THE 15th

JETA

INTERNATIONAL CONFERENCE
PROCEEDINGS

IMPROVING ENGLISH LANGUAGE LITERACY IN INDONESIAN SCHOOLS: THEORIES AND PRACTICES

July 2nd & 3rd, 2018
University of PGRI Yogyakarta

The 15th JETA International Conference
Jogja English Teachers Association (JETA)
in collaboration with the University of PGRI Yogyakarta

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**"IMPROVING ENGLISH LANGUAGE LITERACY IN INDONESIAN SCHOOLS:
THEORIES AND PRACTICES"**

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PREFACE

These proceedings contain a collection of papers presented at the 15th JETA International Conference conducted by Jogja English Teachers Association (JETA), in collaboration with University of PGRI Yogyakarta on Monday and Tuesday, on the 2nd and 3rd of July 2018. This conference took place at the Auditorium of University of PGRI Yogyakarta.

The conference whose theme was "Improving English Language Literacy in Indonesian Schools: Theories and Practices" was special because the activities disseminate creative ideas through seminars, workshops, and teaching demonstrations. We hope that participants would get relevant information, knowledge and experience in teaching from fellow teachers, lecturers, and practitioners as well as perspectives concerning English Language Literacy.

Finally, it is expected that the proceedings could give many benefits to readers, especially English teachers, to be creative in improving English language literacy in their schools, and particularly to those who could not join the conference.

Have a nice reading and, together let us improve our professionalism.

Yogyakarta, July 13th, 2018

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EXPLORING AN ENGLISH TEACHER'S LIVED EXPERIENCE IN TEACHING READING TO VISUALLY-IMPAIRED JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Teachers of English work hard to help the students make progress day by day. In their daily work, they are not only challenged intellectually but also emotionally. This can be much harder for English teachers of visually-impaired students when they have to teach reading since their students are unable to use their vision to study. Not only do the teachers have to struggle with the limited media and facilities, but also they have to keep encouraging students who lack motivation. This research focuses mainly on exploring an English teacher's lived experience in teaching reading to visually-impaired junior high school students. It employed hermeneutic phenomenological approach in order to illuminate the lived experience. Observations, casual talks, and semi-structured in-depth interviews were conducted to gain the data. The participant was an English teacher in one of special education schools for visual impairment in Yogyakarta. The results of this study were described and interpreted in three themes, namely *Teaching Reading to Visually-Impaired Students, Tackling Challenges for Self-Improvement*, and *A Fighter*. This research is expected to help the participant to be more self-reflective and build people's emphatic understanding towards English teachers of visually-impaired students.

Keywords: *lived experience, visual impairment, hermeneutic phenomenology, teaching reading*

Introduction

Reading as one of the skills that students of English have to improve is not as easy as it may seem. Not only does it require students to convert print into language, but also it demands them to comprehend the author's message that the print carries, as stated by Koda that reading is "converting print into language and then to the message intended by the author" (2007: 1). The process is not as simple as it seems, but very complex and may take time, especially if the students possess impairments in their sight. It becomes a challenge for both the students themselves and the teacher.

Panek states that "a well functioning person uses all the senses and body functions as an integrated whole when interacting with the environment" (2002: 157). If one sense does not work, it usually burdens the person's ability to interact with the environment or just to do the day to day routines. These include learning a subject, in this case learning English reading. Since common reading involves sight or vision effortlessly, visually-impaired students have to work hard to use their remaining sight to read general texts with the help of a handheld magnifier, while students with total visual impairment use their other sense, i.e. tactile sense, to be able to read in Braille.

Teachers of English to visually-impaired students have to understand each student's needs and how to overcome their difficulties. They often need to figure out the way to ease their students to read when there is lack of media and facilities. These challenges create so unforgettable experience for the teachers that they somewhat survive and learn.

This research tries to illuminate the lived experience of the participant, who is a teacher of English in a special education junior high school for visual impairment in Yogyakarta. This

research attempts to picture out her lived experience as vividly as possible so that people are able to feel being in her shoes, which at the end to build empathic understanding for a better human civilitation. In order to meet the aim, a research question was formulated: "What is the lived experience of an English teacher in teaching reading to visually-impaired junior high school students like?"

Several benefits can be taken from this research. The direct benefit goes to the participant since this research serves as self-reflection. Along with it, the research tries to advocate the participant's voice to be heard and her feelings to be understood. By advocating her voice and feeling, this research can empower her to self-actualize herself, which serves as the ultimate goal of this research. This research is also beneficial for the improvement of education. The lived experience shared by the participant becomes the real testimony from the real practitioner about what is really going on in one of the special education schools in Indonesia; so, it can become the government's consideration for a better quality of education. For the readers, this research is expected to build their emphatic understanding towards English teachers of visually-impaired students.

Literature review

Lived Experience

Lived experience, which is closely related to phenomenology – a study on phenomena, becomes the focus of this study. Van Manen defines lived experience as "experience as we live through it and recognize it as a particular type of experience" (1990: 177). It has a temporal structure – "it can never be grasped in its immediate manifestation but only reflectively as past presence" (van Manen, 1990: 36). Hence, reflection with full awareness of the participant is crucial in a study on lived experience.

Amulya in Malatji and Wadesango (2014) states that reflection is important to "generate learning from experience". It is for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation. It may take place in isolation or in association with others.

Reflection is the basic aspect in this study which develops singularity among other kinds of studies in terms of who does the reflection. Not only does this study accomodate reflection through sharing lived experience for the participant, but also it accomodates reflection for the researcher herself. Laverty (2003) says "the purpose of this reflection is to become aware of one's biases and assumptions in order to bracket them, or set them aside, in order to engage the experience without preconceived notions about what will be found in the investigation. This awareness is seen as a protection from imposing the assumptions or biases of the researcher on the study". Hence, bracketing is a crucial step to do in a lived experience study as a form of reflection.

Lived experience study is about digging out the meaning of the experience. To discover the meaning which is a form of reflection, there are five fields of lived experience that distinguish one person to another, i.e. understanding, belief, feeling, intention, and action. Understanding refers to knowing something in individual version (Dufrenne, 1973). It is supported by Munhall (2008) who states that understanding is knowing what something is about or something is like. Belief is principle of some statements or the reality of certain phenomena (Tatto and Coupland, 2003). It is quite different from understanding since it is relatively static and difficult to change. Feeling is defined as the expression of a particular object (Patton, 2002). It is closely related with emotions (Pettinelli, 2010). Intention is defined as what people expect about something and related with the result of thinking (Willis, 2001). It refers to what people intend to achieve. Action

is related to how people behave or act toward their reflection (van Manen, 1990). It is what someone can do with intention.

One clear example of seeking meaning by van Manen (1990) is in a given 'normal' incident where parents left their child in someone else's care while going on a vacation. This incident can acquire the significance of a big drama for the child from the child's point of view. The probable meanings of the illustrated incident can be simplified in themes such as: (1) being left is the experience of vulnerability, insecurity, incompleteness, (2) being left provokes feeling left and abandoned, (3) being left can be experienced as a form of betrayal, (4) being left is given trust and independence, and so forth.

Lived experience studies are unique since no one undergoes the same experience. The events or incidents may be the same, but the experiences differ to each person since each person has his/her own personal 'world'. According to Palmer, the term 'world' in Heidegger, one of the prominent figures in phenomenological research, does not mean our environment, objectively considered, the universe as it appears to a scientific gaze. World, in this case, is not the whole of all beings but the whole in which the human being always finds himself/herself already immersed, surrounded by its manifestness as revealed through an always pregrasping, encompassing understanding (1977: 132).

There are four fundamental existential themes forming our lived world (van Manen, 1990), namely spatiality, corporeality, temporality, and relationality or communality.
Spatiality (lived space) is concerned with felt space. The space in which we find ourselves affects the way we feel. Here are some examples: the huge spaces of a modern bank building may make us feel small; the wide-open space of a landscape may make us feel exposed but also possibly free; and just the opposite from the feeling we get in a crowded elevator.

Corporeality (lived body) refers to the phenomenological fact that we are always bodily in the world. In our physical or bodily presence, we both reveal something about ourselves and we always conceal something at the same time – not necessarily conciously or deliberately, but rather in spite of ourselves. For example, under the critical gaze, the body may turn awkward, the motions turn clumsy; while under the admiring gaze, the body surpasses its usual grace and its normal abilities.

Temporality (lived time) is dealing with subjective time. It is the time that appears to speed up when we enjoy ourselves, or slow down when we feel bored during an uninteresting lecture or when we are anxious, as in the dentist's chair.

Relationality or Communality (lived human relation or lived other) refers to the lived relation we maintain with others in the interpersonal space that we share with them. As we meet the other, we approach the other in a corporeal way: through a handshake or by gaining an impression of the other in the way that he or she is physically present to us. Even if it is indirect relationality (by letter, telephone, or book), we often have already formed a physical impression of the person which later may get confirmed or negated when we find out, to our surprise, that the person looks very different from the way we expected.

Those existential themes become the lived experience indicators since they shape human beings who they really are with their subjective attributes such as understandings, beliefs, feelings, intentions, and actions.

Visual Impairment and Teaching Reading to the Visually-Impaired
According to American Optometric Association or AOA (2007), visual impairment is defined as a functional limitation of the eye(s) or visual system and can manifest as reduced visual acuity or contrast sensitivity, visual field loss, photophobia, diplopia, visual distortion, visual perceptual difficulties, or any combination of the above. These functional limitations can result from

congenital (e.g., prenatal or postnatal trauma, genetic or developmental abnormalities), hereditary (e.g., retinitis pigmentosa or Stargardt's macular degeneration), or acquired conditions (e.g., ocular infection or disease, trauma, age-related changes, or systemic disease) (AOA, 2007).

In educational settings, the term is defined more specifically. As stated by Individuals with Disabilities Education Act (IDEA) of 1997, a visual impairment refers to "an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness". There are four classifications of visual impairment in educational context (NICHCY, 2004), namely:

1. 'Partially sighted' indicates some type of visual problem has resulted in a need for special education.
2. 'Low vision' generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting, the size of print, and, sometimes, braille.
3. 'Legally blind' indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
4. Totally blind students, who learn via braille or other non-visual media.

In this study, visual impairments refer to partially-impaired (including low vision) that can still use the remaining sight to see enlarged prints and/or objects slightly and totally-impaired (including blindness) that cannot see objects, who can only and/or cannot differentiate between light and dark.

In order to be effective in applying strategies to teach English to visually-impaired students, teachers have to understand the causes of the impairments and whether they have visual memories or not. Hayhoe (2012) adapts the classifications of memory from on an earlier model by Berthold Lowenfield, as follow:

1. No Visual Memory – totally blind from birth or very early blind, 0-4 years.
2. Assimilated Blindness – blind from mid to late childhood, 4-18 years, educated in older schools for the blind, primarily non-visual.
3. Visual Memory – blind in adulthood, 18+ years.

By understanding in which classification of memory their students are, teachers can apply these four basic principles for training children with visual impairment (HKSAR, 2008) in teaching English. First, to develop the students' overall cognition, teachers can encourage them to touch physical objects more frequently and use simple verbal descriptions, to strengthen conceptual understanding of objects and events. Second, teachers can strengthen the students' sensory training on senses other than vision, e.g. the sense of touch, hearing, smell and taste. Third, teachers can assist them in protecting and making good use of their residual vision. And the last, teachers can encourage the visually-impaired students to participate actively in activities so as to enrich life experience; teachers should avoid helping them on everything and allow them learn independently as appropriate.

Teaching English to visually-impaired students can be very challenging for teachers since students with visual impairment are incapable to use their visual sense when learning English, so it needs different approaches and techniques. Mangal's (2007) definition for visual impairment in educational settings may provide a departure point for the discussion. As he mentions "educational definition of visual-impairment emphasizes relationship between vision and learning and shows difficulties, and deficiencies exhibited in the children, which make them

different from children with normal vision to the extent of attention, requiring special education provision". When students are incapable to use their vision as an educational tool, they must rely predominately on their remaining sensory functions, such as the auditory and tactile senses. Hence, the teaching and learning process must involve auditory and tactile learning aids.

Teachers can opt to use certain aid(s). "The choice of an aid or aids depends on the type of impairment and the preferences of the users if there are more options. Partially sighted people, people with low vision and legally blind ones have a wider variety of aids to choose from than totally blind people have. There are non-optical aids (enlarged text either printed out or displayed on a computer screen in various colour combinations of the text and the background, illumination, pens and markers with thick marks), optical aids (non-illuminated or illuminated pocket magnifying glass,), electronic aids (digital magnifiers for visually impaired, e.g. Optron, Prisma, Andromeda) and aids for communication and information technology (PC and specialized software, the Braille line, Picht typewriter etc.)" (Galetová, 2012).

Those aids can be use to teach all skills of English, even though reading needs extra attention since it becomes the most affected skill for students with visual impairment. According to Koda reading is "converting print into language and then to the message intended by the author" (2007: 1). The process is not as simple as it seems, but very complex and may take time, especially if the students possess impairments in their sight. With the conventional way, visually-impaired students will face difficulties in converting print into language, let alone comprehending the message it carries. Hence, visually-impaired students read in a distinct way involving distinguished media and tools, from enlarged texts and handheld magnifiers to braille texts and audio books (SET-BC, 2008). In Indonesia itself, enlarged texts, handheld magnifiers, braille texts, and audio texts are the most common media and tools found in schools for students with visual impairment and/or inclusive schools where visually-impaired students can study with their sighted peers.

Framework of Pre-Understanding

This section reveals my pre-understanding of an English teacher's lived experience in teaching reading to visually-impaired junior high school students. In relation to lived experience, every person is a unique being that has singularity of his/her lived experience. By reflecting to his/her lived experience, someone can generate learning so that he/she can better himself/herself. And this study is aimed to advocate his/her voice for self-actualization and to build empathic understanding for a better human civilization.

In this study, I focus on an English teacher for visually-impaired junior high school students when teaching reading. Since reading involves vision, students with total visual impairment have to use another sense to substitute vision, i.e. tactile sense, while students with low vision can still use their residual vision to read with the help of a magnifier. There are also other aids that can support the learning. By understanding the background of the students' impairments, the teacher can optimize his/her efforts to fulfill the students' needs.

My pre-understanding of this study, which is derived from the literature review, is described in pre-figured themes, namely *Teaching Reading to Visually-Impaired Students* and *Tackling Challenges for Self-Improvement.* These pre-figured themes are bracketed to let the lived experience presents as itself.

Research Methods

In order to discover the meaning of the participant's lived experience, I applied hermeneutic phenomenological method. Hermeneutic phenomenology puts an effort to get beneath the subjective experience and find the genuine objective nature of the things as realized by an

individual (Kafle, 2011: 186). It is under the umbrella of phenomenology, a qualitative research method which focuses on a phenomenon of human's lived experience.

The participant of this study is a 33-year-old English teacher who teaches in a special education junior high school for visual impairment in Yogyakarta. In this research, I conducted three class observations in three different grades to support the analysis. Prior to the interviews, I had casual talks with the participant to build close relationship between us. Subsequently, semi-structured in-depth interviews helped the participant to be more reflective on her lived experience. Video recordings of the class observations and the interviews were utilized to enrich the data.

I employed a set of hermeneutic phenomenological research procedures proposed by Moustakas (1994), namely discovering a topic and question rooted in autobiographical meanings and values, as well as involving social meanings and significance; conducting a comprehensive review of the professional and research literature; constructing a set of criteria to locate appropriate co-researchers/participants; providing co-researchers/participants with instructions on the nature and purpose of the investigation, and developing an agreement that includes obtaining informed consent, insuring confidentiality, and delineating the responsibilities of the primary researcher and research participant, consistent with ethical principles of research; developing a set of questions or topics to guide the interview process; conducting and recording a lengthy person-to-person interview that focuses on a bracketed topic and question. A follow-up interview may also be needed; and organizing and analyzing the data to facilitate development of individual textural and structural descriptions, a composite textural description, a composite structural description, and a synthesis of textural and structural meanings and essences.

To analyze the data, I used the six steps for data analysis proposed by Creswell (2012), namely preparing and organizing the data, exploring and coding the data, coding to build description and themes, representing and reporting qualitative findings, interpreting the findings, and validating the accuracy of the findings. In this research, I conducted member-checking to improve the validation which can also be called as trustworthiness for a qualitative research. The findings of this researc h are in the form of anecdotes or stories, which are depicted in narrative form (van Manen, 1990).

Descriptions and Interpretations

Indah, a pseudonym, is a 33-year-old English teacher in a special education junior high school in Yogyakarta. This school is a private school for students with visual impairment and is under a supervision of *Departemen Agama* (Ministry of Religious Affairs). Indah has been teaching in that school since 2010. After graduating in 2009 from English Language Education program in one of the reputable universities in Yogyakarta, she took a job as an extracurricular teacher in one of the state junior high schools in Yogyakarta.

Regarding to her experience as a teacher, she thought it would be difficult for an extracurricular teacher to be promoted as a school subject teacher. Thus, when her aunt told her that the school, the place where she works now, needed an English teacher, she decided to go for the job even though at that time she knew nothing about teaching visually-impaired students. The first days were always hard and wearysome. But now, she can enjoy her job and even achieve more than what she has expected.

To me, she shared her stories in relaxed conversation between classes in one of the classrooms at the school (day 1, 21 February 2018) and in the teachers' room (day 2, 28 February 2018). The core experiences are depicted in themes below.

Teaching Reading to Visually-Impaired Students

Reading as one of the skills that students have to improve plays an important role in broadening students' knowledge. By broadening their knowledge, students can be more resourceful, wiser, and well-rounded. Hence, teachers of English need to give reading lessons to their students, including the visually-impaired ones. Even though students with visual impairment fail to use their vision to read ordinary texts, they can still use their tactile sense to read. Reading in Braille is what Indah's students usually do. When teaching them reading, Indah usually simplifies the texts.

> *"The materials are simplified. Sometimes the students get the same materials (not simplified)."* (D1I102)

> *"When I teach reading to grade 7, 8, and 9, I firstly take a look at the materials in the National Examination. Then I adapt them with Core Competence, Basic Competence. After that, I teach the materials. Well, I actually do not only teach the students the National Examination materials. Just like in grade 7, I teach them descriptive texts, about people, things, or places, and then greeting cards.... Sometimes I give them the National Examination-like materials, the simple ones. Yeah, I start with the simple ones. Just like last week, about greeting cards, happy birthday, and sorts. And then yes they have to write, and then they analyze. But before that, of course they have to know English vocabulary. So, sometimes in the first semester, I give them vocabulary lesson."* (D2I33)

From the excerpts above, Indah shared her stories when teaching reading. There were some considerations prior to the teaching, such as she had to have a look at the previous National Examination materials so that she could picture out the possible items for the upcoming National Examination. When Indah taught reading to the seventh graders, she usually checked the Core Competence and Basic Competence so that she could still be on the curriculum track. She understood that reading was closely related to vocabulary, so she believed giving them vocabulary lesson was necessary. Hence, in the first semester of grade 7, she focused more on vocabulary lesson. She also believed that reading should be integrated with writing, so after she taught her students reading, she usually asked them to write and analyze some texts.

However, Indah thought that it was important for her to simplify the texts since she understood well her students' competence as she explained below.

> *"Because this school for children with visual impairment, the students here are visually-impaired, either with total visual impairment or with low vision. But there are also some students who possibly have multiple impairments."* (D2I01)

She said that all of her students were visually-impaired students, uncapable to use their vision to study. However, some of her students possibly have another/other impairments that make them a little slower to study than those with only visual impairment.

> *"Well how to say that? If we say they are slow learners, they are not. Slow learners are usually slow in a certain subject right? But feebleminded students are slow in most subjects. If we say they are neuro-muscular impaired, they are not legally impaired. But if they are not neuro-muscular impaired, they show the possibilities that they have neuro-muscular impairment (moving her fingers randomly)."* (D2I03)

Due to the fact that some of her students were slow in almost all subjects, she believed that they were more than just slow learners. She then asked someone who was an expert of this in a seminar.

> *"Some time ago, I attended a kind of seminar where we were talking about various types of disabilities. From type A until.. A, B, C, D, E, G if I'm not mistaken. I asked the presenter "I have this student. So what type of disability does he have?" .. "That is classified into mild neuro-*

muscular impairment." .. "If they are like this?".. "*Oh that is mild feeblemindedness" .. like that.*" (D2I09)

The expert said that some of Indah's students were feebleminded. This supported her belief that she had to simplify the texts when she taught reading.

However, Indah still faced difficulties when teaching reading to them. These difficulties were due to the lack of facilities and media for teaching English to visually-impaired students.

