengalamannya menyatakan bahwa model tersebut efektif; dan (2) secara operasional model tersebut memberikan hasil sesuai dengan yang diharapkan.

Sedangkan menurut Khabibah (2006), bahwa untuk melihat tingkat kelayakan suatu model pembelajaran untuk aspek validitas dibutuhkan ahli dan praktisi untuk memvalidasi model pembelajaran yang dikembangkan. Sedangkan untuk aspek kepraktisan dan efektivitas

diperlukan suatu perangkat pembelajaran untuk melaksanakan model pembelajaran yang dikembangkan. Sehingga untuk melihat dua aspek ini perlu dikembangkan suatu perangkat pembelajaran untuk suatu topic tertentu yang sesuai dengan model pembelajaran yang dikembangkan. Selain itu, dikembangkan pula instrumen penelitian yang sesuai dengan tujuan yang diinginkan.

Arends (2001: 24), menyeleksi enam model pengajaran yang sering dan praktis digunakan oleh guru dalam mengajar, yaitu: presentasi, pengajaran langsung, pengajaran konsep, pembelajaran kooperatif, pengajaran berdasarkan masalah, dan diskusi kelas. Arends dan pakar model pembelajaran yang lain berpendapat, bahwa tidak ada satu model pembelajaran yang paling baik diantara yang lainnya, karena masing-masing model pembelajaran dapat dirasakan baik, apabila telah diujicobakan untuk mengajarkan materi pelajaran tertentu. Oleh karena itu dari beberapa model pembelajaran yang ada perlu kiranya diseleksi model pembelajaran yang mana yang paling baik untuk mengajarkan suatu materi tertentu.

Dalam mengajarkan suatu pokok bahasan (materi) tertentu harus dipilih model pembelajaran yang paling sesuai dengan tujuan yang akan dicapai. Oleh karena itu, dalam memilih suatu model pembelajaran harus memiliki pertimbangan-perimbangan. Misalnya, materi pelajaran, tingkat perkembangan kognitif siswa, dan sarana atau fasilitas yang tersedia, sehingga tujuan pembelajaran yang telah ditetapkan dapat tercapai.

Dengan demikian merupakan hal yang sangat penting bagi para pengajar untuk mempelajari dan menambah wawasan tentang model pembelajaran yang telah diketahui. Karena dengan menguasai beberapa model pembelajaran, maka seorang guru dan dosen akan merasakan adanya kemudahan di dalam pelaksanaan pembelajaran di kelas, sehingga tujuan pembelajaran yang hendak kita capai dalam proses pembelajaran dapat tercapai dan tuntas sesuai yang diharapkan.

Model Pembelajaran Induktif

Model pembelajaran induktif adalah sebuah model pembelajaran yang bersifat langsung tapi sangat efektif untuk membantu siswa mengembangkan keterampilan berpikir tingkat tinggi dalam kaitannya dengan proses pembelajaran. Model berpikir induktif cenderung lebih mudah digunakan pada materi pembelajaran yang masih bersifat konseptual. Hal ini dapat dilihat pada pola dan karakteristik pembelajaran yang merupakan kategori berpikir induktif ini. Namun, tidak menutup kemungkinan aktifitas yang dikembangkan dalam proses pembelajaran akan melibatkan unsur psikomotorik dari peserta didik. Bruce Joyce dan Weil mengemukakan bahwa model berpikir induktif meyakini bahwa siswa sebagai peserta didik merupakan konseptor ilmiah. Setiap saat seseorang selalu berusaha untuk melakukan suatu konseptualisasi dalam hal apapun, proses berpikir induktif diperlukan.

Model berpikir induktif mempunyai beberapa karakteristik utama antara lain; Fokus: Fokus membantu peserta didik untuk berkonsentrasi pada satu ranah/kemampuan berpikir (bidang penelitian) yang dapat mereka kuasai, tanpa mengecilkkan keinginan dalam hati mereka yang jelas membuatnya tidak bisa menggunakan seluruh kemampuan untuk menghasilkan suatu gagasan yang luar biasa. Hal utama yang perlu dilakukan adalah menyajikan seperangkat data yang menyediakan informasi terhadap suatu cakupan mata pelajaran tertentu dengan meminta peserta didik mempelajari sifat-sifat objek dalam perangkat yang disajikan tersebut.