> *"The textbooks. Last year, there were only 4 students who had the national exam. So, there were only 3 Braille textbooks and 1 low vision book. I kept the low vision book and one of the Braille textbooks. Another Braille textbook was kept by the school for the repository. And I asked one of the students to keep the other book."* (D1I61)

Since there were only 3 Braille books and 1 low vision book which were gotten from the previous students who had the National Examination, not many students had their own books in Indah's class. In fact, there was only one Braille book that could be functioned for all of the students due to the fact that the other books had to be kept for school documents. Indah overcame it as wisely as she could by entrusting the book to one of the students who she believed could uphold the responsibility.

> *"It became problematic when they (the students) fought for the book. Well, that I let this student to keep the book was not without a reason. This book was so difficult to get that I had to entrust it to a certain person because I was afraid if the book was kept by someone who did not have good motoric skills, it could be torn apart or damaged. So, I told this student "Please keep the book and read it to your friends". I thought it could minimize the possibilities of the damage. But yeah, kids be kids. They said "Why did you only choose her?"."* (D1I62)

But her wise decision could not satisfy everybody and raised a fight among students. It put her in a dilemma for times. Because of that incident, she then read the texts for them in the daily tryouts. Unfortunately, this raised another problem when the students had to face the National Examination. Because she often read the texts for them in class, the students got used to listening to her pronunciation and accent, not reading sentences by themselves. So, in the National Examination, most of them could not read by themselves and asked the supervisor to read for them. However, there was once incident when the supervisor was not so good at English that she mispronounced the word, leading to a great confusion for the students.

> *"But once they had a national exam supervisor who was a teacher of another subject and did not have good English. This supervisor said purpose pur-po-se. My students came to me and complained "Misssssss, we had to think of what word that was and then we had to find out the meaning! So frustrating!"."* (D1I81)

She understood that she taught in a private school whose facilities and others were supposed to be supported by the private sectors, the parents of the students. However, it seemed to be impossible for the school to take money from the parents since they came from the middle-lower classes that met financial difficulties every day.

> *"This is a private school. But how can we still call this a private school when no parents are able to support the facilities since they come from the middle – lower classes. There are even some who cannot pay for the tuition, let alone the facilities.* (D1I66)"

Indah really wished that the government would do something with the school, the place where students with disabilities build their future.

Tackling Challenges for Self-Improvement

Coming from a non special education department, Indah was a little shocked to find out herself having to teach visually-impaired students. She had less confidence and did not believe in herself

much at that time. She sometimes felt doubtful about what to do in class as shown in the excerpt of the interview transcript on day 1 below.

"I sometimes felt doubtful too "What will I do if I teach visually-impaired students?". I did not have any basic knowledge at all. But I found out it was only my own fear." (D1I13 – D1I14)

By using Javanese and Indonesian which was translated into English to describe her feeling at that time, she explained that she felt the doubt of teaching visually-impaired students since she did not have any basic knowledge about it. She was too doubtful with what to do that she created a fear in her mind, the fear of possibilities in teaching them in a wrong way. She was quite aware that 'people fear what they do not understand' and she knew that she was in that state.

"...everything can be learned while we are working on it. (After accepting the job) I was then demanded to learn, to develop myself. So, the thought "What will it be like if I teach students with visual impairment? Will there be something that I can learn from?" was merely fear and unconfidence. But it turned out to be something challenging, even more challenging ahead where I can take so many lessons from." (D1I14)

However, from the excerpt above she understood well that in order to better herself, she had to learn things that she did not know. From learning things, she could understand better so that she could develop her potentials. The fear that she felt in the beginning was only a part of the stages of bettering herself. If she had not defeated it, she knew she would have never reached this far. She would have losen a big opportunity in her life. She viewed the fear as one of the challenges in teaching visually-impaired students that came from herself. She understood that other harder challenges were waiting ahead and she had nothing to do but to get ready and learn more things from them.

Another challenge that she faced was dealing with the students. Visually-impaired students do need special attention from the teacher in terms of how they can absorb the lesson, but other than that, they are just like the sighted students who sometimes make the teacher happy and sometimes make the teacher angry.

"...5 years ago, grade 7. Whenever I taught this class, I always got mad because this boy refused to talk." (D2I22)

"I did ask him, "Did you find any difficulties?". He was silent. "Was there a problem?". He kept silent. Every question I asked, he responded with silence. I was like "What is going on with him??"." (D2I27)

In the excerpts above, she recalled her experience when she last got angry with her students. It probably happened in 2013 when she taught the seventh graders. There was a student who she mentioned that he did not want to talk at all. She would like to know why so that she could understand him and help him out of his problems if any. However, trying to understand something or someone is not as easy as the word 'understand' may seem. It takes a lot of patience and dedication. The student persisted to be silent. This situation sometimes drained her patience as an ordinary person, but as an education practitioner, Indah had to see it as a challenge, tackle it, and learn from it.

Only for about a year, Indah faced another challenge of becoming a special education teacher that she had to deal with non-teaching tasks, such as analyzing texts for audio book project from *BPMR* (an organization under the government to develop radio media).

"I came (accepted the job) and taught for about a year, before I was suddenly asked to analyze texts for the audio book project from BPMR. From that project, I met my senior at campus who was smart and met other fellow teachers from this city. They asked me this and that about the project which I had never experienced before. It made me confused what to reply because I

had been teaching visually-impaired students for not so long, let alone working on such project. Half of me said "Oh my... What should I do??". But I did accept it anyway." (D1I14)

"Startled. Confused. How could I suddenly be asked "Can you please do this and this and this for the project?". I was startled "Wait what??" I thought.." (D1I30)

She was a little afraid and confused with what to do, but she chose to take the challenge and deal with it. It turned out to be something surprising for her since she met her senior back then at campus who was pretty smart, which made her a little unconfident. She also met other teachers from the city who she could work with.

Prior to the audio book project, Indah had actually experienced a similar but smaller project. It was not for the national use, but for the private use, for the school where she works in, just like what she explains below.

"We once made audio book too, but we were working with U**lecturers. But it was not a national project. It was only our (the school) project." (D1I50)

For the project, she worked with some lecturers in one of the private universities in Yogyakarta. She said that she sometimes still used the audio book when she taught her students.

Right after the audio book project, Indah was asked to do radio broadcasting, which was another non-teaching task that she had to do if she wanted to develop herself.

"After the (national audio book) project, I was then asked to do radio broadcasting, too." (D1I35)

"The first time they asked me, my heart beat so fast for 3 days because I could not imagine it. Radio broadcasting. It was something I had never imagined before. It was just beyond my imagination. "What should I do?". I really could not relax for 3 days. I kept thinking "What should I do? How to do it? If I decline it, it is too good to be declined. If I go for it, I have less confidence." That was what I kept thinking of." (D1I44)

Since the broadcasting topics were still related to English, she accepted the offer even though she had to deal with her own fright for 3 days after the acceptance. Giving lessons on the radio was something new for her, something that she barely imagined. But she knew it was such a good opportunity to enrich her experience bank and better herself that she had to tackle her unconfidence.

A Fighter

In order to be able to understand someone, we need to walk in his shoes and see how it feels like. It goes similarly with understanding students with visual impairment when they study English. A good teacher must know how to study English without vision sense, how to write and read in Braille, so that she knows what they write and feels the difficulties they encounter every day.

"Then I tried to learn Braille, but learning something new is not that easy for adults, completely different for children who do not have so much life baggage. I tried to memorize the dot patterns. It was really hard. I finally mastered after 3 years of learning." (D1I14)

Even though Indah had to spend 3 years to finally master Braille, she never gave up learning it. She knew if she had given up, she would not have been able to make herself a teacher of visually-impaired students.

She believed if someone had commited to be a teacher, she/he had to commit to be a fighter, someone who strives for her/his students' future and her/his own future. And right now, Indah is still struggling to get her *NUPTK / Nomor Unik Pendidik dan Tenaga Kependidikan* (an identification number for teachers and education practitioners) for her own future as a teacher.

"Since 2010 when I started teaching, I have not gotten NUPTK yet. Nowadays, it is so difficult to get NUPTK." (D1I70)

Indah said that one of the requirements to get *NUPTK* was 2 years of teaching in the school. She said that she had been teaching in that school for more than 6 years, but she still did not get *NUPTK*. It sometimes made her feel insecure but giving up was not a teacher's way.

Conclusion

To sum up, there are three meanings emphasized in this study. The meanings are categorized into two themes; the pre-figured themes and the emergent theme. The pre-figured themes were derived from the conceptual truth that I got from the literature review. The emergent theme was derived from the empirical truth after conducting the research. There are two pre-figured themes namely *Teaching Reading to Visually-Impaired Students* and *Tackling Challenges for Self-Improvement*. The emergent theme is *A Fighter.*

This study implies that teaching reading to visually-impaired students is not easy, especially when there is insufficiency of basic media and facilities. Hence, teachers have to find a way to make the process of teaching and learning flow. Being a teacher also requires to have a great deal of patience and do non-teaching tasks. Despite the fact that teachers have abundant work to do, there are some of them who have not got *NUPTK* (an identification number for teachers and education practitioners), raising insecurity towards their job.

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THE USE OF EXTENSIVE READING TO
TEACHING ENGLISH FOR HOSPITALITY STUDENTS

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Abstract
The aim of this study is to investigate the teachers' problems of using extensive reading in teaching English for hospitality students. The data were collected through questionnaire and interview. The participants of this study were students and teachers in Trans Ocean Floating Hotel Program. Finding shows that teachers faced a number of challenges in implementing extensive reading.
Keywords: Extensive Reading (ER), challenges

Introduction

English is used in international communication, both spoken and written communication. Job opportunities requires the employee to have good communication skills in English. It drives people to learn English further.

English is one of the foreign languages which is taught in Indonesia. In learning English, there are integrated skills to be mastered; they are listening, speaking, reading and writing. Reading is an important language skill and highly complicated act that everyone must learn. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling, and other language aspects. It becomes a challenging for the teacher to teach reading.

Extensive reading becomes one of the ways to help such EFL learners improve their language skills. The focus of Extensive Reading (ER) only on the content, not the language forms, of the text and the goal of extensive reading is to develop point of enjoyment and the ability to read the foreign language. Kerashen (1984) argues that extensive reading can facilitate language learning mostly because the program is graded based on learners' self – perceived level.

Extensive reading has been defined in several ways. In the early conceptions about extensive reading, Palmer (1969) used the term extensive reading in foreign language pedagogy to mean to "rapidly read book after book" (as cited in Day & Bamford, 1998, p. 5).

Extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and for information at one with enjoyment (Day and Bamford, 2004). It is projected to build positive attitude toward reading, to develop good reading habits, to construct vocabulary and structure knowledge (Richards and Schmidt, 2010).

The concept of extensive reading is exposing students to an input-rich and enjoyable environment, with the intention that their language knowledge will improve and their enthusiasm to learn will develop naturally (Hedge, 1985, cited in Sheu, 2004). In learning process, teachers take an important role that is to remain students' motivation and create motivation in students gradually if there is none (Harmer, 2007, p.100). In addition, teachers' roles in extensive reading program are "to develop students a life-long interest in reading and its application to their daily lives" (Sachs, 2001, p.10).

The value of Extensive Reading Program (ERP) has been confirmed as a program to enhance both motivation and reading comprehension as well as general language competence in various contexts. Krashen (1995) defines the program as the one in which learners "do self-selected

reading with only minimal accountability, writing brief summaries on what they have read" (192). Also with extensive reading, learners are exposed to "large quantities of materials within their linguistic competence" (Grabe & Stoller, 1997, p. 102) at the same time "pleasurable" (Pigada & Schmitt, 2006; Taguchi & Gorsuch, 2002).

There are some previous studies related to extensive reading activities. Scholars such as Sofia Delfi and Hamida Yamat, Ching Yin Leung, and Mohammad Akram Alzu'bi find out that extensive reading can be effective technique to develop students' reading habit and enable students to increase their knowledge of vocabulary and grammar. Also, ER improves students' reading comprehension achievement. Due to those reasons, the researcher conducted a research interrelated to teachers' of extensive reading in future possibility of implementation extensive reading for hospitality students.

Research Methodology

The main objective of the study is to investigate teachers' problems of using extensive reading in teaching English for hospitality students at Trans Ocean Floating Hotel Program. The data was collected through both interview and questionnaire for teachers and students. The respondents are 3 teachers and 20 students at Trans Ocean Floating Hotel Program.

This research was conducted to describe the problems and future possibility of implementing extensive reading in teaching English for hospitality students. The researcher investigates teachers' problems of extensive reading to discuss possible solutions to motivate students developing their reading skill.

Findings and Discussion

The students in Trans Ocean Floating Hotel Program are high school graduates with different English ability aged between 19 – 25 years old. They learn English for specific purpose or in this case they learn English because of work demands. They learn the language for communication purpose for three months in three levels; Basic class, intermediate and moderate class. The class begins at 08.00 until 15.00, it means they learn English around six hours/day (six days/week).

Based on the purpose of learning English and students' education background, the teachers need to teach grammar inductively and develop students' speaking skill within 3 months. This phenomenon needs an appropriate solution.

Reading activity is an essential tool for knowledge transfer which is integrated with all skill in English that can be taught in this class. The purpose of extensive reading according to … "exposing students to an input-rich and enjoyable environment, with the intention that their language knowledge will improve and their enthusiasm to learn will develop naturally". This might be the answer because extensive reading can be an effective technique that can motivate students' interest in reading and increase their language acquisition.

Although many previous studies have proven that extensive reading is essential and can improve reading comprehension, reading speed, vocabulary, writing, speaking, and listening (nearly all aspects of language competence), there are some problem related to future possibility of implementation reading activities in Trans Ocean Floating Hotel Program.

The finding shows that most students seemed not to have reading interest, they prefer to memorize vocabularies in discrete, one by one (single word). They think reading is not a productive activity. This is influenced by their reading experience when they are in senior high school, teacher mostly give incentive through accomplishment of task with lack support of reading high quality materials and school system doesn't give us reading list.

Table 1. Students Reading Habit

No	Description	The Amount of Reading habit	
		Frequency	Percentage
1	I read English text more than two hours everyday	2	10%
2	I read English text about two hours everyday	2	10%
3	I read English text one hour everyday	4	20 %
4	I read English text less than one hour everyday	3	15%
5	I do not always read English text everyday	8	40%
6	I seldom read English text	16	80%

Table1 shows that only few of them had good English reading habits. The biggest percentage of the respondents (80%) seldom read English text. The second biggest percentage (40%) read about one hour every day. Since the amount of reading practice is considered the most obvious indicator of reading habits, the statistical data imply that the respondents' reading habits are not good/poor. As well, there are about 20 % respondents who read one hour every day.

In relation to the students' reading habit (see Table 2), the data show that students reading interest is not good enough. It becomes the difficulties of teachers.

Table 2. Student' Reading Interest

No	Statement	Answer	
		Frequency	Percentage
1	I am not motivated to read English text	14	70%
2	I do not read English text if there is no assignment.	16	80%
3	Reading homework is a fascinating assignment	3	15%

Table 2 shows that only 15% respondents who assumed that reading homework is fascinating assignment. They might not read if there is no assignment 80%. It means most of students do not have good attitudes towards reading activities.

Table 3. Student' Reading Purpose

No	Description	Students' Reading Purpose	
		Frequency	Percentage
1	I read English text for pleasure.	3	15%
2	I read English text for doing assignments.	16	80%
3	I read English text for improving my knowledge.	5	25 %
4	I read English text to improve my English skills.	8	40%

Table 3 shows most respondents 80% read English to do assignments, 25% respondents read English to improve their knowledge, small number of students who was aware of the need to improve their knowledge by means of reading English. It means the students' reading habit is not good but they are motivated to read because of their teachers' support and assignments.

Accordingly, the finding from the result of the interview revealing they were not familiar with extensive reading, they never used extensive reading in teaching English before. Although, extensive reading is a familiar term and popular practice in past two decades but the teachers in the Trans Ocean Floating Hotel Program had insufficient concept of extensive reading itself. They never obtain special training related extensive reading, both related to strategy as well as the

method of execution of extensive reading. However, teachers held strongly positive beliefs about the effectiveness of reading activities in improving students' overall language competence.

The last finding is problem from the learning management regarding textbook. It seems, they do not provide activities for reading. Observation data revealed lack of reading activities in class. Teachers had insufficient activities of teaching materials related to hospitality. Reading material can be obtained from collection of books, newspapers, magazines, internet, and so on.

Another, the researchers concluded reading does not become an integral part of the curriculum. Lesson plan seemed to focus on speaking skill. Indicators revealed on lesson plans were students be able to speak English well (level intermediate and advance).

Based on the purpose of learning English in this training institution, teachers seemed to teach only a few reading activities; data show teachers taught merely 5% - 10% in teaching learning English, likewise with listening and writing skill.

Conclusion

It can be concluded that the problem the students reading interest, most of the students do not indicate to have good English reading habits although they have formally learned English (graduate from senior high school).

The teachers are not familiar with extensive reading, they never obtain special training related extensive reading, both related to strategy as well as the method of execution of extensive reading. Although the teachers had positive beliefs that reading English can improve their English skills and knowledge, special training related extensive reading is needed because the teachers had important role that is to remain students' motivation and create motivation (Harmer, 2007, p.100).

Reading activity must be taught in this training institution because reading is one of the skills that learner should acquire because people think that reading is very useful in daily lives and all skills are integrated.

In addition, teachers' roles in extensive reading program are "to develop students a life-long interest in reading and its application to their daily lives" (Sachs, 2001, p.10). Finally, this study concludes that the students motivation to read need to be developed, in particular, for hospitality students.

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FACTORS INHIBITING STUDENTS TO READ AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF AN ISLAMIC PRIVATE UNIVERSITY IN YOGYAKARTA

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Abstract

Reading should become a compulsory activity for students at university level as it provides many opportunities for them to access a lot of information which can finally support their academic achievement in the future. However, such situation is found to be a scarcity among students at English Language Education Department of an Islamic private university in Yogyakarta. This descriptive qualitative study aimed to investigate the factors inhibiting students to read at this university in which individual interviews were used to collect the data from three participants representing students of Year 2015, 2016, and 2017. Based on the findings, there are seven factors which inhibit students in the university to conduct reading activities. These factors are time constraints, web attraction, social life, personal concerns, different interest of reading texts, and lack of background knowledge as well as language proficiency in English.
Keywords: Reading, inhibiting factors, time constraints, web attraction, social life, personal concerns, and English books

Introduction

Reading skill is necessary in understanding written communication because people need to digest the information of the written messages. In this case, the written messages can be in the form of books which become one way for people to communicate with other people across the world indirectly. Tampubolon (1987) mentioned that "reading is one of the basic language skill besides listening, writing and speaking and also it is one of part of written communication" (p.5). In relation to this, students in university level are expected to master reading skill because it is an essential skill to support their study. Anderson, Hiebret, Scott, and Wilkinson (1985) as cited in Küçükoğlu (2012) stated that reading is one of the basic skills that should be mastered by students because it plays important roles at school. In line with that, Grabe and Stoller (2001) as cited in Demiröz (2010) stated that reading becomes an inevitable aspect for independent learning, no matter whether the aim is to improve learning achievement, enrich knowledge from subject matter, or improve language abilities. Not only reading functions as a powerful weapon for students to be better in improving their achievement, but it also helps them to settle any problems in their learning (Bashir & Mattoo, 2012 as cited in Acheaw & Larson 2014).

However, based on the researchers' experience and some information from the literature, students at university level, especially the students at the English Language Education Department of a private university in Yogyakarta are found to be reluctant in reading. They don't have a reading habit, especially reading books and journals related to their field of study, a habit which is important to support their study. Based on the researcher's experience, some students were reluctant to read even though they were given reading assigments from their lecturers. This condition is supported by Setyarini (2016) who found that students' reading habit of this Islamic private university is in the average category, which means these students need to improve their reading activity. Another study conducted in the same university by Parmiyanti (2015) revealed three major problems in learning English such as vocabulary and sentence structure, background knowledge, and unappropiate reading habit. These situations in which the university students are low motivated in reading are unacceptable because a university student is required to have a good reading habit which in the long run will affect their quality as a university graduate student.

Moreover, reading becomes a very important tool for university students to be independent learners (Grabe and Stoller, 2001) as cited in Demiröz (2010). In order to find out why the students are reluctant to read and what strategy they use to overcome the problem, a study on such issue is then important to be carried out. This study is then intended to investigate the factors inhibiting students to read at the English Language Education Department in this private university.