Model berpikir induktif dapat membantu peserta didik untuk mengumpulkan informasi dan mengujinya secara ilmiah (dengan tahap perkembangan usia dan berpikir peserta didik) dengan teliti, mengolah informasi ke dalam konsep-konsep, dan belajar memanipulasi konsep-konsep tersebut. Apabila digunakan secara bertahap, model thinking inductively juga dapat meningkatkan kemampuan peserta didik untuk membentuk konsep-konsep secara efisien dan meningkatkan jangkauan perspektif dari sisi mana mereka memandang suatu informasi tertentu. Salah satu bagian dari model pembelajaran berpikir induktif yang dirasakan sangat baik untuk pengajaran baca tulis dalam bahasa Jerman adalah model pembelajaran induktif kata bergambar.

Model Pembelajaran Induktif Kata Bergambar

Meskipun ada banyak model pengajaran memiliki sejarah panjang yang terus dikembangkan oleh para penggagasnya, hanya ada segenggam model-model baru yang hebat yang kami anggap perlu dimasukkan ke dalam *Models of Teaching* ini. Model induktif kata bergambar (*picture-word inductive model*) merupakan salah satu strategi pengajaran tambahan yang sangat menarik dan luar biasa, utamanya dalam hal keluasaan landasan dan penerapannya.

Inti merupakan sifat/tujuan belajar siswa saat mereka berusaha mengonstruksikan pengetahuan tentang bahasa (analisis fonetik dan structural) dan mengembangkan ketrampilan memperluas dan mengelola informasi dalam semua bidang kurikulum. Dalam beberapa hal, strategi ini mungkin merupakan salah satu model konstruksionis terakhir karena baca tulis umum merupakan dasar dimana bidang baca tulis yang sesuai dengan kurikulum dikembangkan.

Model pembelajaran induktif kata bergambar (Picture Word Inductif Model = PWIM) menyajikan sebuah model pembelajaran yang memusatkan pada otak manusia untuk aktif berfikir melalui data-data yang diterimanya. Pengumpulan data-data yang bersifat kusus akan diproses dan ditarik kesimpulan secara umum. Secara tidak langsung siswa dilatih untuk mandiri dan konsisten terhadap permasalahan yang dihadapi dengan mengambil kesimpulan yang lebih obyektif dari data yang telah diproses. Model Induktif Kata Bergambar adalah penyelidikan berorientasi strategi seni bahasa yang menggunakan gambar yang berisi benda-benda asing dan tindakan untuk memperoleh kata-kata dari mendengarkan anak-anak dan berbicara kosakata.

Tujuan PWIM adalah untuk:

1. Membangun pandangan kosakata sebagai dasar untuk membaca, belajar mengucapkan dan generalisasi ejaan
2. Memperoleh rasa percaya pada kemampuan seseorang untuk belajar
3. Belajar bagaimana menyelidiki bahasa dan menggunakan pengetahuan dan keterampilan untuk membaca, menulis dan berpartisipasi penuh dalam pendidikan

Model induktif kata bergambar dapat digunakan untuk mengajar pengucapan dan mengeja baik induktif dan eksplisit. Namun, model ini dirancang untuk memanfaatkan kemampuan anak untuk berpikir secara induktif. Disamping itu Model Induktif Kata Bergambar ini memungkinkan mereka untuk membangun generalisasi yang membentuk dasar struktural dan analisis fonetik-dan menghormati kemampuan mereka untuk berpikir. Dengan demikian, prinsip utama dari model ini adalah bahwa siswa memiliki kemampuan untuk membuat generalisasi yang dapat membantu mereka untuk menguasai konvensi bahasa.

Adapun beberapa kriteria yang harus diperhatikan dalam pemilihan gambar antara lain:

Gambar – Gambar dengan konten yang kaya akan memberikan lebih banyak kesempatan untuk memnbangun kemampuan bahasa. Cobalah untuk memilih gambar yang biasa dihubungkan dengan cepat oleh pembelajar..

Ukuran Gambar – Semakin besar gambar, semakin baik. Cobalah untuk menemukan gambar yang seukuran poster. Ketika Anda menempatkan gambar di atas layar dan nama benda, tindakan dan emosi yang ditimbulkan oleh gambar, Anda ingin anak-anak untuk dapat melihat mereka.

Melestarikan Gambar – Bila Anda menemukan gambar yang memiliki semua atribut yang tepat untuk kelas Anda, Anda mungkin ingin mendapatkannya dilaminasi untuk digunakan lagi dengan kelompok anak-anak yang lain.