Literature Review

Reading skill

Reading skill is one of the four basics language skills. In order to have reading skills, people need to use their linguistic intelligence as according to Adams and Collins (1985), Wagner, Schatschneider, and Phythian-Sence (2009) as cited in Alkialbi (2015) "reading is the most complex activity that involves orthographic, phonological, syntactic and semantic processing; i.e., bottom-up processing, background knowledge and top-down processing" (p. 14). In line with that, Qanwal and Karim (2014) defined the terms of "reading" into three categories; reading as an interpretative and decoding skill, interactive skill, and active, cognitive, and thinking process. In conclusion, reading is an interactive process between readers and writers' ideas in which the reader tries to elicit the meaning where thinking process, background knowledge, and also linguistic knowledge are used. Reading skills can empower the reader interpret the writing into meaning and gain the aims of independent comprehension.

The Importance of Reading

Reading plays an important role in the academic development, especially when students have to deal with huge amount of foreign language materials for their own specialist subjects (McDonough & Shaw, 2013). Grabe and Stoller (2001) as cited in Demiröz (2010) added that reading is the prior means for university students to be independent learners, whether the aims is to achieve better on academic tasks, learning more about subject matter, or improving language skills. In this case, students are expected to be independent learners through reading activity. Students are moving away from a passive learning of instruction-dependent learner to a more active, creative, and autonomous one by reading (Safdarian, Ghyasi, & Farsani, 2014). In this case, students are actively selecting their reading and knowing where and when they want to conduct reading activity.

The Factors Inhibiting Students to Read

In the higher education, university students are expected to read by their own initiative. Grabe (2000) as cited in Cheethman, Harper, and Ito (2017) stated that motivation is a factor which affects students to read and it is commonly dealing with self-motivation. Cambria and Guthrie (2010) has defined that "motivation are the values, beliefs, and behaviours surrounding reading for an individual" (p. 16). On the other hand, some students who have lack of reading motivation tend to have negative attitude towards reading and they push themselves away from book (Cambria & Guthrie, 2010).

The other factor which also affects students reluctant to read is insufficient linguistic competence such as new words, background knowledge, type of the text, organization, lack of illustration, tenses, linking words, and pronoun (Shehu, 2015). In addition, Lanying (2005) also stated that students who have low proficiency in language become unmotivated because they cannot enjoy reading compared to students who have high proficiency in language.

In addition, Partin and Gillespie as cited in Galgoa (2016) mentioned that students have more positive attitude toward reading if they are introduced with reading activity since they were in the early age. It means that students who never have experience reading activity or do not have

reading habit since they were in the early age have less focus on their reading compared to those who who have reading habit or positive attitude towards reading. Thus, students do not like reading because they are not accustomed to reading activity since they were young.

The other inhibiting factor which also give a big influence is spending time too much in front of television and internet usage. Indeed, in this digital era, internet also plays contribution in reducing reading habit (Mokhtari, Reichard, and Gardner, 2014). Morever, Hoeft (2012) also found some factors inhibiting students to read, "schedules that did not allow time for reading, social life that comes before reading, dislike reading of any kind, lack of interest in topic, and laziness" (p. 11).

To summarize, there are several factors which prevent students to read. These factors are lack of self-motivation and interest in topic, insufficient linguistic competence or language proficiency, lack of reading habit, reluctances, television and internet usage, time concerns, social life, and types of reading.

Methodology

A descriptive qualitative research design was used in this study to reveal some factors which inhibited students to read. In collecting the data, three participants from the students of English Language Department of academic year 2015, 2016 and 2017 were selected. In this study, an in – depth interview was used. As its name suggests, intensive individual interviews are conducted in this in – depth interview.

In analyzing the data, there were several steps employed in the study. The first steps was transcribing process, transcibing the audio result of interview into written forms. The next process was analyzing the data by using coding technique. The coding process was giving simple name or label to a piece of text which cointains an information or idea. In the first steps of coding, open and analytical coding were conducted. Open coding categorized a piece of text by giving a simple name or label to give description based on criteria that are decided by the researcher (Strauss & Corbin cited in Cohen, Manion, & Morrison, 2011). The next process was analytical coding, in which some interpretation into simple descriptive codes were done, continued by axial coding, in which the subgroup of the category was combined. The last process in coding, selective coding was finally carried out by selecting the statement of the data which had similar idea and categorizing it into main category.

Findings

The findings revealed seven factors which inhibited the participants to read. These findings comprise time constraints, web attraction, social life, personal concerns, different interest of reading texts, and lack of background knowledge as well as language proficiency in English. The following paragraphs elucidate these findings into more detail.

In the first finding, it is evidence that the participants of the study were reluctant to read because of time constraints. There are some activities which make students have no time to read such as doing assignment, part time job, and doing house chores. One of the participants, Zaliha said, "right now I have a lot of assignment and I also work part time. I work part time, then I am also busy doing my assignment, automatically I lack of time to read".

In addition to time constraints, web attraction also affected students' preference in using their time for browsing, watching online video or YouTube, and opening social media such as: Whats App, Line, Instagram, Facebook, and Twitter rather than to read. Here is the excerpt from Raditya who spent his time more on internet facilities for watching videos on Youtube whenever he had spare time, "usually, I watch a video or movie on the Youtube". He also admitted that, "I

cannot stay away from social media because when I am in a bad mood, I use [prefer] to open my smartphone" [rather than reading].

Another finding revealed that during leisure time, these participants also prefer to have social life such as hanging out and doing exercise with their friends instead of reading books or texts. Sumeye said "Reading is monotonous activity, I prefer to going out to somewhere that can entertain me".

Moreover, these participants did not have reading habit due to their personal concerns or reasons which make the reading became the last priority. These personal concerns were related to boredom, having ME time, laziness, bad mood, having problems, and lack of motivation. Mustafa stated, "reading is boring, besides that I could not understand the content and there is something more interesting than reading. Therefore, reading is my last priority even though reading is important".

The above situation was exacerbated by the facts that sometimes the participants felt reluctant in reading because the content was boring and out of their understanding. Raditya mentioned, "what makes me do not like reading is boring reading, which is out of my understanding, such as Philsophy". Not only the participants were reluctant in reading due to boring readings topic, but also they felt reluctant in reading English texts which were related to research and academic topic. They felt disinterested to read any type of research or academic texts because they were doubtful about with their ability in English skills. Sumeye mentioned, "I do not want to read English text which is related to research". Again, also added that she also did not like reading academic texts, "if I know it is scientific text or something related to academic, I decided not to read". In addition, she said that, "In my opinion, the academic-related reading is definitely hard to understand".

Moreover, the participants are reluctant in reading when they read English text. Even though they are students of English Language Education Department, students found difficulty because of the difference between the first language and second language, the use of high level of language and vocabulary, the use of scientific and unfamiliar words, combined words, difficulty in translating, less illustration, and lack of background knowledge.Zaliha said, "a word in English has many meanings if it is translated in Bahasa [Indonesia]", and she added that, "then the meaning is different if it is combined with other words". Mustafa added, " the story is not interesting and out of my understanding so that I am lazy to read", and he said, "I can say that reading is boring becuase I prefer to read a text with pictures."

Discussions

The finding of this study showed that time constrains such as doing assignment, having part time jobs, and doing house chores make students reluctant to read. The participants admitted that due to these activities, they said they barely had time to read. As university students they have various assignments which have to be submitted on time or otherwise they will have a penalty from their lecturer. Besides, they sometimes have a part time job which can limit their time to read. This situation is highlighted by Hoeft (2012) in his study which revealed that one of the factors that makes students reluctant to read are students' schedule which did not allow them to read. Thus, instead of reading books or journals that can support their academic achievement, these participants choose not to do such activity.

In addition, the finding revealed that students' social life activities affect student reading time. These participants prefer to hang around with their peers and go to public places rather than reading. This is actually a very common tradition of Indonesian society in which they like to have '*Nongkrong*' and have a chat with neighbors. In the past, people, both young and old, did

'*Nongkrong'* in small food courts or in small coffee shops. However, it now changes into a more modern life style in which people, especially young people, tend to spend their time chatting instead of reading. The phenomenon in which social life can affect students in reading corroborates the study conducted by Hoeft (2012).

The other finding which make students have less interest in reading is web attraction such as Facebook, Twitter, Instagram, YouTube, and any social media. Indeed, in this information era, university students tend to explore information and access entertainment from internet because it is more affordable, and therefore they can save money and time. This is in line with Zhou, Xia, Yin, Zhang, Zhang and Feng (2016) who stated that students spent more time in using internet for entertament purpose. This is actually problematic for these students because students with heavy recreational use of the Internet experiences tend to decline their academic performance (Alam, Hashim, Ahmad, Wel, Nor, & Omar, 2014).

The other factors inhibiting students to read are boredom and laziness, and therefore reading activity becomes their last priority. Students who are in good mood to read tend to do something more interesting such as hanging out, having socil media, or ME-time. This phenomenon is actually resulted from their lack of self-motivation. According to Kahyanto, 2005 as cited in Shehu, 2015 who stated that self-motivation is a personal factor because this factor exists inside the reader. Unfortunately, this situation is worsened by the fact that the participants admitted that their reading demotivation is caused by their little understanding on English language proficiency so that they find it difficult to read books or journals which are written in English. This finding corroborates a study by Shehu (2015) who mentioned that lack of background knowledge and illustration are problems that inhibit students to read. Moreover, he added that that new words (vocabularies), organization, tenses, linking words and pronoun are some factors which affect student foreingn language students reluctant to read. The differences between their first langauge and the second language become a problem for them, since students need more time to construct the meaning into their target language (Mourtaga, 2005).

Conclusion

Reading habit should become a routine activity of university students in order to support their academic life. Various research have revealed that reading activity is able to provide a lot of opportunities for students, especially in the higher degree, to gain a lot of knowledge and update their information and technology. However, such ideal condition is found to be scarce among students of English language Education department of a private university of Yogyakarta. After a research is conducted, some findings related to why these students are reluctant to read are revealed.

Based on the findings, there are several factors that inhibit students in the university to read. These factors are time constraints, web attraction, social life, personal concerns, different interest of reading texts, and lack of background knowledge as well as language proficiency in English. These findings are indeed in line with some previous studies conducted by some researchers. Some recommendations are then needed to anticipate similar trends in the future.

Recommendation

Based on the result of this study, there are some recommendation or suggestion for university students as well as the teachers in the university. *For students,* it is suggested for students to invest their time reading books that they are interested in for about 15 up to 30 minutes everyday. Having these activities, it is expected that the students will get used to do reading at any time without any compulsion from others. *For teachers,* it is suggested for English teachers to apply

learning models which foster students' motivation to read. Also, it is also important to consider appropriate English textbooks suitable with their level of English competence so that they will be interested in reading.

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AN EFFORT TO INCREASE ACQUISITION LEVEL OF ENGLISH LEARNING TO STUDENTS OF SMK N I KOKAP KULONPROGO THROUGH *EXTENSIVE READING*

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Abstract

This article aims to know the increasing of acquisition level of learning English by doing extensive reading (ER) i.e. reading daily newspaper "Kedaulatan Rakyat" in SMK N 1 Kokap Kulon Progo Yogyakarta. This is not a research but an empirical experience that truly happened in expressing ER with the material among us. The ER effort is done into many classes and all grades, but not all classes. They are considered as probability samples to be able to make generalization in the school[1]. Result of the action can be the feedback to writer that; (1) The GLS done in SMK N 1 Kokap Kulon Progo with the ER approach of reading daily newspaper "Kedaulatan Rakyat" is able to increase students' knowledge (background knowledge) from mastering vocabularies at the beginning, (2) The relatively advance vocabularies in use in the newspaper attract students to do ER. It can be predict to lift students' learning level or even acquisition level of learning English, and (3) The various topic discussion in the newspaper and ER approach enable to embody students' nationality in SMK N 1 Kokap Kulon Progo.
Key words: empirical experience, Extensive Reading (ER).

Introduction

Students in our country still have low of acquisition level of learning English for result of study states that they are in lower order thinking skills (LOTs). The results lace that reading and literacy measurements (PIRLS 2006 & 2011) on grade IV elementary schools are still identical with what junior high school students' have. Of course, they bring into problems for education is not separated each other but it is continual. What the system produces in basic level (output) becomes an meaningful input to the higher level. The problems are in various cases e.i. books materials, teaching method, teacher's role, facilities, and many others out of predictions. The PIRLS data can be read as follows;

Results of Reading (4th Grade)

Lebih dari 95% siswa Indonesia hanya mampu sampai level menengah, sementara lebih dari 50% siswa Taiwan mampu mencapai level tinggi dan advance. Dengan keyakinan bahwa semua anak dilahirkan sama, kesimpulan dari hasil ini adalah yang diajarkan di Indonesia berbeda dengan yang diujikan [yang distandarkan] internasional
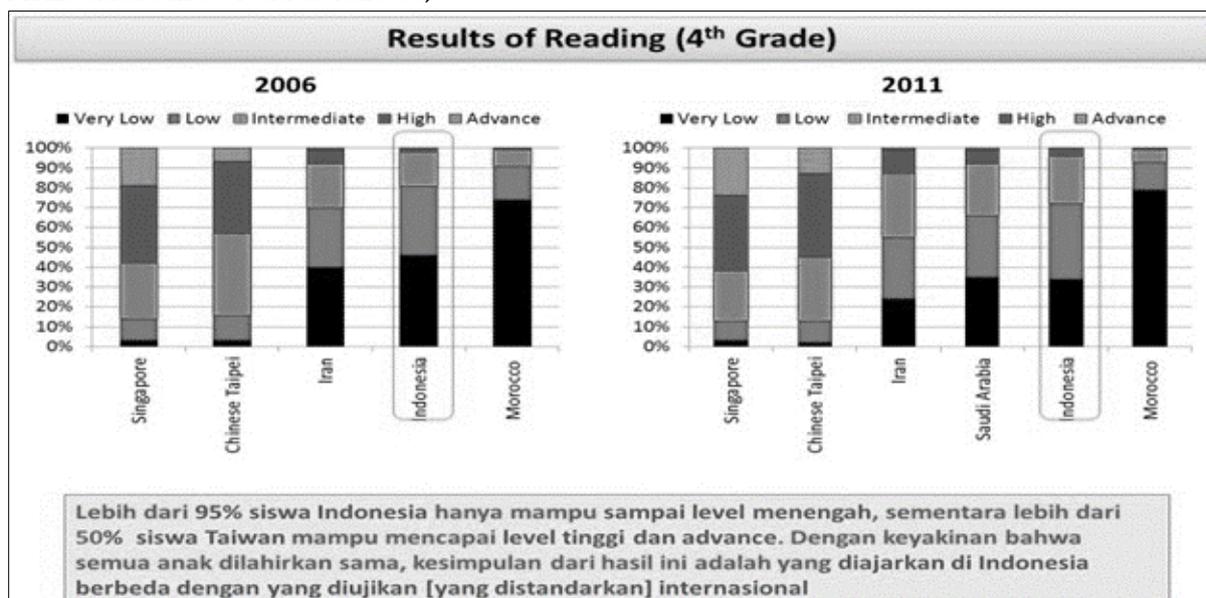
So, when the acquisition level of learning English in basic education (elementary and junior high school) is just at the low level, C3 of Bloom taxonomy, causes problem to the further level

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[1] Cohen et.all p. 99 discussing about sampling in a research.

education treatment. As we know revised Bloom's taxonomy and Anderson cognitive process dimension place such level of skills; *to remember* (C1: factual knowledge), *to understand* (C2: conceptual knowledge, *to apply* (C3: procedural knowledge). Those first three levels depict the realistic situation that the English teaching in Senior High School in Indonesia is also still in that levels of LOTs[2].

In consequence, there are knowledge gaps among students of Senior High Schools when their materials are HOTs *(Higher Order Thinking skills,* strategies, methods, and curriculum are designed to HOTs activities*.* Hence, it is necessary to, at least, bring closer to the ideal circumstances or even to the real HOTs teaching and learning process.

Theoretical review

There are some experts who have discussed intensely and seriously on the subject material of extensive reading (ER). Brown said that ER;

> Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passages[3].

Points of ER according to Brown are as follow, (1) the activity is done to get general understanding from textual discourse of a book, long article, or essays, etc. Skill to catch the digest of a text is needed to Senior High Students for it matches with genre base approach; (2) almost all time allocated are outside of classroom activities. It means that ER is an effort to enrich literature or make literate students but outside classroom. But, ER also fit to apply included in classroom activity; (3) pleasure reading is also often extensive. It means that sources of the materials are various. (4) Technical, scientific, and professional reading can, under certain special circumstances are also ER. They enable to construct critical discourse.

The four ER elements of Brown above are so identical with Harmer's who speaks ER in relation with, (1) reading materials, they should not be limited materials in order to make ER pleasure; (2) teacher role, teachers in ER should be motivator to students; and (3) tasks base in ER, teacher controls students by giving them various tasks[4].

According to I.S.P. Nation, ER is clearly differentiated with intensive reading (IR) for the two have different learning focus. To Nation, ER is as follow;

> Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can occur within class time (Elley and Mangubhai, 1981), or outside class time. In their very useful survey of extensive reading, Day and Bamford (1998) characterise extensive reading as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.[5]

Identical with Brown's, ER of Nation has some aspects; (1) it is meaning-focused input, (2) learners should be interested in what they are reading and should be reading with their attention

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[2] Correlation between Cognitive Process Dimension and Knowledge Dimension, Bloom Taxonomy (revised) and Anderson (*Cognitive Process Dimension*; Materi Pelatihan: Analisis Dokumen SKL, KI-KD, Silabus, Dan Pedoman Mapel, p. 13.

[3] Brown (2007): Principles of Language Learning and Teaching (third edition), p. 373.

[4] Harmer (2007). The Practice of English Language Teaching, p. 283-285.

[5] Nation (2009) Teaching ESL/EFL Reading and Writing, p. 50.

on the meaning of the text rather than on learning the language features of the text; (3) ER can occur within class time or outside class time (4) ER as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.

From rationales above can be concluded that ER is an activity of reading various texts to construct ones' critical discourses which is not related to the sources of the texts, time, and places of the activity. ER is either structured or unstructured activity that has become a habit or a hobby which able to give expand knowledge to all activists.

The School Literation Movement or *Gerakan Literasi Sekolah* (GLS) is a holistic and continual effort to make school literate through supporting of stakeholders. The GLS is instructed from Minister's rule number 23, 2015 about *Penumbuhan Budi Pekerti* (PBP), the manners embodiment by allocating 15 minutes everyday reading books or many others that those are out of lesson materials and are done before class time[6].

Discussion

Output of acquisition level of learning English in basic education bring automatically potential problem to the further level, Senior High. Frankly speaking, there is a gap between lower output and idealistic situation required to input of higher level. In this point, according to writer, it can be overcome by doing GLS. Therefore, it can be read as an extensive reading (ER); e.i. ER that can be execute both in and out of class. The approach of ER in this article is reading Yogyakarta's local newspaper "Kedaulatan Rakyat." The locality is the one point that it is unique and the oldest printed media in the area. And more, the newspaper is the only we, SMK N 1 Kokap Kulon Progo have. Our school subscribes the daily. The contents are so various as a daily newspaper and linguistically it presents nice vocabularies to learn. Here are some summaries.

DATE	Title of the news	Synopsis	Language feature/ vocabularies
5/3/2018	Heroisme SO 1 Maret Masih Ada (Headline)	It was performed the history of General Siege of 1st March1949, depicted that the massive siege by national crops supported by people caused panic to Dutch which tried to take over Yogyakarta as Indonesian capital city. The commandor of national crops was Lieutenant colonel Soeharto.	Heroisme, kolonial, sirine, proklamasi, strategis, visualisasi, monumen, museum,
5/3/2018	Hentikan Perang SARA (Analisis oleh Dr. Zuly Qodir)	Politic of primordial (SARA) is so horrible in todays situation in Indonesia. It can lead to the national disintegration. The massive intensity happened especially in this legislative and presidential election. The politic of SARA of course cause disintegration for it exploited hatred.	Politik, reformasi, idola, kualitas, demokrasi, simbol, etika, substansi, partai, sistematik, legislatif, mayoritas
6/3/2018	Pemimpin Tiongkok (Analisis oleh Prof. Dr. TulusWarsito)	President of China broke the role by ending two period president that potentially lead the country to be more tyrant and uncontrolled. China is communist country today. This uncontrolled power tent to stimulate disrupt and unharmonious diplomacy in international perspectives.	Presiden, dekade, partai politik, kapitalis, sosialis, ekonomi, konflik
7/3/2018	Wisata Baru Yogya yang	Studio of natural to shoot a colossal film "Tahta, Perjuangan, dan Cinta" 2	Film kolosal, syuting, aktor, cinema, studio,

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[6] Permendikbud RI nomor 23 tahun 2015; Salinan Lampiran PBP pada pembiasaan poin VI.1.