Latar Belakang Gambar – Bila gambar yang diposting di tingkat pengamatan siswa, pastikan Anda telah meninggalkan cukup ruang di sekitar gambar untuk menandai kata-kata yang dihasilkan anak-anak. Anda akan menggambar garis dari gambar dengan kata yang ditandai di luar gambar. Pastikan untuk meninggalkan ruang yang cukup untuk mencetak kata. Anda mungkin ingin mencatat nama siswa yang ditawarkan ‘kata’ langsung di bawah ‘kata’ mereka. Hal ini memungkinkan anak-anak yang tidak bisa membaca atau memahami kata yang diposting untuk meminta kepada orang yang ditawarkan kata untuk lebih detail.

Seleksi Gambar – Gambar dapat ditemukan hampir di mana saja. Beberapa gambar terbaik, yang paling terkait dengan minat siswa Anda adalah foto-foto. Jika foto-foto ini memiliki kualitas yang baik mereka dapat diperbesar dan dilaminasi. Gambar juga dapat ditemukan di

Internet melalui Mesin Pencari. Persempit pencarian Anda untuk gambar berdefinisi tinggi, simpan ke komputer Anda dan kemudian cetak melalui software program yang bias didownload.

APLIKASI MODEL INDUKTIF KATA BERGAMBAR DALAM PENGAJARAN BAHASA JERMAN

Model pengajaran induktif kata bergambar ini akan digunakan dalam mengajar bahasa Jerman bagi mahasiswa program studi bahasa Jerman semester satu. Model ini sangat cocok diterapkan pada semester awal mengingat tidak semua mahasiswa memahami benar tentang bahasa Jerman. Proses belajar mengajar menggunakan langkah pengajaran yang telah ditentukan dalam model induktif kata bergambar ini adalah sebagai berikut:

Mata Kuliah : Lesen und Schreiben I
Semester : Satu
Tema : Essen und Trinken
Waktu : 2 x 45 menit

Langkah-langkah Model Induktif Kata Bergambar

1. Memilih gambar yang sesuai dengan tema “Essen und Trinken”
2. Pembelajar diminta mengenali apa yang mereka lihat dalam gambar. “Essen und Trinken”
3. Tandai bagian gambar yang diidentifikasi. (Gambar garis dari objek atau daerah yang diidentifikasi, mengucapkan kata, menulis kata, meminta siswa untuk mengeja kata keras dan kemudian mengucapkannya).
4. Membaca dan meninjau gambar kata dengan suara keras.
5. Mintalah pembelajar untuk membaca kata-kata (menggunakan garis-garis pada grafik jika perlu) dan untuk mengklasifikasikan kata-kata ke dalam berbagai kelompok. Membaca dan meninjau grafik gambar kata (mengucapkan kata, mengejanya, mengatakannya lagi).
6. Tambahkan kata-kata pendukung untuk memperjelas tema

7. Mengarahkan pembelajar untuk menciptakan sebuah judul untuk bagan kata gambar. Mintalah pembelajar memikirkan mengenai informasi tentang apa yang ingin mereka katakan tentang hal itu.
8. Pembelajar untuk sebuah kalimat, kalimat, atau paragraf tentang bagan kata gambar. Mintalah pembelajar untuk mengklasifikasikan kalimat, model yang menempatkan kalimat menjadi paragraf yang baik.
9. Membaca dan meninjau kalimat dan paragraf.

Dalam pengajaran gambar yang disajikan harus dibuat dalam bentuk bagan Kata bergambar dari Tema “ Essen und Trinken” dengan mengikuti langkah-langkah yang sudah ditentukan. Diharapkan model ini dapat memberikan sumbangsih yang besar untuk pengembangan pengajaran bahasa asing kedepan.

Penutup

Prinsip utama dari model induktif kata gambar adalah untuk membangun pertumbuhan anak-anak dengan ucapan dan kata-kata yang dipahami dan bentuk-bentuk sintaksis dan memfasilitasi transisi untuk menulis dan membaca. Kebanyakan anak ingin memahami bahasa di sekitar mereka dan mereka bersemangat terlibat dalam menguak misteri. Suatu prinsip konsekuensi dari Model Induktif Kata Bergambar adalah bahwa pendekatan menghormati perkembangan bahasa anak- kata-kata yang digunakan dan kemampuan mereka untuk membuat koneksi yang penting dalam proses pembelajaran dan model.