	Potensial; Studio Alam Film Sultan Agung (Headline)	hectare wide located in Moyudan Sleman will be donated to local government to be tourism and learning object.	kolonial, executive produser, generasi
7/3/2018	Penyebaran Hoax Merajalela; Berpotensi Sebabkan Disintegrasi Bangsa (Headline)	Hoax producing and distributing is so massive todays situation. It is of course so dangerous for it can cause national disintegration, especially when it is done in well-organized and structured like Saracen and MCA.	Hoax, disintegrasi, motif, cyber army, media sosial, program, infrastruktur
8/3/2018	Bisnis Online Butuh Regulasi; Jangan Sampai Terjerat Penipuan (Headline)	Online business is now arising. Consequently it forced its regulations about everything e.i. tax, producer and consumer security. But, there are strengths and weaknesses of doing online business.	Online, regulasi, teknologi digital, customer service, marketer, financial technology, produsen, konsumen, transaksi, telepon, aplikasi, internet, gadget, komunikasi, informatika, industri, cek, recek, konvensional, email, internet
8/3/2018	Perempuan untuk Perubahan (analisis oleh Desintha D. Asriani, MA.)	Women participations on general election in 2018 are relatively appreciated. It is approximately 8.85% from 171 region that hold the election. It shows that women are potential to do practical politic. Meanwhile, the result of the election is totally in voters' hands. Do they get or not is not the case itself but women participation. The most important is that the cannel of ideology is on track in Indonesia.	Aktifitas politik, ideal, ideologi, persentase, kuota, berpartisipasi, kuantitas, kualitas, empati, transformasi, advokasi, jender, korupsi, biologis, afirmasi, totalitas, relevan, feminis

Table of topic of the news in *Kedaulatan Rakyat*

From the table above, we can see the wide and various content or discourse of the daily newspaper as an object of ER. It is, of course very useful to students reading it. Critical thinking and vocabularies in use are very significant to construct knowledge in mind. As an example, say news published on 5/3/2018 overtly wrote one of Indonesia histories in connected with "Heroisme SO 1 Maret Masih Ada", the existence of general siege 1st March 1949. This theme is clearly able to embody nationalism inside students of Senior High, and in advance, they become grow well and aware of disintegration movements e.i. do not talk ill of race, ethnic, gender, groups, religion, and other primordial entities. But vice-versa, they are able to create and confirm theirself in a public discourse, especially national discourse. The media, in this case, serve the right point of view in the frame of nation state, Indonesia.

Nowadays, there are so wide issues that connected one and others (see the three days news samplings). Correct point of view of our country's issues is helpful to build nation state we have. Here, historical case of "Serangan Oemoem" can be a spirit to students to open wide on various discourses.

From the side of language feature, especially vocabularies in use—originally English or modification—opinion and academic analysis from public character contribute very significantly to the readers. Learning language means learning how to transfer meaning of certain discourse through its language aspect, especially written language as it is in use in this newspaper media. By reading newspaper, students are accustomed to use the vocabularies or language in genuine English or even naturalized language, *Bahasa Indonesia*. Vocabularies in use in this newspaper

are sophisticated enough and fit to be considered as a learning media that brings together the culture. When students are able to implement modification or naturalization vocabularies (English to *Bahasa Indonesia*), they are hoped to be fluent in English. By mastering vocabularies, students are in tone with the discourse and background knowledge or at least the light information on topic discussions. The schema of forming background knowledge will be as follows;

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vocabularies  →  discourse  →  background knowledge
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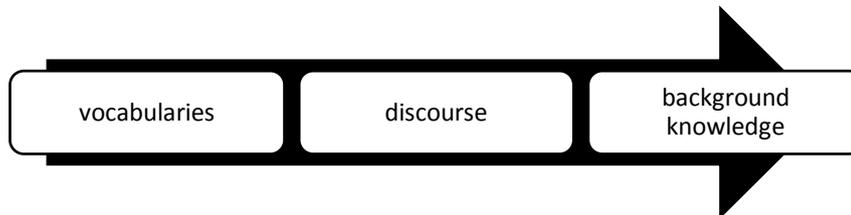
The schema above is in line with what Brown said that by reading a reader brings information, knowledge, emotion, experience, and culture—that is schema (plural)—to the printed word[7]. This schema theory is logic for it is real when we apply it in the field of top-down processing of reading when background knowledge is required to do so. Top-down processing is also categorized as an active reading since our brain actively includes background knowledge when reading a text.

Students of X Wooden Craft

Students of XII Batik Craft

Psychologically, students enjoy so much when they are asked and lead to read newspapers. As Ivang (XII Textile) said this because of the various topic discussions, illustrated materials, and contextualization with the current issues. It means that generating students' discourse is so important to do to finally obtain expected background knowledge. The fantastic is that most of students have a long term memorization in their mind with the vocabularies they ever read. This could be happened for the vocabularies are contextual or newest situations.

The vocabularies in use give them a new perception and awareness that they have been in English so far but they do not realize it. For example, the word: *strategi, politik, democrasi, film, kolosal, ideologi, ekonomi, konflik, disintegrasi, motif, program, infrastruktur, konsumen,* etc. are all English. They just do not understand that they are in its radius and they do not have self-confidence to use English.

Moreillon said that the students' effort in mastering reading comprehension, the first strategy is by building background knowledge to students[8]. Background knowledge is the basic one so that the further strategies can relatively be easy to do. Logically, English language learning will be so significant if it is supported by background knowledge on the topic discussions. For

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[7] Brown (2007): Principles of Language Learning and Teaching (third edition), p. 358.
[8] Judi Moreillon offers 7 strategies in teaching Reading Comprehension, the first is by building background knowledge*,* using sensory images, questioning, making prediction and inferences, determining main ideas, using fix-up options, and synthesizing; *p. 19.*

they are just teenage, their knowledge is factually still so different with those young professionals. In short, students need enough background knowledge that only can be obtained through reading activity, specifically ER, reading "Kedaulatan Rakyat" daily newspaper.

Citations of tittles of news in *Kedaulatan Rakyat*

For the importance of reading newspapers as one of sources of doing ER, writer suggest to all stakeholders not to underestimate with reading materials you have even they are so modest and seems so out of date. Try to assume that all materials are meaningful to read. They are meaningful to our students. As recommended by Harmer, writer would also say that it is important (teachers and schools) to give time to our students to read in lessons extensively with DEAR (drop everything and read) strategy and make our classes 'reading friendly'[9]. We can do ER by now for when students read extensively, they are not just looking for specific language or trying to do vocabulary and comprehension exercises. They are reading either for pleasure or for information that interests them.

Conclusion

From this little action in ER done in SMK N 1 Kokap, Kulon Progo DIY writer is able to conclude that; (1) The GLS done in SMK N 1 Kokap Kulon Progo with the Extensive Reading approach of reading daily newspaper "Kedaulatan Rakyat" is able to increase students' knowledge (background knowledge) from mastering vocabularies at the beginning, (2) The relatively advance vocabularies in use in the newspaper attract students to do ER. It can be predict to lift students' learning level or even acquisition level of learning English, and (3) The various topic discussion in the newspaper and ER approach enable to embody students' nationality in SMK N 1 Kokap Kulon Progo.

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EXTENSIVE READING IN IMPROVING EFL LEARNERS' LANGUAGE SKILLS AND LEARNING MOTIVATION

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Abstract
As literacy has become one of the most essentials skills in human's daily life, many educational institutions in various countries around the world, including Indonesia, put their efforts in building the society awareness on the importance of literacy. One way to do so is by conducting extensive reading activities to improve the students' skills in reading. This study is aimed to review a number of research conducted in investigating the positive impact of extensive reading in improving one's language skills especially EFL students. The results of the researches reviewed shows that: extensive reading could promote and give positive effects in improving EFL learners' language skills such as in improving the learners' vocabulary, grammar and spelling knowledge. It is also suggested that extensive reading can improve learners' motivation to read since extensive reading enabled them to learn new vocabulary, increased their reading speed, enabled them to concentrate, and aided them when they had trouble understanding the readings' content. However, in its relation to motivation of learners to communicate, extensive reading and motivation seem to be different and unrelated.
Keywords: literacy, language skills, reading extensive

I. Introduction

Literacy has been become one of the most concerning issues for many countries around the globe, including Indonesia. As Kofi Annan says *"Literacy is a bridge from misery to hope",* having the ability to read can play very important role in one's life in which reading would broaden one's mind, enrich his knowledge, as well as expand his opportunities to achieve a better life. The better quality of life one's could achieve, then the better his nation would be. However, the importance of reading as part of literacy skills is not really recognized by many people around the world, including Indonesian society. Our society, not only the adults, children and teenagers have a very low interest in reading. Reading is seen as a boring activity to do which most of them would only read because of academic purposes. In order to build awareness for the society especially the young generations of the importance of reading in their life, Indonesian government has established a new curriculum for elementary to high schools education in which the students are obligated to read any kind of book for fifteen minutes before the class is started. This activity is aimed to increase the young generation interest and motivation in reading as well as build an awareness of the importance of reading. In fact, such activity is not only beneficial conducted in someone's first or second language but also essential in leaning foreign language. Indonesian society has acknowledged that in order to be able to compete in the global competition, the ability to speak more foreign languages especially English is inevitable. One way to do so is by improving our language skill, including reading.

The reading activity done by students from elementary to high schools as part of the curriculum is one of the forms of extensive reading. Brown (2004 : 19) classified extensive reading as one of types of reading in which the reading activities applies to text more than a page, up to and including professional articles, essays, technical reports, short stories an books. The main purpose of extensive reading activities is to enhance student's skill in understanding a text

especially a long stretches of discourse. Similar definition proposed by Jacobs & Gallo (2002), they define extensive reading as an activity in which students read large quantities of materials and the materials usually at a level that allow the students to gain at least a fair understanding of what they are reading without outside help. A number of researches conducted previously in many countries around the world revealed that extensive reading plays an essential role in learner's language skills and proficiency. Extensive reading is said to have remarkable effects on improving not only the reading skill itself but also the other three language skills namely listening, speaking, and writing. The research conducted earlier shows various benefits of extensive reading and its positive impacts on reading comprehension, vocabulary knowledge, writing performance, as well as grammatical competence. This writing is aimed to give an overview of some researches on extensive reading and its impacts in improving student's language skills which was conducted for EFL learners in various countries around the globe, as well as whether or not extensive reading could promote improvement on EFL learners' language skills and learning motivation.

II.   Discussion
2.1   Reading and Extensive Reading

Before we move to an overview of extensive reading activities and its positive effects in improving EFL learners' language skill and learning motivation, it would be best to give brief explanation on reading and extensive reading itself. Anderson in Nunan (2003:68) defines reading as following:

> *"Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension".* (Anderson in Nunan,2003 : 68)

From the definition of reading given by Anderson above, it can be concluded that reading activity involves a process of combining information that one has already has in their mind with the information from a text in order to build a meaning. Further, Anderson (in Nunan, 2003 : 68) differentiates two types of reading namely strategic reading and fluent reading. Strategic reading is the ability one has to use a wide variety of reading strategies to accomplish a purpose for reading and good readers know what to do when they encounter difficulties in reading. While fluent reading is the ability to read at an appropriate rate with adequate comprehension. Anderson (in Nunan, 2003:68) emphasizes that meaning does not rest in the reader nor does it rest in the text, however in order to gain meaning, the reader's background knowledge integrates with the text to create it. Act of reading is then the combination of the text, the reader, fluency as well as the strategies used. Reading is one of the most important skills for English learners both for ESL and EFL learners since English is used in many content of learning materials, therefore in order to ensure success not only in learning English, but also in any content class where reading in English is required, the ability to read in English is a necessity. In teaching reading practices, Anderson (in Nunan, 2003 : 69) classifies three types of models in teaching reading for both ESL and EFL learners, namely:

1) Bottom – Up Models

In bottom – up models, the reading activities usually consists of lower level of reading processes in which the students starts with the fundamental basics of letter and sound recognition, morpheme recognition followed by word recognition, building to identification of grammatical structures, sentences, and longer text. In order to achieve comprehension the students would go to the process of recognizing and understanding letters, letter cluster, words, phrases, sentences, longer text, and finally the comprehension itself. Within this bottom up models, intensive reading is the most typical classroom focus used in the practice. It involves a short reading passage then followed by text book activities in order to develop comprehension.

2) Top – Down Models

In contrast to the bottom – up models, the top – down models begin with the ideas that comprehension resides in the reader, which means that in reading, the reader uses his or her background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. The text or passage can be understood even if all the individual words are not understood. The focus of this model is on meaning generating activities rather than a mastery of word recognition. In this model, extensive reading is the focus in teaching reading. Andeson (in Nunan, 2003: 72) defines extensive reading as reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.

3) Interactive Models

This model is a combination of the elements of both bottom- up and top down models assuming that pattern is synthesized on information simultaneously from more than one knowledge sources.

Based on the brief explanation given about reading and teaching reading practices above, it can be concluded that extensive reading is one of the focus used in teaching reading being based on top – down models which focusing on the ability to comprehend meaning a whole text instead of recognizing word per word. Extensive reading involves an activity in which the students or learners read large quantities of materials in order to comprehend meaning.

2.2   An Overview of Extensive Reading in Improving EFL Learners' Language Skills and Learning Motivation

As been aforementioned above, extensive reading has become one of the most interesting topics to be discussed in the field of language teaching and learning especially for EFL students. Extensive reading is claimed to be a technique that can be used to improve EFL learners' language skill, not only for reading skills but also the other three skills. Aside from language skills, extensive reading is also claimed to be able to improve students' motivation in learning as well as processing abilities, however this finding is still debatable, since there are some researches claimed to show the contrary. In this section, there will an overview of some researches conducted previously by some researcher around the globe, on whether or not extensive reading could promote positive effects in improving EFL learners' language skill and learning motivation.

The first one to be reviewed is a research conducted by Razaee & Nourzadeh (2011) entitled *Does Extensive Reading Improve EFL Learners' Processing Ability?* This research was aimed to investigate whether extensive reading can promote bottom – up and top – down processing capacities employed by advanced learners of English as EFL when reading second language text. In order to achieve the aim of the study, Razaee & Nourzadeh (2011) involved two intact advanced classes, one as experimental group (twenty six students), and the other as the control group (twenty five students). As the background of their study, Razaee & Nourzadeh (2011) mentioned a number of researches conducted previously by other researchers that prove and claim that extensive reading could promote positive effects on learners' improvement on their language skills. As been mentioned in Razaee & Nourzadeh (2011), a number of researches conducted by Horst (2005), Kweon & Kim (2008), Leung (2002), Pigada & Schmitt (2006), White & Krashen (1989), paid attention to the positive influences of extensive reading on the incidental acquisition of second language vocabulary. It is called as incidental acquisition since the learners' attention is actually focused on something other than the words to be learned when they do extensive reading activities. In detail, Leung (2002) reports that in the case study she conducted, there is significant improvement of second language vocabulary knowledge of her subject by 23,5% in one month which was measured by a modified version of Paribakht and Wesche's (1997) scale of vocabulary knowledge. It showed that the subject improvement was increase from 28,5% to 35,2 % from the pretest to the posttest. Leung's research (in Razaee et al 2011) has been

corroborated by classroom – based extensive reading research conducted by Horst (2005) as well Kweon & Kim (2008), in which in Horst's research (2005) the participants was succeeded to acquire over half of the unknown second language words they encountered in the extensive reading materials. In addition, Kweon and Kim (2008) report a supporting evidence that the vocabulary gain during extensive reading were retained over a four week interval after the immediate post test with retention having an interaction with the frequency with which an second language would be used in second language texts (in Razaee & Nourzadeh 2011).

In conducting the experimental research, Razaee & Nourzadeh (2011) utilized twenty nine books in which were selected as the ER materials to be read by the experimental group as homework. Each participant from the experimental group was required to read four books during four weeks based on their own choice from among the extensive reading collection which consisted of simplified story books and fiction book. Those books were chosen from three different levels of difficulty in vocabulary and structures. The aim was to allow the learners to select the book that they could read efficiently based on the conception of their own proficiency. As the result of the research, Razaee & Nourzadeh (2011) found that there was an improvement on the EFL learners' ability to answer local reading comprehension questions after engaging them in extensive reading programs. In addition, Razaee & Nourzadeh (2011) suggested that the correct responses given by the subject to local reading comprehension questions depend mostly upon the processing of lower – order linguistics form and structures, it means that extensive reading gives a positive effect or role in the development of students knowledge on vocabulary, grammar, and spelling.

Another research on extensive reading was also conducted by Aliponga (2013). The research was aimed to investigate EFL student's opinions on the benefits of reading journal, whether or not the reading journal could and how it could motivate the students to read as well as enable them to understand the main idea and important details of the reading materials as well as enable the students to think critically. In his research, reading journals was used as a technique used in reading subject for early semester college students. The technique consists of six parts namely (1) Title of the book, text or article, (2) Prediction of content based on the title, (3) an intriguing sentence or passage, (4) inferential or critical questions, (5) opinion about the story, and (6) summary or plot. As the first part of the reading journal technique, the students were asked to write the title of the book, text or any article that they want or chose to read. The aim was to identify what the students chose to read which enabled the students as well as the teacher to understand the rest of the contents of the journal better. In the next step, the prediction of content based on the title, the students had to indicate what came to their mind upon seeing the title cover of the reading material. By predicting, it would activate the students' background or prior knowledge they probably have, it will also focus the reader's attention, set the mood of the story as well as establish a purpose of reading. The prediction of the content can be done by looking at the title or the chapter headings, scanning the table of the contents, as well as reviewing any pictures, tables, or graph. Predicting the content would make reading easier and the meaning of the text will be more accessible especially when the students' prior knowledge has been activated by predicting. Even if the prediction was wrong, predicting was said to be able to make the students feel curious and want to start the reading to check on their prediction made earlier. In the third part, in which the students were asked to write down the parts of the text which contain intriguing ideas or puzzling information, then interpreted the idea or situation by writing extended comments. The next step, when students had questions about something in the story, they had to write the questions down with possible answer to the questions in which later they could see whether the author gave some answer or solutions on the questions the students have. In the fifth part, the students had to write comments by answering to their likes and dislikes about the story they read. The last step was making a three – to – five sentences summary of the reading materials.

The research was conducted by involving sixteen Japanese college students with average proficiency in English (TOEFL ITP Test results between 401 and 449). The students were asked to read journals every week of the class meetings as well as do the six steps of reading journal techniques aforementioned above, and at the end of the semester, the students were given a questionnaire to respond. The questionnaire was design to elicit responses from the students on the use of the reading journal in their reading class. According to the finding, Aliponga (2013) concluded that the reading journal motivated the students to read more the reading journal enabled them to learn new vocabulary, increased their reading speed, enabled them to concentrate, and aided them when they had trouble understanding the readings' content. Aliponga (2013) research also revealed that by writing a summary in the reading journal activity helped the students to gain an overview of the text whole meaning, not only understanding the main idea, but also the important details of the text. This is because the students needed to selected the important details and summarize them. The result of the research also revealed that the reading journal enabled the students to think critically which happened in the process of writing the summary of text since the students had to analyze, synthesize, as well as evaluate what they read. These are essential steps in critical thinking process. The other critical thinking process happens when the students were asked to find intriguing ideas, sentence or passage then interpreting the idea or situation by writing extended comments.

Another research which was conducted as an attempt to reveal the positive impact of extensive reading in improving EFL learners' motivation is the one conducted by Rahmany et al (2013) entitled "*The Effect of Extensive Reading on Iranian EFL Learners' Motivation for Speaking*". As the title of the research implies, the study was aimed to investigate the effect of extensive reading on Iranian EFL learners' motivation for speaking instead of reading itself. The research's participants were selected from different level of English proficiency. In total there were sixty students with the distribution of twenty students with elementary level, twenty students with intermediate level of English proficiency and the other twenty were students with advanced level of English proficiency. There were two problems discussed in Rahmany et al (2013) research, those were (1) whether or not Extensive Reading program could improve FL learners' motivation for speaking and (2) whether or not there were any significant differences among the effects of ER on elementary, intermediate, and advance learner's for speaking. Rahmany et al (2013) conducted the research by using some previous researches on extensive reading as well as reviewing some other works had been conducted earlier such as research conducted by Mason and Krashen (1997) in which the results of their research done in Japan shows that extensive reading program could improve the EFL learner's reading comprehension and reading motivation. The improvement in attitudes and motivation shown by the experimental students was said to be the most important and influential finding which helped unwilling students of EFL to become earnest students.

In their study, Rahmany et al (2013) also mentioned that in a book publish in 1998 by Day and Bamford, Extensive reading is concluded to have positive effects on different language skills. Day dan Bamford (1998 : 8) define extensive reading as an approach to the teaching and learning of second language reading in which learners read large quantities of book and other materials that are well within their linguistics competence. Extensive reading was claimed can play an important role on learners' language education and proficiency. The findings of their study indicated a large amount of positive results in reading ability, reading motivation, reading speed, word recognition, vocabulary size, grammar, fluency, spelling and automaticity. Align with Day and Bamford, a research was also conducted by Leung (2002) aimed to figure out the effect of extensive reading on a Japanese female adult self-study over a twenty-week period. The result was outstanding, in which the student showed a big improvement in recognizing words and using them correctly semantically and grammatically. Leung (2002) stated that the improvement was

achieved from the large linguistics input that the students experienced through extensive reading and self study.