Model induktif kata bergambar mendekati pengembangan kosakata penglihatan secara langsung. Para siswa membaca dan mengeja kata-kata yang keluar/dihasilkan dari gambar. Kemudian, kata-kata ini ditempatkan pada kartu kata besar yang mereka bisa melihat dan guru dapat menggunakan untuk instruksi grup. Pembelajar juga mendapatkan kartu-kartu kata mereka sendiri. Mereka memilah kata-kata dan berkonsultasi dengan kamus gambar untuk memeriksa pemahaman mereka dan menyegarkan arti dari kata kata. Para pembelajar menjaga kartu kata dalam amplop, bank kata, atau kata kotak, berkonsultasi dengan mereka

seperti yang mereka inginkan dan akhirnya menggunakan kartu dan kata-kata untuk menyusun kalimat.

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MANFAAT MATERI AJAR OTENTIK DALAM PEMBELAJARAN LINTAS BUDAYA (KAJIAN PUSTAKA)

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Abstrak

Indonesia dikenal dengan keragaman budayanya, maka sangat penting ditanamkan kesadaran akan keragaman budaya kepada mahasiswa. Oleh karena itu materi ajar Lintas Budaya sudah sepatutnya disesuaikan dengan kebutuhan mahasiswa.

Salah satu kebutuhan tersebut terkait dengan /menyangkut isi materi dari bahan ajar Lintas Budaya itu sendiri yaitu konten/isi bacaan materi yang (bersifat) otentik. Materi otentik dimaksud adalah materi yang membahas tentang peristiwa yang nyata yang (terdiri dari bacaan) menggambarkan situasi keseharian meliputi tatanan nilai-nilai yang mengatur cara berkehidupan dan berperilaku dalam suatu masyarakat. Materi yang otentik dapat diperoleh dari berbagai sumber belajar, yaitu surat kabar, majalah maupun internet. Hal ini dapat membantu mahasiswa mengenal keragaman budaya di Indonesia maupun di seluruh dunia dengan cepat, spontan dan mudah.

Dengan demikian pembelajaran lintas budaya bagi mahasiswa tidak hanya fokus pada pemberian pengetahuan yang bersifat teoretis, tetapi juga pada pengalaman belajar mahasiswa yang terkait dengan permasalahan aktual yang terjadi di lingkungan terdekatnya dan lingkungan luas.

Keywords : Materi Ajar Otentik, Pengajaran Lintas Budaya

Budaya menentukan bagaimana seseorang harus bertindak dan berperilaku di dalam pergaulan, sehingga dapat dikatakan bahwa budaya mempunyai fungsi yang besar bagi manusia dan masyarakat.

Rodriguez dalam Samovar (2010) mengatakan bahwa budaya mencakup berbagai peristiwa seperti bagaimana kita berhubungan dengan orang lain, bagaimana kita berpikir, bagaimana kita bertingkah laku dan bagaimana kita melihat dunia ini ²

² Samovar Samovar Larry A, Porter R.E. & McDaniel E.R. diterjemahkan dari buku *Communication Between Cultures*, 7th ed. *Komunikasi Lintas Budaya*. Jakarta: Salemba Humanika 2010.

Selanjutnya, Lado dalam buku yang berjudul *Linguistics across cultures* menyarankan untuk membuat perbandingan antar budaya. Dalam buku tersebut Lado menggunakan pendekatan kontrastif sebagai perbandingan budaya, di mana ia menjelaskan bahwa orang tidak akan dapat belajar suatu bahasa tanpa mengenal budayanya. Menurutnya orang akan dapat membandingkan dua kultur yang berbeda jika orang tersebut sudah mengetahui kedua budaya tersebut dengan baik³.

Istilah "*cross-cultural studies*" muncul dalam ilmu-ilmu sosial pada tahun 1930-an yang terinspirasi oleh *cross-cultural survey* yang dilakukan oleh George Peter Murdock, seorang antropolog dari Universitas Yale. Istilah ini pada mulanya merujuk pada kajian-kajian komparatif yang didasarkan pada kompilasi data kultural. Namun istilah tersebut perlahan-lahan memperoleh perluasan makna menjadi hubungan interaktif antar individu dari dua (atau lebih) budaya yang berbeda⁴.