However, contrary to the previous research conducted by Day and Bamford (1998), as well as Leung (2002), Rahmany et al (2013) research on the effect of extensive reading on Iranian EFL learners' speaking motivation showed that extensive reading was no effective for Iranian learners who lack the necessary motivation for speaking. It was also concluded that there is no significant difference between the mean scores of the experimental and control groups on the posttest of speaking motivation in which after doing ER for L2 learners of an institute in Iran during 12 weeks, the motivation of the students for speaking did not increase. Rahmany et al (2013) finding is align with the study conducted by Mori (2002), who hypothesized that reading and motivation to communicate may be different and unrelated.

III. Conclusion

Based on the discussion above, it can be concluded that extensive reading plays essential role in promoting the improvement of EFL learners language skill, not only for the reading skill but also the other three skills because through extensive reading the learners could learn more vocabulary as well as enriching their knowledge on grammatical structures as well as spelling. This knowledge is useful not only for reading activities, but also for speaking, listening and writing. In regard to learning motivation, extensive reading is also proven can improve the learners' motivation to read, though it seems that extensive reading has no significance effect on motivating students to speak or communicate. These findings from researches discussed earlier give us insight about how to improve EFL learners' language skill as well as motivation. Extensive reading is proven to be able to be implemented as one of the practice used in classroom considering its positive effect to the learners' improvement. Though the results may varies under certain and different circumstances on the process of teaching and learning the language. Therefore, further research in order to reveal the effect of extensive reading in improving EFL learners' language skill and motivation still need to be conducted in different kind of circumstances. Implementation of extensive reading and its effect on learners' improvement on language skills and learning motivation will be an interesting topic to further be discussed further.

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STRATEGIES FOR EXTENSIVE READING PROGRAM IN EFL CONTEXT

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Abstract
Reading is one of the skills taught in English classroom at Indonesian schools context. Nevertheless, not all the students like reading. In addition, no tradition of reading for pleasure and less reading activities sometimes are neglected. Moreover, reading activities such as how to encourage the students' engagement in fun reading and how to assist the interesting reading for the students are crucially to be considered so that they can get a lot quantity of reading material. As consequence, extensive reading can be the alternative in supporting the reading enjoyment as one of the ways to improve the students' literacy as well. Renandya, Rajan, & Jacobs (1999) illustrated that ER (Extensive Reading) involves the independent reading of a large quantity of material for information or pleasure. Whereas the effectiveness of getting knowledge is not only gotten in the classroom, but also the process of getting knowledge is derived in outside the classroom, so it needs to be realized by considering the strategies for supporting ER. Therefore, the aim of this study is to explore the idea of some strategies for extensive reading program supported by the successful characteristics of ER program and also the benefit of applying ER program. Later, this study can be beneficial for teachers' teaching in reading strategies by implementing extensive reading program so that students can get the maximum knowledge supported by their increasing motivation and developing wider vocabularies.
Keyword: reading, strategies, extensive reading

Introduction

Reading is one of English language skills that to be mastered by English Foreign Learners (EFL). It is undeniable that reading is the most challenging skill to acquire in any language especially when the position is as a foreign or second language as well. This is because reading relates brain, eye, text and meaning. Moreover, those particular elements need to be balanced so that reading can be established to create the meaning of the text. In EFL context, language, one of the most valuable and encouraging skills is the reading skill. Reading skill can also assist the students toexpand a stronger self-confidence in exercising the learning language (Safaeia & Bulca, 2013).

In some cases, reading materials are not suitable by students' want and interest. Reading activities do not run well as getting much comprehension and enjoyment for the students. Moreover, some reading activities are neglected, some teachers do not consider the teaching strategies in reading and the students' interesting of the books is not highlighted. Again, if reading materials are presented in the classroom, sometimes, the content of the reading texts may not match with the students' interest and the students' level comprehension. Thus, those will bring the students in such context as low attention, boring in learning, and getting less input. To minimize the problems, reading program such as extensive reading supported by the strategies can be raised to overcome the problems.

Renandya (2014) illustrates that extensive reading works with both young and older learners of English in both ESL and EFL settings. Moreover, English as EFL context also needs to be implemented the extensive reading program in any learners to support the students' reading literacy.Thus, this study is aimed to raise the strategies in extensive reading program that there appears a need to make the strategies of reading much more appealing and enjoyable for the students to more practice their reading skill.

Reading in Language Teaching Context

Reading is the practice of using text to create meaning (Johnson, 2008, p. 3).If there is no meaning being created, there will be no reading activity taking place. To be a good teacher in reading, it starts with an understanding of what reading is. Reading is a good for the students who want to develop their skills in good writing style, to enlarge vocabulary mastery, and to be good readers as well. In addition, to be able in reading, learners need practice to increase their knowledge and ability/skill. By practicing and teaching reading, they will encourage the potential of learners to be better readers by reading many sources.

According to Hayashi (1999), the study shows that students' reading skills improved by reading their own books, giving feedback from the teachers such as comments on the reading reports, also encouraging and giving them a higher motivation to read other books. Moreover, the reading comprehension can be established. As consequence, reading a lot of books and various types of exercises will help the learners to understand the content of each reading, yet it is not enough to only read a lot. Learners need to check whether or not they read under a correct interpretation by teachers' support roles.

Learning Strategies as Support System in Reading

Brown (2007, p. 134) defines strategies as the specific methods of approaching problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. It can be known that strategies can be the action, procedures, or techniques forms which can enlarge the learners' own learning. Learning can be transferred well if there is a change behaviour or thinking and the attitude. Moreover, learning reading as one of the language skills is needed to be explained.

Reading is not as easy as only read. In contrast, it needs the assisting ways to create reading contextually that really happen in some learning environment including the education scope. Moreover, Richards & Schmidt (2010: p. 559) illuminates that strategy and procedures used in learning, thinking, and etc can serve as a way of reaching a goal. Hinkel (2005) asserts that reading influences the people to read and to read better. By treated the suitable chances and the instructions, learners must have learning ability to read more and more.

Teachers' job are not only teaching but also motivating and facilitating the students' reading of whatever texts or books. Hinkel (2005) includes the procedures for motivating students to read that they tend to focus on students as individuals or as members of particular groups. The steps for facilitating the students' reading focus on teaching the readers how to manage reading as a cognitive process more effectively and efficiently. As consideration, teachers must be able to give highly motivation in personal or group of students toward learning strategies to achieve the goal as well.

Other researchers, Brown (2007) defines very careful in defining of specific learning strategies. Moreover, the usage of the strategies by learners of English as EFL is highly consideration. In general, learning strategies are separated into three areas. Brown (2007) explains that three parts of learning strategies are metacognitive, cognitive, and socio-affective. In the initial, metacognitive involves planning for learning thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Next, cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. The last, socio-affective strategies have to do with social-mediating activity and interacting with others.

Extensive Reading

One of teaching reading strategies is extensive reading. Extensive Reading (ER) can be defined as the independent reading of a large quantity of material for information or pleasure (Day & Bamford, 1998, p. 188). It involves the autonomous reading of a large quantity of material for getting much new knowledge or fun. The main focus of ER is on the meaning of what is being read rather than on the language(Renandya, 2014; Renandya et al., 1999). As consequence, they argue that the characteristics of successful ER programmes include:

1. Students read large amounts of printed material;
2. Students choose what they want to read;
3. Students read a variety of materials in terms of topic and genre;
4. The material students read is within their level of comprehension;
5. Students take part in post-reading activities;
6. Teachers read with their students, thus serving as role models of good readers; peer reading
7. Teachers and students keep track of student progress;
8. Teachers provide help and guidance where needed.

Thus, the cooperation between teacher and students needs to be maximized in creating the program effectively. The materials choices are needed to emphasize on students' or learners' level cognitive. Giving the various activities in the classroom also requires a big attention.Extensive reading promotes language acquisition and improving productive skills such as writing as well. As the consideration, it is enjoyable for students and it makes them not only believe that they can read successfully in their target language but believe that they can make it also. Therefore, this program can increase reading ability by improving comprehension and efficiency, simultaneously building schematic knowledge, and etc.

Ideally, practicing and reading the book sources can gain the different effect if the learners are given the freedom to choose based on their interest. Nation (2015) proposes that each learner would be reading a different book of their own choice, and they would be interested in what they are reading and be gaining enjoyment from the reading. As consequence, extensive reading program will spread the benefits if those activities or the principles have been done in good way. In addition, Hayashi (1999)adds the benefits of extensive reading as follows:

(1) itdevelops prior knowledge
(2) It refers to students-centered
(3) It has a rich background knowledge and the ways to guess the meaning of unknown words from circumstance.
(4) It gives the chance for the students to select their own and interest books which can raises motivation to read more books.

While other experts argue about the benefits of extensive reading in both first and second language as well. They are substantial and extremely well documented (Hedgcock & Ferris, 2009) such as improving comprehension skills, developing automaticity, building background knowledge, establishing vocabulary and grammar knowledge, improving production skills (speaking and especially writing), and promoting student' confidence and motivation.

Briefly, in extensive reading, the emphasized is in the quantity of reading that includes the attention given to students/learners choice over reading materials or sources. Learners will get more control in reading level, supporting to find their relevant reading and interesting material to read. Thus, extensive reading is more autonomous since it refers to students-centered. In addition, during extensive reading, vocabulary gains occur through guessing from context and through dictionary look-up(Nation, 2015, p. 138).

Strategies for Extensive Reading in EFL Context

To achieve the effective of reading strategies, the teachers' roles have the contribution on it. In addition, Harmer (2001) declares three of teachers' role such as promote, support, and persuade the students' to read. Teacher as the role model gives the effective way in teaching, convince the students about the effect of reading after they read and maintain the students to choose the interesting books. What about how to choose the books or sources to get them? Mikulecky & Jeffries (2007) illuminates some ways. To find more books, students can ask the teachers, classmates, or friends for suggestions, go to bookstore or library or look on best-seller lists or the Internet (http://www.NYTimes.com or http://www.Amazon.com, for example) for the titles which appropriate with students' interest.

In addition, to choose some books as extensive reading program, teacher may remember some points as the consideration for the appropriate strategies of students' reading. Those are such as selecting the students' interest, considering the full-length book, knowing the genre of the texts, thinking the reading environment and bearing in mind the books/texts difficult level. Reading is more pleasurable when we are able to make choices about what we read (Johnson, 2008). Helping children fall in love with books will createfeeling pleasure to read and they will do more to read. Moreover, the strategies from teachers' role has the crucial points.

In addition, Hedgcock & Ferris(2009) assume that another important aspect of the extensive reading is connected to student choice and pleasure in reading. By highlighting the issue, some strategies can be offered by such as skimming, underlining, and guessing the important point while reading. Before that, teacher must notice these strategies so that they can get the benefits from their reading. Asking question and using the dictionary in target language are needed to be reflected as well. Asking question is a part of important things to learn something that can be beneficial for students' knowledge and their understanding. Also, such the kind of interesting books that students' favourite can be recognized by giving the question for them to identify related their interest and their reading level too.

When reading, especially in target language, students will get new vocabularies or the difficult words that they will find in the text and encourage them to know the meaning. As consequence, by allowing the students or learners to use the dictionaries inside or outside in the classroom will help them to understand the context and the enlargement of vocabularies. Since these strategies can be implemented in any levels, ER program can be done individually or in peer. Learning with peers can create the interaction with one another in a variety of ways as part of ER (Jacobs & Gallo, 2002). Students can form reading groups in which they select books to read together and discuss various aspects of the contents of the book in order to motivate each other to read more,to offer each other suggestions of what to read or not read, and to discuss the students' enjoyment of reading.

After all points above, some suggestion to clarify the students' reading in extensive program, the principles of extensive reading require to be implemented (Nation, 2015). He proposes the clarifying for students how much they need to read, what kinds of materials they might choose from, how to find materials, and what types of checkpoints will be instituted along the way to make sure they complete the reading. The quantity of reading a lot will help the learners doing the tasks in or out the classroom and getting large vocabulary mastery can be function effectively. As the result, the extensive reading program will help learners' literacy and getting new words more quickly and easily.

Conclusion

Thus, reading is one of the skills that must be learnt well and in an effective way. By implementing the strategies in extensive reading (ER), those can support the gained of reading knowledge in extensive program. Moreover, ER practice can be applied in all levels of language teaching and learning supported by some influenced strategies. As high consideration, by choosing implemented appropriate strategies and determining the level of the extensive reading materials for the students are mainly consideration.

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DEVELOPING A SET OF ENGLISH GAMES FOR DEVELOPING VOCABULARY LEARNING OF ELEMENTARY SCHOOL STUDENTS

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Abstract
The title of this study is Developing a Set of English Games for Developing Vocabulary Learning of Elementary School Students. The objective of the study is to design appropriate set of English game that can help the students to master vocabulary. This research is categorized into Research and Development study. In this research the researcher designed a set media of English game for elementary school students. The researcher collected the data by using questionnaires and interview. The respondents of this research are divided into two. The first respondents for the need survey are students and the English teacher. The second respondents are the evaluators on the designed media consist of an English teacher and an expert of Children Language Teaching from Ahmad Dahlan University. The researcher looked for the data about the need analysis by doing interview with the teacher and used questionnaire for the students. The collected data from questionnaires were analyzed using triangulation methods. The result of the research are presented as follows: first, the result of the need analysis is both of teacher and students need a media to help the students master vocabulary. Second, try-out result of the designed media of game is the students enjoyed the designed media of game. Finally, the media of game consists of some parts, they are the game board, 50 cards with pictures and numbers, dice, some triangles with different colors. There are three topics that developed in the designed media game, they are Fruit, Vegetable, and Parts of Body.
Keywords: developing, English games, vocabulary learning, elementary school students

Introduction

Vocabulary is one of the English micro skills that every learner needs to master. It is impossible to learn a language without mastering vocabulary. The linguist, David Wilkins, summed up the importance of vocabulary learning, "Without grammar verry little can be conveyed, without vocabulary nothing can be conveyed" (Thornbury, 2002:13). Mastering vocabulary is not the instant process. Richards (2000:4) states that the mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of that is words are not instantaneously acquired.

To master vocabulary, children have to know what the meanings of many words are. However, students not only must know the meaning of the words, but also remember the words. Students need methods or media to remember the words. Through methods or media used in learning vocabulary, students also get motivation to remember the words. Thornbury (2002:25) stated that simply wanting to learn new words is no guarantee that words will be remembered, the only difference a strong motivation makes is that learner is likely to spend more time on resheal and practice, which in the end will pay off in terms of memory, but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them. From that statement, it is clear that teacher should have appropriate methods and media that can increase student's motivation to learn and remember new words to master vocabulary.

As everybody knows, students will remember something when they get it in enjoyable ways like playing games. Whitebeard and Coltman, (2008:11) stated, " During play children are usually totally engrossed in what they are doing. It is quite often repetitive and contains a strong element of practice. During play children set their own level of challenge, and so what they are doing is

always developmentally appropriate (to a degree to which task set by adults will never be). Play is spontaneous and initiated by children themselves; in other words, during play children are in control of their own learning". Related to this, games become one of the most preferred choice of children to play or learn. Harmer (2001) state that game can make learner more enthusiastic in learning vocabulary. Still with the same idea, Bonet (1992) state that by a variety of odd words, puzzle, and games can make learners motivate in learning vocabulary. We can see from this statement, games become an important part in teaching learning process, in this case to help the children to master vocabulary.

Objective of the study
This research has objective to design an appropriate set of English games that can help students in learning vocabulary.

Method
The research was carried out at SD Muhammadiyah Karangkajen IV, Yogyakarta. The research involve twenty students at fourth grade. The researcher used two kinds research instrument: interview and questionnaire. To get the data about the media that are often used in English games, the researcher used the interview. This interview is done to English teacher in elementary school. To get data before designing the media and to get respond about the media, the researcher used the questionnaires. To analyze the collecting data, the researcher used triangulation. Triangulation is an approach in research that uses a combination of more tha one research strategy in a single investigation, it contains of planning, acting, observing, and reflecting. According to O'Donoghue and Punch (2003:78), triangulation is a "method of crosschecking data from multiple sources to search for regularities in the research data".

To design the final product, the researcher used some procedures, such as conducting need analysis, analyzing the learner's need, searching the sources, selecting the vocabulary from the topic, writing the intruction of the game, designing the media, trying out the designing media in the classroom, reviewing by the experts, revising the designed media, and producing the final media.

Product

Figure 1. Game Board

Figure 2. Game Instruction
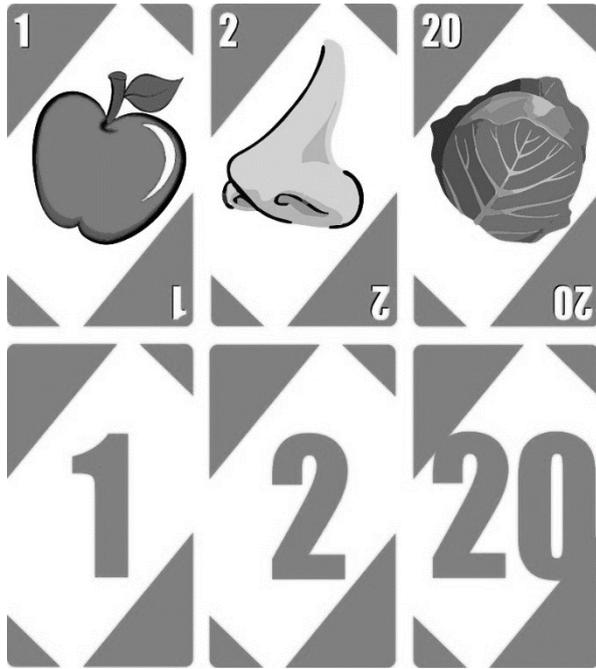
Figure 3. Game Card

Figure 4. Action Card

Discussion

The result of need analysis from the English teacher and the students become the important data to design the media, that can be concluded as follows:

- The layout of the media of game must be good.
- The pictures are cartoon pictures.
- The topic is consisting vocabulary of Fruits, Vegetable, and Parts of Body.
- The game is match with the material.
- The model of the game is game with rule or instruction.
- The appearance of the media is colorful and picture.
- The size of the media is suitable for children and easy to bring.

The media of game consist of some parts, they are the game board, 50 cards with pictures and numbers, dice, and triangles (with different colours). Students can play this game like Snake and Ladder game. The difference is before step forward to certain number showed by the dice, the palyer must mention picture behind the card with certain number in English.

After trying out the media, the researcher doing the evaluation through questionnaire with 10 statements and given to 20 students of the fourth grade. The result are as follows:

1. All students agree that learning English be more enjoyable with playing the designed media of game.
2. The students feel that the game brings positive influence in learning English, and through playing game they become easier to memorize English material.
3. The students more enthusiastic and interested to memorize vocabulary with playing game.
4. The students agree that the appearance of the designed media of game is interesting, because of its completed with many cartoon pictures and colorful.
5. The students agree that the instruction used in designed media of game is clear, and because of that they can enjoy the game.
6. The students agree that the pictures in the designed media of game are interesting.
7. All students feel not bored in memorize vocabulary with playing the designed media of game, beacuse of it is suitable with student's want.

The evaluation also done by giving the expert from Ahmad Dahlan University and the English teacher of SD Muhammadiyah Karangkajen IV questionnaire with the statements and the range of value.The evaluators criticized about the material of the media that should be thicker, and the colour of the media that should be more colorful.

Conclusion

This research focused on designing media of English games for elementary school students to help them mastery vocabulary. The students were enthusiactic and interested in playing the game, because of its colour and clear instruction. The students also feel not bored for learning by playing game, and they feel easier to memorize the vocabulary by playing game. Eventhough, according to the evaluators the game board should be thicker and more colorful to be more interesting and suitable for children.

Based on the research, some suggestions are offered to English teacher, school, and for other researcher. English teacher as the facilitator should chose the best method to help students master English. The school should understand student's necessary in learning English because learning English in elementary school is very important. For other researcher it is suggest to design or develop more appropriate media to help students in learning English.