Dalam setiap kesempatan orang akan memperoleh manfaat dari pengetahuan mengenai keragaman budaya melalui proses pendidikan.

Terkait dengan hal tersebut di atas Goodman dalam Samovar (2010) mengatakan bahwa untuk memahami bagaimana pembelajaran terjadi dalam suatu budaya merupakan hal yang penting karena (a) memberikan pengetahuan mengenai sifat suatu budaya, (b) menolong seseorang untuk memahami hubungan interpersonal antar murid dan antara murid dengan guru, dan (c) menolong seseorang memahami pentingnya budaya dalam pendidikan⁵.

Tujuan Pengajaran Lintas Budaya

Pengajaran bahasa asing, studi etnik dan komunikasi antar budaya merupakan bidang-bidang studi yang cukup penting diajarkan di sekolah dan perguruan tinggi karena apa yang dipelajari pembelajar di sekolah mempengaruhi pemikiran dan perilaku mereka. Terkait hal ini, Mulyana menegaskan bahwa melalui pendidikan dapat tercipta generasi-generasi baru yang tidak terkungkung oleh perspektif nasional, rasial, etnik dan teritorial. Orang harus merubah cara-cara berpikir dengan pandangan yang lebih sesuai dengan realitas dan berbagai

³ http://www.pppptkbahasa.net/index.php?option=com_content&task=view&id=159&Itemid=93

⁴ *Wikipedia*, 2013

⁵ Larry A. Samovar, R.E.Potter & E.R.McDaniel *op.cit* h.397

tuntutan internasional. Untuk merealisasikan hal tersebut maka perlu diajarkan aspek lintas budaya agar terjalin komunikasi lintas budaya. Namun, dalam prakteknya hal ini bukanlah persoalan yang sederhana.

Lewis dan Slade dalam Rokhman (2013) mengemukakan tiga hal yang problematik dalam lingkup pertukaran lintas budaya, yaitu kendala bahasa, perbedaan nilai dan perbedaan pola perilaku budaya. Dalam catatan mereka berbagai perbedaan dalam bahasa, nilai-nilai dan pola perilaku budaya merupakan sumber 'kemacetan' dalam komunikasi lintas budaya ⁶.

Dipertegas juga oleh Bernstein, bahwa ada hal-hal yang menyangkut lintas budaya yang tidak lagi diajarkan di tingkat universitas; yang sering diajarkan hanya cakupan tarian, makanan, pakaian, drama, sastra. Sedangkan yang kadang diajarkan adalah hal-hal yang termaktub dalam komunikasi seperti masalah pribadi, kesopanan, jarak komunikasi, penghargaan, keterbukaan, mencampuri urusan, kerendahan hati, kontak mata, bahasa tubuh, keterbukaan, konsep waktu, konsep persahabatan, keterus-terangan, kecantikan, kebersihan, hormat kepada yang lebih tua, keluarga ⁷.

Dengan demikian maka mempelajari budaya merupakan hal yang esensial karena ruangan kelas merupakan ruang lingkup antar budaya. Tetapi mengemukakan beberapa alasan tentang pentingnya mempelajari budaya, sebagai berikut : (a) siswa dapat memperoleh pengetahuan yang berharga dengan mempelajari persepsi dan pendekatan suatu budaya pada pendidikan, yaitu bagaimana menghormati orang yang lebih tua, memiliki perilaku yang baik dan menghargai orang lain, (b) fungsi sekolah yang paling hakiki adalah menanamkan pengetahuan dan kemampuan bagi seseorang dalam kehidupan bermasyarakat. Dengan pembelajaran dan pengetahuan tentang perbedaan budaya, mahasiswa akan memperoleh pemahaman yang berharga tentang latar belakang orang dengan latar belakang budaya yang berbeda, (c) siswa perlu menyadari pengetahuan informal suatu budaya ⁸. Selanjutnya menurut Samovar tujuan penting mempelajari budaya adalah untuk mempermudah hidup serta mengajarkan orang bagaimana cara beradaptasi dengan lingkungannya. ⁹ Oleh karena

⁶ Fathur Rokhman *Sosiolinguistik Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural*. Yogyakarta : Graha Ilmu 2013, h.100

⁷ B, Bernstein dan Edward T Hall dalam BIPA, *Kongres Bahasa Indonesia VI Pusat Pembinaan dan Pengembangan Bahasa*. Depdikbud Jakarta 1998.

⁸ J.Tapia "Living the dream: The cultural Model of School in latin Communities" *Latin Studies Journal* 9(1) 1998 h. 9

⁹ Samovar *op.cit* h.28

itu pengadaan buku-buku tentang budaya berbagai negara perlu diusahakan untuk membentuk manusia antar-budaya tingkat internasional.

Berikut ini disajikan beberapa penelitian yang berkaitan dengan *Lintas Budaya*. Penelitian yang dilakukan Heinz Antor bertujuan: (a) untuk memberikan masukan bagi para pengajar bahwa pada saat era globalisasi ini pengetahuan tentang lintas budaya merupakan hal yang sangat penting untuk diajarkan pada mata kuliah pengetahuan budaya. (b) agar para mahasiswa dapat aktif dan memiliki kemampuan dalam berpikir luas dan kritis, serta memahami dan menerapkan hubungan situasi berbudayanya. Mereka diharapkan mampu menerapkan kehidupan keterbukaan, bertoleransi dan berdialog.

Dr. Mikael Luciak dan Dr Susanne Binder dalam penelitian mereka terhadap siswa di Austria, menemukan bahwa keragaman budaya siswa di Austria cukup meningkat dalam beberapa dekade ini. Oleh karena itu dikatakannya bahwa untuk meningkatkan pengetahuan antar budaya dalam dunia pendidikan di masa kini dibutuhkan pengajaran tentang lintas budaya. Dengan adanya pembelajaran antar budaya maka pengajar dituntut untuk memiliki rasa kepedulian pada hal tersebut. Hasil temuan penelitian mereka menunjukkan bahwa pengajaran tentang lintas budaya sudah mulai terabaikan.

Peran Materi Ajar Otentik

Pengadaan buku-buku berorientasi lintas budaya perlu dilakukan, salah satunya adalah pada pengajaran Lintas Budaya (*Kontrastive Kulturkunde*). Jenis materi yang dipilih disarankan berupa berbagai informasi aktual dengan tujuan membantu mahasiswa mengenal dan memahami budaya sasaran. Dengan kata lain jenis materi yang mencakup bahasan budaya, dapat membuat mahasiswa berhubungan dengan budaya lain yang dipelajarinya dan dapat menerima informasi yang aktual dari negara tersebut.

Untuk memperoleh informasi yang aktual maka bahan ajar yang sesuai untuk dipilih adalah bahan ajar otentik. Hal ini dipertegasakan oleh Neuner (1991 : 10 – 31) bahwa ada tiga jenis bacaan yang otentik, yaitu *Gebrauchstexte*, *Sachtexte* dan *Literarische Texte*¹⁰ di mana setiap jenis bacaan tersebut memiliki fungsi dalam pembelajaran.

¹⁰ Neuner, G. "Neuere Entwicklungen in der Fremdsprachendidaktik" 1991 In: "Babylonia" h.10-31

1. *Gebrauchstexte*, merupakan jenis materi bacaan keseharian berupa iklan, formulir, resep, program atau surat kabar.
2. *Sachtexten mit Informationscharakter*, merupakan materi bacaan berupa berita atau informasi, surat, pendapat dari seseorang atau ahli menyerupai sebuah tulisan.
3. *Literarische Texte*, merupakan jenis materi berupa puisi yang sangat baik digunakan bagi pembelajar pemula agar dapat menstimulasi fantasi dan kreativitas mereka.

Selanjutnya Neuner mengemukakan bahwa jenis materi bacaan ini dapat membuat pembelajaran menjadi berhasil, jika melalui materi bacaan tersebut mahasiswa dapat menemukan pengalamannya dan dapat termotivasi melalui materi bacaan yang dipelajarinya. Oleh karena itu menurutnya sebelum membaca ada dua pertanyaan yang perlu dijawab oleh mahasiswa, yaitu : (a) Apa arti informasi ini bagi saya ? (b) Perbedaan dan persamaan apa yang bisa saya peroleh dari dunia atau negara lain ? (c) Dimana letaknya perbedaan tersebut ? Dari uraian di atas dapat dipahami arti dan manfaat bahan ajar bagi mahasiswa. Seperti yang dikemukakan oleh Amri, manfaat bahan ajar bagi siswa adalah : (a) kegiatan pembelajaran menjadi lebih menarik, (b) kesempatan untuk belajar secara mandiri dan mengurangi ketergantungan terhadap kehadiran guru, (c) mendapatkan kemudahan dalam mempelajari setiap kompetensi yang harus dikuasainya¹¹. Menurut Storch, jenis materi bacaan otentik yang mencakup bahasan budaya, dapat memberikan kesempatan bagi mahasiswa untuk berhubungan dengan budaya lain yang dipelajarinya dan dapat menerima informasi yang aktual dari negara tersebut¹².