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QUIZLET AS A MALL PLATFORM IN LEARNING A FOREIGN LANGUAGE: ENHANCING STUDENTS' VOCABULARY

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Abstract
It is obvious that today's students are digital natives and belong to generation Z who are fond of technological devices in their daily routine and grow up with them. They should have taken advantages of living in such condition especially if they are learners of a foreign language. They can utilize their devices to help them acquire the language they are learning including its vocabulary. However, not many teachers know how to make use of their devices including the mobile one to help their learners learn a foreign language, either its skills or components, to achieve more vocabulary. This article tries to highlight one of the applications of MALL that the teachers can apply in fostering students' vocabulary.
Keywords : Mall, Quizlet, Vocabulary

Introduction

People living in the 21 st century cannot be separated from technology which even has become part of their life. They use technology in every aspect of activities, including in the life of teaching and learning process. In term of education, savvy teachers have tried to utilize technology in their daily classes with their students. It includes those who are teaching a foreign language. They try to take the advantages of the existence of the abundant material that they can get if they employ technology in the classroom. In taking the benefit of the availability of technology along with its application to teach language to the students learning a foreign language, language teachers can integrate the usage of technology in a language classroom by using their mobile devices as one of the most favorit devices among the other ones.

Using mobile devices in today's classroom has been common since we can notice that people use their mobile phone everywhere and anytime. It is in line with the widespread of MALL (mobile assisted language learning). This idea is supported by Dudeney and Hockly (2007:7) who claim that the usage of technology in language teaching is not something new. Instead, it has been there for decades.

They also confirm that CALL (Computer Assisted Language Learning) which was the computer-based materials for language teaching, appeared in the early 1980s. In dealing with this approach, students had to give response to the task appeared on the screen of the monitor. The next development was TELL (Technology Enhanced Language Learning) whose term appeared in 1990 which happened because of the widespread of the ICT (Information and Communication Technology). It uses the internet and the web-based tools.

The use of technology in the classroom has become something that is important because of some reasons. They are: 1) internet access which is more available for the students, 2) young generation are fond of using technology that it becomes part of their lives. For them, it can bring the outside world into the classroom, 3) english as the international language is used in most of the technologically mediated contexts, 4) internet can provide us authentic tasks and materials and also access to the abundant of ELT materials which are ready-made, 5) the availability of internet offers the students chance for doing collaboration and communication between those who are living in different place, 6) students expect their school to integrate technology in the process of teaching and learning, 7) ICT tools can give learners exposure and practice in the four

English skills, 8) technology becomes more mobile where it can be used not only in school but also at home and any other places and at anytime.

Mobile Assisted Language Learning

The next development is MALL (Mobile Assisted Language Learning) which happens because it is more mobile so that the students can access them in a more flexible time and place.

Further, any learning performed by portable media is called as MALL (mobile assisted language learning) (Chinnery, 2006). The process of learning utilizing mobile devices is often called as mobile learning which refers to any learning that can be formal or informal and can be carried out at anytime, or any place by using mobile devices (Kukulska-Hulme & Shield, 2008). Gallardo – Echenique et al (2015) claim that mobile devices are adaptable to be used either inside or outside the teaching and learning process which at the same time help the students achieve their digital competence as one of the important aspects to master by the students in the 21st century education. Kukulska-Hulme (2010) also assert that mobile learning is beneficial for the teachers and learners where learners can participate more actively in the teaching and learning process.

In term of education, mobile learning has developed rapidly in line with the development of mobile devices itself which becomes part of the students' life. They like dealing with their devices in every occasion, everytime and anytime. This development occurs because mobile device especially mobile phone has become the most favorite one in gen Z's lives (Ozkan & Solmas, 2015) in Dewi (2016). In this case, Zhao (2005:447) mentions that some examples of the devices that can be used to do language learning are PDA, MP3 players, DVD players and also digital dictionaries.

In line with this phenomenon, Alvarado, Coelho and Dougherty (2016) in Dewi (2016) claim that language teachers have to provide today's students who can be categorized into Gen Z with activities which are fully engaged with technology by utilizing the applications that the learners can find in their mobile devices. It has the understanding that the teachers themselves should have knowledge about the applications in the mobile devices and they way how to integrate them in the classroom. It will be impossible for a teacher to create activity by integrating technology if she / he does not know much about technological devices or about mobile applications that can be used in a language classroom.

Many researches on MALL mention that the emerging of mobile technologies along with the applications that can be applied in teaching and learning process has proven to be benefial and effective for language learning. Dewi (2016) mentions that some researches on the usage of the mobile applications applied in the teaching and learning process found that those apps can motivate the gen Z where they can cooperate and collaborate with their peers in doing the tasks assigned by the teachers. It is due to the fact that their social media is on every time every day because they always bring their devices with them. In this case, teachers have to make their connected and collaborative world meaningful dan relevant for their learning (Kukulska-hulme, Norris and Donohue, 2015). In line with that statement, Lippincott (2007) states that making the students active to become content creators, teachers can make them participate and be responsible for their own learning, so that they can also become more autonomous. Furthermore, through the concept of MALL, students are expected to be able to learn at their own pace, time and setting (Crompton, Olszewski, & Bielefeldt, 2015)

Vocabulary Learning via Mobile Applications (Quizlet)

Vocabulary as one of the English components is very important to master because when people are rich of vocabulary then it will be easier for them to deal with other English skills such as listening, reading, speaking and writing compared with those who do not.

August, Carlo and Snow (2005) claim that vocabulary is the gate for English language learners to get high achievement in term of education. Yet, in this case, they must be rich in vocabulary and withdraw their vocabulary if they want to admitted to have high achievement.

McKeown, Beck, Omanson, & Perfetti (1983) in Huynh (2017) also mention that because of the impact of vocabulary on students' general comprehension, it is concluded that explicit instruction in learning vocabulary will also foster the students' reading comprehension. Thus, it can also be said that if the students have sufficient vocabulary then it will also be easier for them to read in the language being learned. It is in line with what Beck, McKeown and Kucan (2009:183) who mention that the intention of mastering vocabulary is to use it to read and write. In doing so, the learners can be aided by technology to acquire vocabulary, especially the content-specific ones to relate with the content knowledge.

In line with this idea, Beglar and Hunt (2005:7) mention that vocabulary is the central point to foster the suceess of learning a foreign language. However, it is not easy for those learning a foreign language including English to be rich of its vocabulary because very often people will try to memorize the vocabularies in which this process is considered to be something boring and stressfull so that the learners are reluctant to do so.

Nation (2001) claims that an effective and systematic approach to learn vocabulary is needed so that the learners do not get frustated or demotivated. Therefore, it is the language teachers' responsibility to show the students the tools effective for learning vocabulary.

Because of the mobile characteristic that the mobile device has, learners can actually overcome their own difficulties in trying to be richer in foreign language including English especially because they can get the access with their mobile devices at any time and any place. Yet, there are still few learners know about the applications that can help them become richer in vocabulary, either in creating the way to remember the vocabulary or to learn some other vocabularies provided by certain app. One of the apps that can help learners be active in learning vocabulary including the English one is Quizlet.

Some researches have been conducted dealing with quizlet to enrich learners' vocabulary. The first one was conducted by Dizon (2016) to Japanese university students about the success of applying Quizlet as one of the popular applications to boost students' vocabulary. The result of the research revealed that there was a significant effect of applying this application. The result obtained from analyzing the questionnaire distributed to the participants also showed that students gave positive perceptions on learning L2 vocabulary by using Quizlet.

Aschcroft and Imrie (2013) conducted an experimental research by applying SAMR model to find out the benefit of Quizlet in learning vocabulary. The result showed that Quizlet is effective in giving the opportunity for the students to redefine their own learning. Besides, it was also mentioned that Quizlet gave students to do cooperation and collaboration in term of sharing resources. Further, it was also claimed that the combination between the digitalization of flashcards in the form of Quizlet has given the learners platform to learn vocabulary with its advantages. Therefore, it can be concluded that using Quizlet is very effective to learn vocabulary compared with the traditional paper flashcards.

Another research was conducted by Wright (2016) in transforming vocabulary learning with quizlet. The research also revealed that quizlet is a prospective application if it is used correctly. It is also said that accuracy is very important to deal with when a teacher wants to apply

this app in the classroom. Thus, teachers have to ensure the students that their flashcards sets must be accurate before the try to memorize the words.

Quizlet

According to Dang (2015), Quizlet is a website that allows users to make and study flashcard sets using variety of game-like learning tools. It is one of the most widely used flashcard websites and has more than one million registered users and 80 million visitors, and is a repository for over 30 million user generated study set (Quizlet, 2014). Some study sets are available and accessible to anyone without registering for an account. However, if a user wants to create his or her own sets of flashcards, he or she must sign up for an account. Those who want to take advantage of extra features such as image uploading, voice recording, and ad free functioning can upgrade their account by paying some money.

The Power of Quizlet

Embedding Images

Quizlet allows the users to choose an image with a particular term. Just write down the definitions, and then we use the image search function already embedded in Quizlet to connect the words to images. Example : type "food chain" then choose the definition provided by quizlet in the right part (enter definition). Then click the next button (images) to choose the image we want to appear. Some pictures will appear in our screen.
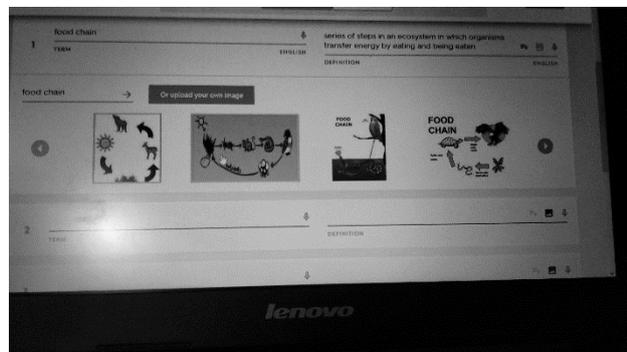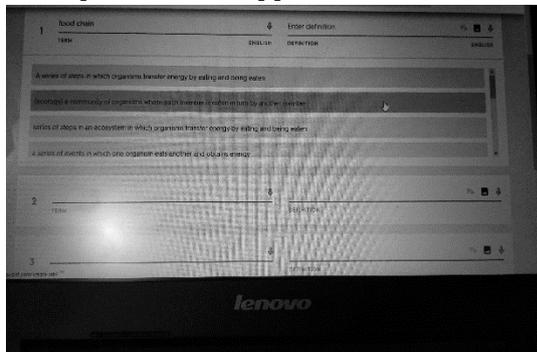
Changing Languages

Quizlet can turn the English definition into 18 languages. Thus, when students learn English from bahasa Indonesia they can have the word they want to know in Indonesian then change the definition into English
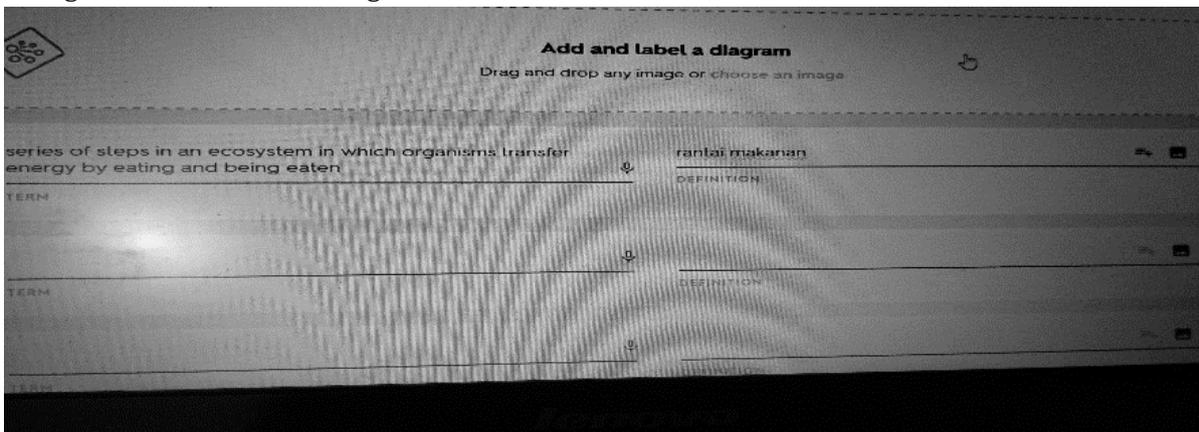
Interacting with vocabulary words.

Quizlet offers a variety of ways to interact with the vocabulary words.
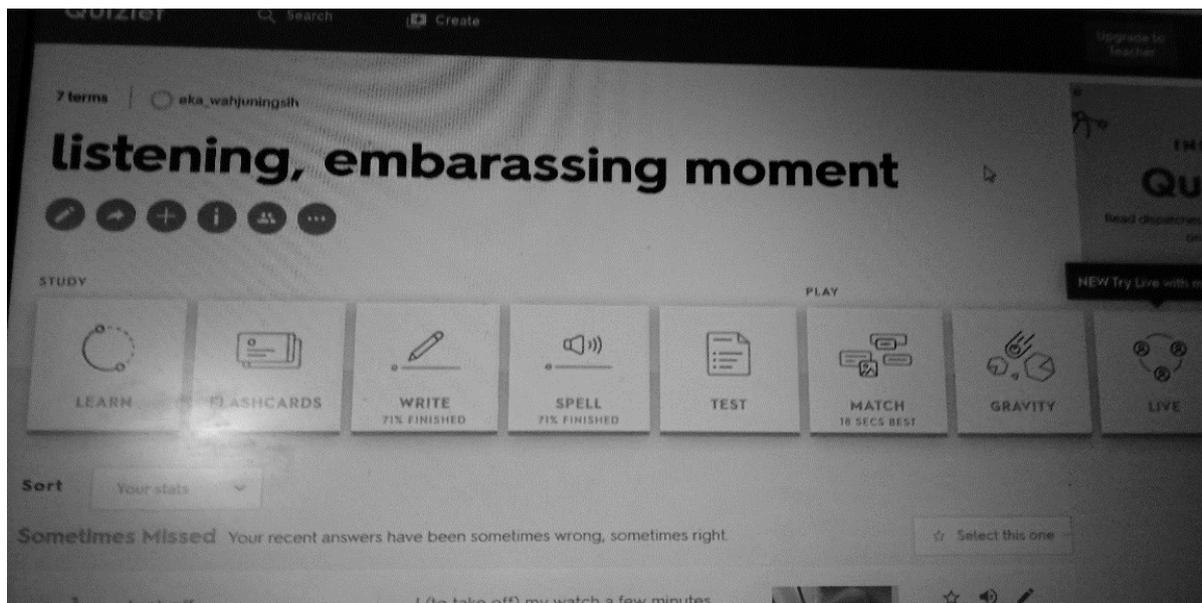
Learn

In this function, students are given the vocabulary word and the image. They have to write the definition word-for-word to be correct. It is more like a spelling test than a memorization tool.

Flashcards

It functions to present the vocabulary word with an image and hides the definition. Students have to remember the definition. They click to turn the flashcard back to reveal the definition.
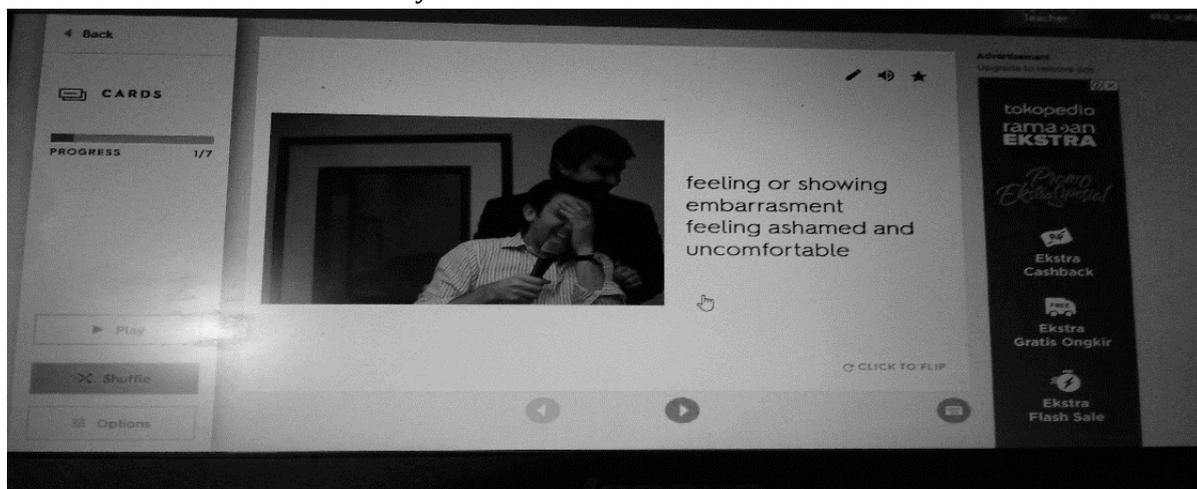
Write

In this function, the students are given some space to write down the definition or meaning of the words presented in "flashcards" function.

Spell

The Spell function asks the students to say the word. It presents an image and offers the definition but omits the target word. Students have to type what they hear. This function is slightly better than the Learn function because it only requires students to remember the spelling of the target word – not how to spell each word in the definition.

Test

Students are given an image and the definition. They then need to write the target word. After a few of these questions, students are given multiple-choice questions. They're given the definition, an image, and several target words. They have to pick the correct answer.

Match
This function asks the students to match the definitions with the terms. Students are timed, and they like to compete with themselves to see if they can reduce their speed. Each definition has a faded image that helps remind students of the vocabulary words.
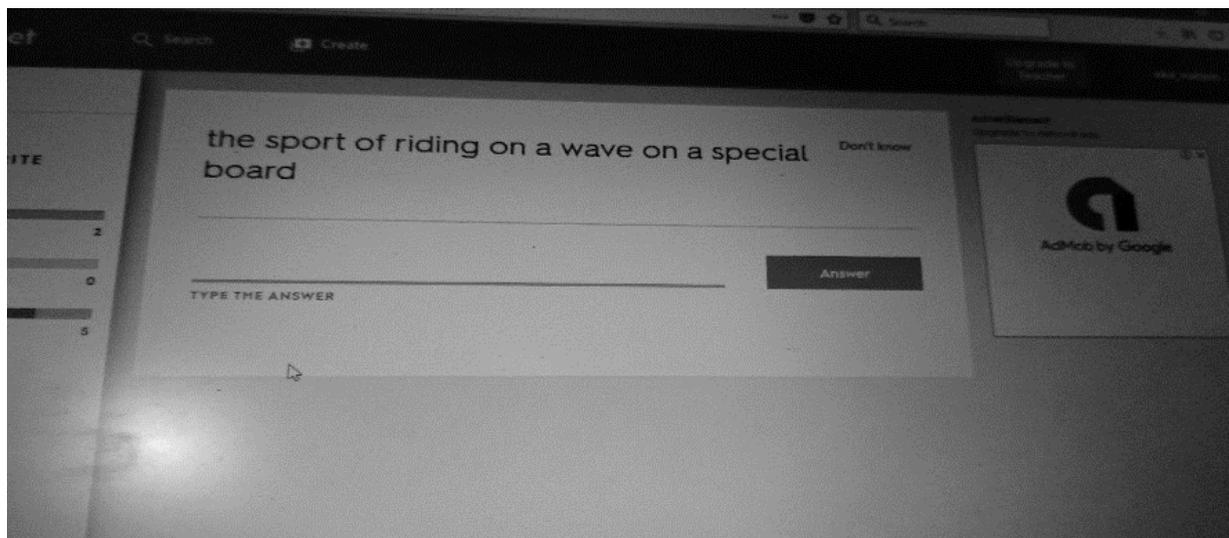
Gravity
This is a game where students are given a term, and the term is represented by an asteroid. Students have to correctly type the definition of a term before the asteroid hits the planet. Just like the Learn and Spell function, this is basically a spelling test. Students become easily frustrated because they do have the right definitions, but the spelling mistakes cause them to lose points.

Live
Live is a paid function of Quizlet where the teacher leads a class activity using Quizlet. The teacher poses a question related to the vocabulary words, and students answer on their mobile devices or a laptop. Then students' responses are presented in a graph.

Those are the functions that can be found in a Quizlet application. It is believed that if the students learn vocabularies from this application, or even create their own by using this application, then they will enrich their vocabulary because by choosing the definiton of a certain term, they have to choose the appropriate definition, thus it means they are also learning something in choosing the appropriate definition. Then, after having a set of flashcards to learn, they can learn the vocabularies in that criteria anytime and anywhere because they can also open the application from their mobile phones.

Conclusion
Quizlet is considered to be one of the effective vocabulary learning tools which allows the learners to take control over their own lexical learning. It is very useful and easy to use for both the teachers and learners

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THE INFLUENCE OF PICTURES TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FOURTH GRADE IN ELEMENTARY SCHOOL OF MUHAMMADIYAH METRO IN ACADEMIC YEAR 2016/2017

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Abstract
This is a quantitative research using quasi-experimental design. The research is conducted in the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017. The researcher takes all class Daud and Sulaiman as the sample, 32 as the experiment class and 32 are included as control class which is taken by using cluster random sampling. In collecting the data, the researcher used pre-test and post-test. In analyzing the data, the researcher used non-parametric formula. The objective of this research is to know the positive and significant influence of picture towards students' vocabulary mastery at the fourth grade of the second semester in elementary school Muhammadiyah Metro academic year 2016/2017. After analyzing, the researcher gets the result of t_{ratio} is 4,16 and t_{table} 2,39 (on criterion 1) and 1,67 (on criterion 2). It means that $t_{ratio} > t_{table}$, Then the criterion of t_{ratio} is H_a is accepted if $t_{ratio} > t_{table}$. So, there is the positive and significant influence of picture towards students' vocabulary mastery at the fourth grade of the second semester in elementary school Muhammadiyah Metro academic year 2016/2017.
Keywords: Pictures, Vocabulary, Vocabulary Mastery.

1   Introduction

Nowadays, English was not only taught at the higher level but also at the basic level such as Elementary school. The purpose of teaching vocabulary to the elementary students was to introduce basic components of English, and vocabulary the important aspect to learn English. According to Nunan in (Munir, 2016:4) Vocabulary is more than lists of target language word. Based on the definition above it can conclude that vocabulary is intimately interrelated in grammar. All of the English skills must be supported by vocabulary, which could help the teacher in applying the skills. The Vocabulary was central of language teaching and learning. In elementary school, there are some ways which were used to teach vocabulary. They were different from adults, so the way of teaching must be different too.

In fact, there were many elementary students who had a low capability in learning vocabulary. Nevertheless, trough out pre-survey in SD Muhammadiy ah Metro, the researcher found some problems. The problems were the students had low motivations in studying English in the class, most of the students did not brought dictionary,lacking vocabularies, feeling hard to memorize the new words, the students still confused for matching English words with the meaning. vocabulary mastery included of basic to communication and vocabulary also was the total number of the words. Vocabulary could be used to express some ideas or feeling in native language and it was one of the important aspects to teach language, to understand and to deliver the ideas. In teaching vocabulary, the teacher could introduce vocabulary which were taken from some accurate sources such as book, modul, internet. Teacher needs a good knowledge on their teaching material. When the teacher teaches students about vocabulary, the teacher should know

the general knowledge of vocabulary, words and also the meaning of vocabulary. Based on Douglas Brown in (Wibowo, 2009:15) teaching means showing and helping someone to learned how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand. the teaching and learning of vocabularies important roles to support other language skills such as listening, speaking, reading, writing and vocabulary is central to language of critical importance to the typical language learner. To teach vocabulary it means showing and helping someone to learn how to do something, providing with knowledge, causing to know and understand.

According to Alqahtani (2015:5) Vocabulary having kinds in the study of word classification they were receptive vocabulary and productive vocabulary. All of the kinds will be explained below:

1) Receptive Vocabulary

Receptive vocabulary was words that learners recognize and understand when they were used in context, but which they can not produce.

2) Productive Vocabulary

Productive vocabulary was the words that the learners understand and could pronounce correctly and used constructively in speaking and writing. It involves what was needed for receptive vocabulary plus the ability to speak or write at the appropriate time. According to Manik and Cristiani (2016:11) A lot of media can be applied in teaching vocabulary.

However, it is a must for teachers to be careful about choosing them so that the process of teaching and learning vocabulary success with the satisfactory result. Therefore, use picture as media to teach students was effective to make the students easier to remember an understand the new vocabulary with using picture. Based on Hornby in (Ruswinarsih, 2015:3) pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures. The researcher using work card and flash card word from Mulia. Because it was suitable for elementary school and students can enjoy to memorize the words easily in the learning process of teaching vocabulary.

There were two variables in this research. They were independent variable (X) and dependent variable (Y). The independent variable (X) is Using Picture. (Y) is Vocabulary Mastery. Vocabulary was one of the component in language learning that must be mastered. Without vocabulary mastery, learners cannot attain the four language skills in English, it means that they cannot achieve the language profiency. Using picture as one of method to teach students in vocabulary mastery can help students to understand and enjoy when learning vocabulary in class.

Vocabulary was basic to communication, it was also essential for students to learn English, but they often difficulties in learning vocabulary. It was because the teaching learning process in class low motivation. It is the reason why the learners must master in vocabulary in order to have good communication. For students, remembering new words and must be understood of the meaning still hard. The teacher should be creative and always giving the students new word use media as pictures. Using picture in teaching vocabulary can make the teaching learning process be success. Using pictures for students will curious to the materials then they will enjoy learning English.

2 Method and Theories

In this research, the researcher used the quantitative research in the form of quasi-experimental research. Moreover, Arikunto (2006:12) stated that quantitative research as the process which

used numeric data to find out the result of the research. An experimental research had two groups design, those are an experimental group and control group.

The researcher used two classes, the first is an experimental class which gets the treatments that were teaching vocabulary by using a picture and the second was the control class that is given the conventional learning. According to Creswell (2012: 310) the design as follows:

Table 2. Research Design

Select Control Group	No Treatment	Posttest
Select Experimental Group	Experimental Treatment	Posttest

Sugiyono (2009:80) states that population is domain generalization composed of object/subject which has quality and specific characteristic those set by the researcher to be learned and cold-drawn its conclusion. The population of this research was the students' at fourth grades of Elementary School Muhammadiyah Metro Academic Year 2016/2017.

To determine the sample in this research, the researcher used simple stratified random sampling technique. It because the sample was selected based on the characteristic of the population and the purpose of the study. The sample was selected by taking two classes randomly. The first class is an experimental class and the other one as control class. In this research, the researcher takes two classes in the fourth grade of the students' of Elementary School Muhammadiyah Metro as the sample. Bellow the steps done by the researcher:
1) Write classes in a piece of paper.
2) The paper is rolled and then put into the glass.
3) Then, the glass is shaken until getting the rolling of paper out.
4) The first roll of paper will be the subject of the research as an experimental class.
5) The second roll of paper will be the subject of the research as control class.

Finally, the researcher got class IV A and IV B as the sample. Then, the researcher determines for the experimental class is IV A and the control class is IV B.

According to (Sugiyono, 2010:118) Sample is part of population that has all main characteristic from population. A good sample is one that is representative of the population from which selected. Selection of sample is a very important step in conducting a research study. Sample is very important for the researcher to help the researcher to get some data when the researcher doing research. The samples of this research are class IV Daud and class IV Sulaiman in Elementary School Muhammadiyah Metro. In this research, the researcher used content validity. Content validity was the extent to which a test measures that present sample of the subject matter content. For instrument test, content validity was done by comparing the content of instrument with the materials being discussed (Sugiyono, 2013:129).
Bellow is the formula of validity:

$$rxy = \frac{n\sum x.y - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left(n.\sum x^2 - \left(\sum x\right)^2\right)\left(n\sum y^2 - \left(\sum y\right)^2\right)}}$$

With test criteria:

1. If **r**~count~ ≥ than **r**~table~, so refused H~o~, it means that valid variable.
2. If **r**~count~ ≤ than **r**~table~, so receive   H~o~, it means that not valid variable.

Adopted from Sugiyono (2013:183). Reliable instrument is the instrument which is used in several times to measure the same object can produce the same data. So, the result of instrument is consistent. A can be called reliable if the result score is can be believed and unchanged distinctly.

There are several kinds of reliability test such as test-retest reliability, equivalent-forms reliability, split-half reliability, Cronbuch alpha reliability, KR reliability, rater reliability, and estimated reliability. Based on the explanation above, the researcher analyzed the data using Cronbach Alpha, the formula is as follow:

$$r_{11} = \left[\!\left[\frac{n}{(n-1)}\right]\!\right] \left[\!\left[1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right]\!\right]$$

r_{ii} : reliability
n : total of instrument that will be tested
$\sum \sigma_t^2$: total of variance
σ_t^2 : variance of each item

Research instrument quality is related to validity and collecting data quality is linked to coincidentally of the ways are in used to collect data. So that, the instrument which has examined its validity and reliability are not fixed yet can produce the valid and reliable data, when that instrument is used exactly in collecting its data.

1. Pre-test

The pre-test in the research was meant to know the vocabulary mastery in a picture before the students doing the action. In the testing process this research, the students were given a test which was formed in multiple choices. The test consisted of 20 items. The students should answer the question as suitable as their own capability. The result of the test became the evaluation before using a picture as the form to applying the picture in the class. This research to know the basic competence of all students and to know their earlier knowledge before they get treatment by using a picture in vocabulary learning

2. Treatment

The treatments of this research were given to the experimental class by using pictures of vocabulary mastery. This treatment was covered eight meetings in a week and each meeting has two hours instruction. Furthermore the process of teaching and learning in experimental class by using a picture. To teach students using pictures start by explaining how to use the pictures in the learning process.

3. Post-Test

The post-test is a measure taken after the experimental treatment has been applied. It was given in order to know the scores of the students after they were taught by using a picture. In the testing process this research, the students were given a test which was formed in multiple choices. The test consisted of 20 items. The students should answer the question as suitable as their own capability. The assessment of this test was to find out of the influence of using a picture as the form of vocabulary mastery. The result of the assessment that was compared with the pre-test. In this sense, the researcher knew the influence of pictures towards students' vocabulary mastery.

3   Result

This research is carried out at elementary school Muhammadiyah Metro. The research is conducted from March 6th, 2017 up to April 27th, 2017. There are seven classes of elementary school Muhammadiyah Metro. The total number of the students at for grade is 231 students. The researcher gets the sample using cluster stratified random sampling and the result is the sample of this research consist of two classes of the students at the four grade. The two classes are IV Daud as the experimental class and IV Sulaiman as the control class. The research covered try out and test. This research is Quantitative research which is intended to find out the influence of using picture towards students vocabulary mastery. The influence can be seen from the gain score of pre-test and post-test. The conclusion of the research is taken by comparing the mean of the gain scores of teaching vocabulary mastery as an experimental class with teaching vocabulary by using a conventional method as control class.

4   Discussion

In this research, the researcher uses part of body, clothes, and parts of the house in multiple-choice test as the instrument of the research. Then, the average score of post-test from each class using a picture and conventional method is compared to find the differences of both scores. The result calculation shows that the score of post-test in experimental class is higher than control class. It also can be seen from the pre-test score which is compared with the post-test score.

Considering the different result of the use of those methods in this research, the researcher agrees with some theoretical reviews which are declared by some experts about a picture in vocabulary learning process. First, the theory which showed that picture has some advantages towards vocabulary learning is from Andrew Wright in (Rahmawati, 2009:31) who declares that picture can stimulate and motivate students to become more observant and express themselves and picture are inexpensive, may even be free, and fairly easy to locate. The result shows that every student is motivated to memorize the new vocabulary from a picture and guess what in Bahasa is. It is also supported by Webster's in (Umami, 2011:24) who concludes that picture is defined as a visual representation of a person, object, or scene, as a painting, drawing, or photograph. Therefore, use a picture as media to teach students is effective to make the students easier to remember an understanding the new vocabulary by using a picture. The result also showed that most of the students become easier to remember the new vocabularies they got from pictures. In short, a learning process for the students which used a picture and conventional method was different. The researcher can state that by applying two methods could give the different result in mastering vocabulary. So, from the data of students' score on pre-test, treatment, and post-test, it can be said that there is significant influence of using picture towards students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

5   Conclusion

After the researcher finished the research and analyzed the data, then concluding based on the theoretical framework and finding the result, analyzing the data could be concluded that picture is more effective than conventional method towards students' vocabulary mastery at the second

semester of the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

The conclusion was shown by finding analyzes was "There is a positive and significant influence of using picture towards students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017".

Based on the calculation, it was described that the hypothesis of H_a is accepted and H_o is rejected. The differences of both learning process were picture could stimulate the students in memorizing the new vocabularies. It could support students to guess the meaning of the pictures. On the other hand, a picture could enrich reading and help clarify the misunderstanding in discussing many things. Then, the conventional method in learning process just gave a little contribution in achieving the goal of learning.mBased on the finding result that H_a was higher than H_o, finally the researcher concluded that there was significant influence of using picture toward students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017. After the researcher finished the research and analyzed the data, then concluding based on the theoretical framework and finding the result, analyzing the data could be concluded that picture is more effective than conventional method towards students' vocabulary mastery at the second semester of the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

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6   Suggestion

Based on the description above, the researcher purposed to give some suggestion to improve vocabulary mastery in daily activities could use a picture as a media. It could enrich students' vocabularies and it also could show them the differences of word class all at once in using the words. By using a picture, the students also could be active to find the new words by themselves. They had the innovative to enrich their vocabularies, especially in daily activities.

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BOARD RACE TOWARDS THE STUDENTS' VOCABULARY MASTERY

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Abstract

Vocabulary is one of the English components that should be taught by the learners, because it has main role for all languages. To understand English words and their meanings the learners must also know how the words work together in a good sentence. It can be concluded that in teaching vocabulary not only gives the meaning of the word but also teaches how the word works in sentence.

The objectives of this research is to know whether there is significant and positive influence of using board race towards students' vocabulary mastery at Civil Engineering study program in Muhammadiyah University of Metro academic year 2017/2018.The kind of this research is quasi experimental design. The researcher took 2 classes on first semester and the number of the students are 31 as the experiment class and 31 are included as control class which are taken by using sample random sampling. In collecting the data, the researcher uses pre-test and post-test. In analyzing the data, the researcher uses non-parametric formula. After analyzing the result of data by using non-parametric formula, the researcher gets the result of t_{count} is 3,09 and t_{table} 2,00 (on criterion 1) and 2,69 (on criterion 2). It means that $t_{count} > t_{table}$, then the criterion of t_{count} is H_a is accepted if $t_{count} > t_{table}$. So, there is significant influence of using board race game towards students' vocabulary mastery at Civil Engineering Students in Muhammadiyah University of Metro academic year 2017/2018.

Keywords: Board Race, Vocabulary, Infuence, quasi experimental design

Introduction

Vocabulary is one of English components that should be taught by the learners, because it has main role for all languages. Additionally, there are some researchers who concern that vocabulary is more important than grammar. In addition, to understand English words and their meanings the learners must also know how the words work together in a good sentence. It can be concluded that in teaching vocabulary not only to give the meaning of the word but also to teach how to word works in sentence.

In learning vocabulary automatically they have to know the meaning of words themselvesand can use it in sentences. Related to that statement, there are many words that have multiple meanings. Problems in learning and teaching English still happen in many universities nowadays, because English is completely different from the Indonesian language in the system of structure, pronunciation and vocabulary.

In common case, vocabulary is taught by memorizing words without any comprehension to the words. For lecturers, creating English teaching effectively and efficiently is not an easy job. They have to be able to organize teaching learning activities. They also should present the materials by using suitable teaching techniques. Besides, teaching learning process of English cannot be separated from the curriculum or syllabus.

In fact, many students cannot state their ideas and opinion well since they are not accustomed to speak, feeling shy, hesitation and fear to make a mistake. Commonly it is caused by limited vocabulary.

Based on the observation of the researcher which was conducted at civil engineering study program, Muhammadiyah University of Metro, it could be seen that the capability in English did not achieve the standard competency. It could also be called that the students' vocabulary

mastery was low. Besides, it was supported by the result of interviewing to the teacher of English in preliminary study that the students' difficulties come from the weakness of students' vocabulary mastery.

Also, the students had the difficulties in differentiate the form of word grammatically such as part of speech (noun, verb, adjective, and adverb). Furthermore, the students tend to be bored to get new vocabularies. It was caused by the methods and techniques which teacher used were still monotonous.

There was no innovative media or game which could refresh students' mind to do activities in English learning process. The students' motivation in English needed to be improved either from the students' themselves or the teachers. Students needed new different ways to taste English become interested.

One of the strategies which could make the students motivated to learn English is using the suitable method, technique and game. It was claimed that learners need to be given explicit instruction of vocabulary strategy in order to facilitate their awareness of vocabulary learning strategies that they could use to learn in their daily activities. Board race becomes one of suitable games to increase students' motivation in learning vocabulary.

Board race game is one of the developments of board game as a common game which can be played by using board, table, or floor. Board race game is a fun way for students to practice their English while enjoying some competition.

Based on the background above, the problem formulation as follow:
1. Is there any significant influence of using board race towards students' vocabulary mastery?
2. Is there any positive influence of using board race game towards students' vocabulary mastery?

Methodology

Research design in this research is quantitative research in term of quasi experimental design. In this research, the researcher applied pre-test and post-test control group.

The aim of quantitative research is to determine the relationship of independent variable and dependent variable in a population.

In this design, the researcher takes two classes. One is experimental class and the other is control class. Every class gets pre-test, treatment and post-test in order to find the progress of the students' vocabulary mastery. Furthermore, the experiment class gets treatment through board race game and control class gets treatment through conventional technique.

research design in this research is quasi experimental design. The pre-test conductsbefore the researcher explains the material, then post-test is given to know the students' vocabulary mastery after the treatment. This research is conducted at Civil Enggineering study program, Muhammadiyah University of Metro. The researcher gives three times treatment both for the experimental class and control class.

Result

In this research, the researcher uses vocabularies which are used in descriptive text. Those vocabularies' kinds are simple verb, noun, adjective and building in the environment in multiple choice test as the instrument of the research. Then, the average score of post-test from each class using board race games and conventional method is compared to find the differences of both scores. The result calculation shows that the score of post-test in experimental class is higher than control class. It also can be seen from the pre-test score which is compared with the post-test score.

The difference result of this research is there is different achievement in mastering vocabularies. The result calculation shows that the score of post-test in experimental class is higher than control class. It also can be seen from the pre-test score which is compared with the post-test score. The result showed that there are the differences between pre-test and post-test (post-test>pre-test). From the pre-test calculation, t_{count}= 0,273 and t_{tab}on significance level 5% = 2,00, on significance level 1%= 2,65 it is obtained $t_{tab} < t_{count} < t_{tab}$ (0,273 < 2,00).

So, H_0 is accepted and H_a is rejected which has the meaning that there is no difference capability or can be said that their capability before giving treatments are balance at the first semester of Civil Engineering Study Program, Muhammadiyah University of Metro in academic year 2017/2018. Afterwards, from the calculation of post-test, it is shown that t_{ratio} is higher than t_{table} on significant level 5% is 3,09. So, t_{count} >t_{table} (3,09>2,00). It proves that H_0 is rejected and H_a is accepted. It can be said that there is different result between pre-test and post-test score in experimental class and control class. Moreover, the changing of students' post-test score is higher than their post-test value, especially in experimental class which used board race game as the learning media. It means that, board race game is more effective than conventional method to increase students' vocabulary mastery in daily vocabularies. The result of calculation indicates that the students' post-test result of experimental class is better than control class. It is seen when students' post-test score are compared to pre-test score. The result shows that there is significant difference between pre-test and post-test score (post-test > pre-test).

In conclusion, learning process for the students which used board race game and conventional method is different. The researcher can state that by applying two methods could give the different result in mastering vocabulary. So, from the data of students' score on pre-test, treatment and post-test, it can be concluded that there is significant influence of using board race game towards students' vocabulary mastery at the first semester of Civil Engineering Study Program, Muhammadiyah University of Metro in academic year 2017/2018.

Conclusion
After the researcher finish the research and analyze the data , the conclusion of this research are as follows :

There is a significant influence of using board race game towards students' vocabulary mastery at the first grade of Civil engineering Study Program, Muhammadiyah University of Metro in academic year 2017/2018. It could be seen by seeing the different result between pre-test and post-test score in the experimental class which usedboard race game towards students' vocabulary mastery.So, H_o is rejected and H_a was accepted.

There is positive influence of using board race game towards students' vocabulary mastery at the first grade of Civil Engineering Study Program, Muhammadiyah University of Metro academic year 2016/2017. The proves H0 is rejected and Ha is accepted.

Based on the calculation of hypothesis, it is described that the hypothesis of H_a is accepted and H_o is rejected. The differences of both learning process are board race game can stimulate the students in learning process at the students' vocabularies mastery. It can support students to remember again their vocabularies in the learning process in the past. Then, the conventional method in learning process just gives a little contribution in achieving the goal of learning.

The resultshows that $H_a$is higher than H_o, finally the researcher concludedthat there is positive and significant influence of using board race game towardsstudents' vocabulary mastery at the first semester of Civil Engineering study program, Muhammadiyah University of Metro in academic year 2017/2018.

Suggestion

After the researcher makes the conclusion of the influence of using board race game towards students' vocabulary mastery at the first semester of Civil Engineering Study Program, Muhammadiyah University of Metro in academic year 2017/2018,The researcher would shown some suggestions, to the education, teachers,researcher and for the other researchers.

1. For Institution

   This research result can give some information about the influence of using game, especially board race game towards students' vocabulary mastery. So that, the institution can use this research as the references for the next research related to the game used in this research.

2. For Lecturers

   The lecturer can use this game as the media, because it can give the contribution in learning process in making the students remember many vocabularies have been taught before.