Senada dengan beberapa pendapat di atas, Edelfhof mengatakan bahwa bahan ajar dikatakan otentik jika bahan ajar tersebut membahas tentang peristiwa yang nyata dan menggambarkan situasi keseharian yang nyata. Ditambahkan pula oleh Keim (1994:163) bahwa *die authentischen Texte versteht man als ideale Lehr- und Lernmittel*¹³ yang berarti bacaan yang otentik merupakan bahan ajar dan alat pembelajaran yang ideal.

Menurut Kaikkonen bahan ajar yang otentik akan semakin membantu pembelajar merasakan berada dalam situasi yang nyata, sehingga pembelajaran dewasa ini diharapkan tidak hanya difokuskan pada pemberian pembekalan kemampuan pengetahuan yang bersifat

¹¹ Amri & Ahmadi. *Konstruksi Pengembangan Pembelajaran Pengaruhnya Terhadap Mekanisme dan Praktik Kurikulum*. Jakarta : Prestasi Pustaka h. 160

¹² Storch, G. "Deutsch als Fremdsprache Eine Didaktik" Fink, München: 1999

¹³ Keim, L. "Kriterien für die Beurteilung der Authentizität von Lehrwerktexten" Berlin :Langenscheidt h. 1994 h.163

teoretis saja, akan tetapi bagaimana agar pengalaman belajar yang dimiliki siswa dapat terkait dengan permasalahan aktual yang terjadi.

Hal senada dikemukakan oleh Amri, bahwa dalam mempelajari materi pembelajaran maka kegiatan siswa dapat dikelompokkan menjadi empat bagian, yaitu: (a) menghafal, artinya mahasiswa akan menghafal materi ajar seperti apa adanya; (b) menggunakan, artinya setelah memahami mahasiswa mampu mengaplikasikannya; (c) menemukan, artinya menggunakan konsep, prinsip dan prosedur yang telah dipelajarinya untuk memecahkan masalah; (d) memilih, yaitu menyangkut aspek afektif atau sikap yang berarti mahasiswa sudah dapat memilih untuk berbuat atau tidak berbuat sesuatu. Misalnya sudah dapat mentaati peraturan tepat waktu, menghargai atau menghormati orang.

Untuk terwujudnya pembelajaran yang aktual dan nyata seperti yang telah diuraikan sebelumnya, maka sudah sepatutnya digunakan materi otentik yang dapat mengaktifkan kreativitas para mahasiswa dalam mengembangkan potensinya melalui kegiatan secara langsung di lingkungannya.

Metodologi

Penelitian ini merupakan kajian kepustakaan, dimana dalam pelaksanaannya peneliti menggunakan literatur, baik berupa buku, catatan, maupun laporan hasil penelitian dari peneliti terdahulu.

Cara pengumpulan data dalam penelitian ini dilakukan dengan cara menghimpun dan mengumpulkan data melalui studi kepustakaan dengan cara menelaah berbagai sumber tertulis yang erat kaitannya dengan permasalahan yang diteliti.

Proses analisis yang dilakukan dalam penelitian ini diperoleh dari berbagai sumber data, selanjutnya dilakukan proses reduksi, dirangkum dan disusun secara sistematis sehingga mampu memberikan gambaran sesuai tujuan penelitian. Selanjutnya dalam penulisan ini peneliti menyajikan pula salah satu contoh bagaimana cara penerapannya di kelas.

Pembahasan

Pemanfaatan Bahan Materi Ajar Otentik

Mata kuliah Lintas Budaya bertujuan untuk membahas aspek budaya sebagai upaya untuk lebih mengenal latar belakang budaya bangsa lain dengan budaya sendiri. Berdasarkan hal tersebut disarankan bagi para pengajar untuk mencari bahan ajar yang menarik dan otentik yang relevan dengan lingkungan belajar. Selanjutnya yang dituntut dari seorang pengajar bukanlah sekedar mengetahui materi yang akan diajarkannya, tetapi ia perlu memahaminya secara luas dan mendalam. Bahan ajar yang monoton akan membuat mahasiswa bosan, dan proses pembelajaran jadi hambar.

Bahan ajar otentik akan sangat efektif jika pertanyaan yang menyertainya dikonstruksikan dengan sangat baik, dengan tujuan: (a) Memberikan kesempatan kepada mahasiswa untuk berlatih menggunakan bahasa asing yang dipelajarinya secara lisan maupun tertulis (b) Memperkenalkan ragam budaya, serta persamaan dan perbedaannya kepada mahasiswa (c) Membantu mahasiswa untuk mengembangkan kemampuan menemukan informasi yang dibutuhkan dengan cepat. (d) memahami konteks bahasa dan budaya yang terdapat pada bacaan. Kemampuan dalam mengatasi perbedaan budaya tersebut di atas adalah kunci sukses suatu interaksi antar budaya.

Pemanfaatan bahan ajar otentik diharapkan akan membantu mahasiswa dalam mengenal dan memahami budaya sasaran. Untuk mengenal budaya sasaran mahasiswa dapat mengumpulkan foto, gambar, iklan, berita surat kabar, majalah dan membandingkannya dengan budayanya sendiri. Selanjutnya dalam proses pembelajaran budaya saat ini, pengajar tidak dapat mengelak untuk menggunakan materi yang berbentuk a) bahan cetakan, seperti buku pelajaran, buku latihan dan fasilitas internet, b) barang elektronik seperti hasil rekaman gambar atau suara, CD, dan komputer. Dengan demikian mahasiswa dapat mengenal budaya orang di seluruh dunia secara cepat, spontan dan mudah karena tidak ada lagi batasan-batasan antara negara.

Auernheimer, dalam proses belajar antarbudaya, menekankan pembelajaran sosial dengan tujuan yang mencakup empati, toleransi, kemampuan konflik, kemampuan kerjasama, dan solidaritas. Otentisitas suatu materi ajar ini sangat penting untuk kompetensi antarbudaya¹⁴. Menurut Kaikkonen penelitian terhadap mahasiswa membuktikan bahwa mahasiswa dapat termotivasi dan berhasil ketika materi yang digunakan adalah materi yang otentik. Ia

¹⁴ Auernheimer, Georg *Einführung in die interkulturelle Erziehung*, 2., überarbeitete und ergänzte Auflage. Darmstadt: Wissenschaftliche Buchgesellschaft 1995 h. 171-202.

juga menekankan bahwa ketika menggunakan internet di dalam kelas, terutama dalam pengajaran antarbudaya maka kelayakan/ aktual berita secara visual dari pengajaran tersebut perlu diperhatikan¹⁵. Pembelajaran otentik dapat berlangsung melalui, pertemuan pribadi, e-mail, web internet, dan diskusi. Ini semua tergantung pada pengajar dalam memanfaatkannya. Materi ajar juga sebaiknya menawarkan serangkaian pengembangan fleksibel dan logis dari keterampilan berbahasa serta keterampilan belajar pengenalan budaya. Kemudian materi ajar sebaiknya mencakup informasi budaya, strategi menjawab, gambar spesifik dan otentik. Keaslian materi ajar merupakan persyaratan utama bagi proses pembelajaran antarbudaya. yaitu melalui gambar, teks, dan tugas-tugas/ materi dari internet.

Simpulan

Berdasarkan pembahasan dalam penulisan ini dapat dikemukakan bahwa dengan penggunaan materi ajar otentik maka mahasiswa dapat (a) memperoleh informasi yang aktual, (b) mengenal budaya lain/ sasaran dengan mudah tanpa batasan-batasan antar negara, (c) mengenal budaya situasi kesehariannya terkait dengan permasalahan aktual yang terjadi di lingkungannya, (d) mengaplikasikan materi yang dipelajarinya.

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¹⁵ Kaikkonen, Pauli 2004. *Was lenkt einen jungen Fremdsprachenlehrer? Erfahrungen und subjektive Theorien der Lehramtsstudierende für deren schulischen Fremdsprachenunterricht*. In: Mäkinen, Kaikkonen, Kohonen (Hrsg.) *Future Perspectives in Foreign Language Education*. Oulu: Oulun yliopisto, h.124

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