3. For Students

   As language learner, the students must learn to master vocabulary because it can influence their ability in basic skills those are reading, writing speaking and listening. All of these aspects correlate each other, so the students are expected to apply it well and make it as one of things which can support them to learn English language well.

4. For Other Researchers

   This research is expected can give contribution to the research eduaction especially to find out the influence of using game, especially board race game towards students' vocabulary mastery. This research is hoped to be an adequate previous study which can be used by the other researchers to conduct a further research relating to the influence of some methods, techniques or games towards students' vocabulary mastery.

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HOW TO DEVELOP VOCABULARY MASTERY IN SUPPORT TO LITERACY INVOLVING LEARNING AUTONOMY

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Abstract

Indonesian students need to master English vocabulary because it has a prominent role in language learning as an effort to be literate in the English language (Ivone, 2005) It is important to increase students' vocabulary to gain success with English language acquisition (Cahyono & Widiati, 2008). Previous research report lack of vocabulary among Indonesian students, as a result, it is hard for the students to cope with English literacy. The purpose of this paper, therefore, is to discuss some efforts to help students master sufficient vocabulary. This will be preceded by the size of vocabulary which should be acquired by the students to cope with literacy. The vocabulary mastery can be achieved in two ways. Firstly, teachers conduct vocabulary teaching. Secondly, students arrange vocabulary learning autonomously. The latter is called language learning strategies which are more interesting for the students since they can choose the strategies according to their preference. To encourage the learners to apply the strategies, strategy training is to be carried out.

Background

In a part of the effort to be literate in the English language, Indonesian students need to master English vocabulary which has an important role in language learning (Ivone, 2005) and to gain success with English language acquisition (Cahyono & Widiati, 2008).

Previous research report lack of vocabulary among Indonesian students with which it is hard for the students to cope with English literacy. Both following pieces of research applied Academic Word Lists (AWL) to assess the word level. Nurweni and Read (1999) reported that high school graduates in a district of Indonesia had vocabulary knowledge of 1226 English word which was way lower than the 3000–5000-word knowledge considered as the baseline level for an autonomous reading of unsimplified texts. Surprisingly, the average word level estimated from the reading text in the National examination 2007-2010 for Senior High School was 4000 word-level (Aziez, 2011). This implies that the students' vocabulary level was too low and the reading selections for the national test may be too high for senior high school students.

From some observation, vocabulary teaching is not frequently done by the teachers. It is possible that it is because of the very limited time the classes have. Also, it is also maybe (a) due to teachers' lack of knowledge about the importance of vocabulary mastery (b) vocabulary is not presented in the recent curriculum so that the teachers are not aware of the value of vocabulary mastery.

Therefore, students have to enlarge their vocabulary inside and outside their classes. In this case, they have to be given autonomy in their learning vocabulary. In doing autonomous learning, learning strategies should be trained because they have to recognize efficient and effective learning to enable them to acquire a large size of vocabulary in support of literacy. Thus, this paper is presented mostly to discuss the learning strategies which is followed by strategy training.

The Importance of Vocabulary Mastery in Support to Literacy

Vocabulary mastery is prerequisite in the development of language competence. This is supported by Nation (2003) that the goal of vocabulary teaching is to support language use for listening, speaking, reading and writing competence. He also mentions that there are some

debates about how to conduct the teaching of vocabulary, especially on the deliberate, de-contextualized learning. Examples of deliberate and de-contextualized teaching and learning are such as drilling and memorizing a list of words with the meaning in the first language. He finds that such learning will enable students to retain them for a long time which is very useful for communicative use. Deliberate learning in conjunction with opportunities for learning through communication is more effective. He states that vocabulary learning needs to be planned by the instructional material designer (Nation, P (2003). *Materials for Teaching Vocabulary* in Developing Material for Language Learning, Tomlinson,ed London : Continuum).

Vocabulary Selection and size
An approach in word selection is word frequency. Word frequency research is an active area of research in language teaching. The word frequency has divided English into some levels. A General Service List of English Words (West, 1953) contains a list of words appropriate for learning English as a foreign language. The list gives information on the frequency of each word. This list has been a reference of what words should be taught.

According to Nation (2010) students should master 3000 words in order for them to be able to read reading books and as mentioned before the words in the national examination is around a 4000-word level. Unfortunately, only around 1200 words have been mastered by the students. It means that students still have to learn around 2800 words.

Teaching words
The teaching of vocabulary consists of some steps (Chitravelu, Sithamparan and Choon, 2005), namely conveying meaning and vocabulary exercises. The procedure is as follows:
1. Conveying meaning of the words

There are various ways in which words are conveyed. The ways of how the words are presented learners are in (a) visual techniques (b) verbal technique (c) using a dictionary (d) using translation.
2. Vocabulary Exercises

Vocabulary exercises can be done in matching, finding a relationship between the ideas in charts, finding the odd man out, thinking of more adjectives/ nouns/ verbs that can be used to describe some features, filling in the blanks.

This is carried out by the teacher, usually done in the class. It is the teacher who is active in which the words are taught and then the students practice the words. It is in order to make them internalized. Thus, words should not only be taught but also be remembered to be used in listening, speaking, reading and writing activities.

Acquiring words involving learning autonomy
In acquiring words, autonomous Learning can be involved. The ideas come from the facts that some learners are found to be " good language learners" (O' Malley and Chamot 1990). One of the characteristics of good language learners is the capacity to develop their own way of learning a second language. It is implied that some second language learners can learn without the help of a teacher; at least they have developed their own way of learning the second language. Individual differences in learning relate to variables such as ethnic group, age group, levels of previous education, length of residence in an English speaking country, speaking proficiency level or type of learning programs.

According to the Sheffield Halam in Yogciously (2015), learner autonomy starts with the premise that an autonomous learner takes responsibility for his/her own learning. In doing the autonomous learning, they can identify

- Their learning goals (what they need to learn)
- Their learning process (how they will learn it)
- How they will evaluate and use their learning.
- They have well – founded conception of learning.
- They have well – founded conception of learning.
- They have a range of learning approaches and skills.
- They can organize their learning.
- They have good information process skills.
- They are well motivated to learn.

In how they will learn, learners need strategies so they need language learning strategies. According to Oxford (1997), Language learning strategies are steps taken by students to enhance their own learning. Nunan (1991) defines them as mental processes which learners employ to learn and use the target language. Cook (1996) also defines them as " a choice that the learner makes while learning or using the language that affects learning ". Based on those definitions, language learning strategies are ways, methods and techniques which learners choose in their efforts to use the target language and how to learn it to improve the linguistic competence of the target language

A great deal of research has been completed on second language learning strategies. Loranger (1994) who studied strategies of successful and non-successful high school students found that successful students were more active, purposeful and flexible in their strategy use and unsuccessful students are revealed to be less efficient in their strategy use. Chamot's findings (1995) in her research were that more effective students selected more appropriate strategies for a task and used strategies more flexible than less effective students. It was found by Green and Oxford (1995) in their study of "learning strategies, L2 proficiency and gender" that successful learners used a greater number of language learning strategies. Another finding revealed by Green and Oxford was that there was a higher overall strategy used by women than by men. A different finding was indicated by Young and Oxford (1994) in their research on "Gender-Related Analysis of Strategies Used to Process Written Input in the Native Language Foreign Language" that similar strategies are used by females and males in processing texts.

Classification of LLS

Oxford (1991) classifies LLS into direct and indirect strategies. The category of direct strategies consists of memory strategies, cognitive strategies and compensation strategies while indirect strategies comprise metacognitive strategies, affective strategies and social strategies. The complete version is as follows:

Direct Strategies
- I. Memory Strategy
    - A. Creating mental linkages: grouping, associating/elaborating, placing words into context
    - B. Applying images and sounds: using imagery, semantic mapping using keywords, representing sounds in memory.
    - C. Reviewing well: structured reviewing
    - D. Employing action: using physical response or sensation, using mechanical technique.
- II. Cognitive Strategies
    - A. Practising: repeating, formally practising with sounds and writing systems

Recognizing and using formulas and patterns, recombining, practising naturalistically.
- B. Receiving and sending messages: getting the idea quickly, using resources for receiving and sending messages.
- C. Analyzing and reasoning: reasoning deductively, analyzing expressions, analyzing contrastively (across language), translating, transferring.
- D. Creating structure for input and output: taking notes, summarizing, highlighting.

III. Compensation strategies
- A. Guessing intelligently: using linguistic clues, using other clues
- B. Overcoming limitations in speaking and writing: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym.

Indirect Strategies
I. Metacognitive Strategies
- A. Centering your learning: overviewing and linking with already known material, paying attention, delaying speech production,
- B. Arranging and planning your learning: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task., planning for language task, seeking practice opportunities
- C. Evaluating your learning: self-monitoring and self- evaluation

II. Affective Strategies
- A. Lowering your anxiety: using progressive relaxation, deep breathing or meditation, using music, using laughter.
- B. Encouraging yourself: making positive statements, taking risks wisely, rewarding yourself
- C. Taking your emotional temperature: listening to your body, using checklist, writing a language learning diary, discussing your feeling with someone else.

III. Social Strategies
- A. Asking questions: asking for clarification or verification and asking for correction.
- B. Cooperating with others: cooperating with peers, cooperating with proficient users of the new language.
- C. Empathizing with others: developing cultural understanding, becoming aware of others' thoughts and feel

List of Language Learning Strategies in Vocabulary
The following language learning strategies in vocabulary are adopted from the language learning strategies proposed by Oxford (1990) above. In her book, the strategies are presented for developing the language skills. The idea of adopting the strategy for vocabulary acquisition is that the concepts of some strategies are also beneficial for vocabulary learning.

The idea of learning strategies in developing vocabulary refers to the concept of vocabulary learning. Learners will learn vocabulary well when they use the words actively. The active use of the words will enable the words to be remembered well. It is better than learning them through reading or writing (Chitravelu, Southamparan and Soon, 2005).

The description of each strategy will reveal them. The following strategies are useful for vocabulary learning.

1) Direct Strategies
   A. Memory Strategy
      a. grouping
      b. placing words into context
      c. using imagery
      d. semantic mapping using keyword
      e. Using mechanical technique
      f. structured reviewing

  B. Cognitive Strategies
   a) repeating
   b) using resources for receiving and sending out message
   c) translating
2) Indirect Strategies
  A. Affective Strategies
  B. Social Strategies

Direct Strategies
Memory strategies
<u>Grouping</u>
Doing the strategy of grouping students are supposed to find words from some reading texts or from the word list. They are then to put the words into groups of nouns, adjectives, verbs. It is also possible for them to put them on topics such as plants, animals etc. This can be combined with repeating in which the students memorize the words.
<u>Placing words into context.</u>
Carrying out this strategy, students make sentences using the new words that they learn from the list. In this opportunity, they have to make sure that the sentence patterns are correct. For that, they can do social strategy by asking their friends or their senior friends whether their sentences are correct.
<u>Using imagery.</u>
In applying the strategy of using imagery, the learners can make pictures of the words. The pictures should not always be good and artistic. Clear pictures are enough. Even stick figures are helpful for students.
<u>Semantic mapping</u>
Semantic mapping is done in which the students put the words in a map. It is illustrated as follows.
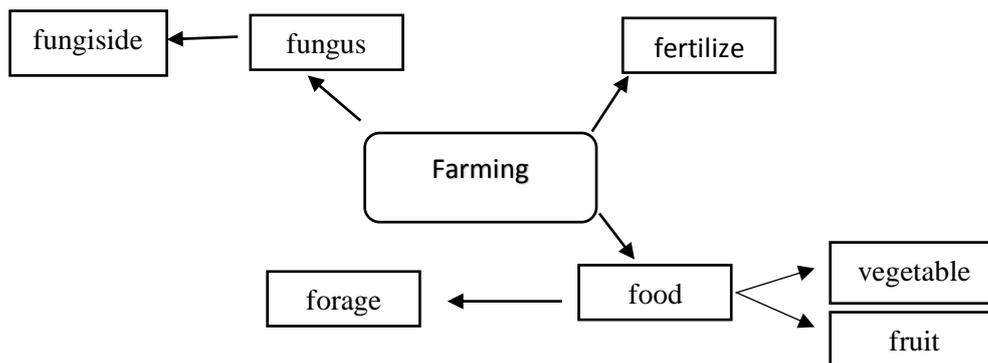
Figure 1 Example of semantic mapping

The words should be in one theme. The students can find the words in a dictionary and put them in the semantic mapping as much as possible. This strategy also can be combined with repeating.
<u>Using mechanical technique</u>
In applying the strategy of using mechanical techniques, flashcards can be used. The learner may write the English word in one side and the definition on another side. He/she possibly practice the words many times. He/she can repeat the words while looking at the definitions for sometimes. He/ she can look at the definition and say the English words.

Reviewing well

In applying the strategy, a learner practices some words to remember them. In this way, they can practice the words at different intervals. At first, a learner can practice the words, then after 20 minutes of practice again. After that, another practice can be done after 1 hour, 6 hours, another day an so on. In practising the words after 1 hour can be done by making sentences with the new words.

Cognitive strategies

Repeating

Repeating seems not very creative but it is actually important. This is done after the learners listen to words spoken on TV, youtube etc or words read in a newspaper, a magazine. By repeating the words from spoken or written texts, a learner will remember the context and the words will be retained well.

Using resources for receiving and sending out a message

This strategy is simply done by using a dictionary to understand and produce texts. Implementing this strategy, the learners can look up the words in the dictionary to find the meaning. It is done when the learner listens to a spoken text or read a written text or wants to speak or write in English. When he /she does not understand an unfamiliar word or want to speak or write texts with some difficult words she can consult a dictionary. By consulting a dictionary for unfamiliar words she/he will improve his/her vocabulary mastery.

Translating

Translating is a well–known strategy. It is practised by putting the English words into Indonesian and vice-versa. Learners may put the words from English to Indonesia or from Indonesian into English.

Indirect strategies

Indirect strategies consist of metacognitive strategies. Essentially, metacognitive strategies have the purpose of managing the learners' time in order that they have time to do some activities to improve their English. The strategies which may be employed in vocabulary learning are planning for language task and seeking practice opportunities. Therefore, learners are encouraged to manage their time, plan activities they prefer and find opportunities to learn vocabulary.

Affective strategies

The affective strategies need to be trained to prevent them from being ashamed or afraid of making communication in English. In applying affective strategies students are encouraged to always speak to themselves/self-talk " such as "I can make sentences with these new words well", "I do not need to be ashamed of memorizing these words because it is useful for my future life".

Social Strategies

In doing social strategies, the learners are encouraged to ask their friends or teachers about unfamiliar words or collaborate with their peers in learning new words. The memory and cognitive strategies are possibly carried out together with their peers or senior friends. Employing the strategy of putting new words into context, collaborating with friends is necessary.

Strategy Training in Learning Vocabulary

Learning on strategy training from Oxford (1990) the learners need the training to do the strategies. Some simple steps with additional ideas are as follow :

a. Explain the importance of vocabulary mastery to the learners and give motivation about why

b. they have to have to enlarge their vocabulary mastery from time to time.

c. Show them how to find the list of English words by googling, either in 1000, 2000,3000,4000
d. etc.
e. Explain each of the strategies and how they should apply it. Bear in mind that strategies must
f. be combined, such as semantic mapping and placing new words into context. This refers to
g. theory of active use of vocabulary.
h. d. Explain that they are allowed to choose which strategies they prefer.
i. e. Explain that they can do it inside and outside the class and encourage them to manage their
j. time in learning vocabulary (metacognitive strategies).
k. The learners are encouraged to cooperate with other learners or teachers when they cannot
l. find the meaning of the words (social strategies) and how to put the words into sentences.

Conclusion

Autonomous vocabulary learning allows the learners to work independently. It requires practices inside and outside the class. Direct and indirect strategies require context in decoding the meaning of the vocabulary.Some direct strategies possibly emplyoyed for vocabulary learning are grouping, placing new words into context, using imagery, semantic mapping, uisng mechanical technique, reviewing well, repeating, using resorces for receiving and sending messages. An affective strategy, namely self- talk is also good for vocabulary learning. Social strategies are asking and collaborating which are also very important in vocabulary building. To encourage the students to apply the strategies, a strategy training is neccesary.

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THE EFFECTIVENESS OF USING ANIMATION MOVIE
IN TEACHING WRITING

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Abstract

Writing is one of the important skills that must be mastered by the students. This research focuses on the main problem on the effectiveness of using animation movie in writing narrative text. Animation movie teaches students about history, science, human behavior and any other subjects The data of the research were gotten from SMP Muhammadiyah 1 Metro. This research uses quantitative research and experiment design. The populations of this research are the eighth grade at SMP Muhammadiyah 1 Metro, there were 142 students. The researcher takes 60 students as the sample. The instruments of this research are pre-test and post-test. Result of t_{test} is 2,81 and t_{table} is 2,00. $t_{hit} > t_{table}$ the criteria of t_{test} is H_a is accepted if $t_{hit} > t_{table}$. It means that there is significant difference by using animation movie and conventional media. <g> in experiment class is higher than in control class. It means the animation movie is effective to teach writing narrative text.

Keywords: Animation Movie, Narrative Text, Writing Ability.

Introduction

Writing is transferring information or ideas of the context to reader. Writing as a part of the language skills must be taught maximally by the teacher to the students. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). According to Meyers (2005) writing is speaking to others on paper or on computer screen. It means that writing is a way to produce language which people do naturally when they are speaking.

Based on observation, many students thought writing narrative text was difficult. They were silent looking at the blank paper and said there were no ideas. The problems make the students difficult to increase their writing ability. Especially, they are lack of ideas, vocabularies, and confidences. The students said that they got difficulties to remember the English vocabularies when found unfamiliar words. It caused the problem in students writing.

Furthermore, this research focused on writing narrative text. Most narrative presents events in the exact order in which they occurred, making from the beginning to the end, from the first event to the last. A narrative text functions as a media in reconstructing the past experiences (Katchen, 2003). The writer writes the events or incidents in the chronological event time story. Katchen (2003) also states that narrative is used to amuse or tell people by arousing the past. Therefore, it can be concluded that a narrative text is a text that consists of either real or imaginative sequences of events, presented in the past form, which is aimed to entertain the readers or listeners.

According to Dartiara (2017), the generic structure of narrative text are divided as follows: (1) Orientation, it is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answer the questions who, when, and where. (2) Complication, it is a series of complication or where the problems in the story developed. (3) Resolution, the problem in the story is solved. The problem may be resolved for better or worse happily or unhappily.

In addition, Thresia (2017) states that language features of narrative text are: (1) Using processed verb. (2) Using temporal conjunction examples: one day, later, long time ago, when,

etc. (3) Using simple past tense. Examples: lived, stayed, etc. (4) Using noun phrase. Examples: long black hair, etc. (5) Using pronouns. Examples: I, me, they, their, it, its, etc. (6) Using nouns. Examples: tree, road, stepsister, housework, etc. (7) Using saying verb. Examples: said, told, promised, etc.

Considering of the result of observation, researcher finds the way to solve that problem. The research assume that learning proccess more interesting using media. A Movie is visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class (Kasper, 2000). Based on Mansoor (2005), movie is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema or movie theater. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement, Yeh (2014).

Animation movie is kind of movie which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It teaches students about history, science, human behavior and any other subjects (Abel, 2003; Seferoglu, 2008; Tuncay, 2014).

Based on the definition above, the researcher can conclude that movie is a work combining a story, scenes, history, incident, and also music, which are recorded on. Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing).

Therefore, watching animation movie was able to increase the students' writing narrative text achievement. Some sequences of material presentation through watching animation movie in the classroom will be proposed by Harmer (2004) as follows:
1) The teacher prepares an animation movie
2) The teacher explains what students should do when the animation movie was played.
3) The teacher plays an animation movie.
4) While the students are watching an animation movie, the teacher monitors them.
5) After they finished watching an animation movie, the teacher asks the students to write narrative text by the certain of time.
6) While the students are wring narrative text, the teacher monitors them and helps them if they get difficult to do their works.
7) The teacher asks the students to submit their works.

Considering the information above, finally the researcher was interested in conducting a research based on the data survey of the research. The researcher would To know whether animation movie is effective in teaching writing narrative text and to find out the students taught writing narrative text using animation movies get higher score than those using conventional media.

Research method
Research design in this research was experimental design. According to Marlina and Giri (2014), quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. In quantitave research, the aim is to determine the relationship between one thing (an independent variable) and another (a dependent variable|) in a population. An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. According to Yeh (2014), experiments is designed to collect data in such a way that treats to the

reliability and validity of the research are minimized. This study used pre-test and post-test. The design of the experiment could be described as follows:

$$\frac{E \; 01 \; X \; 02}{C \; 03 \; Y \; 04}$$

(Adopted from Arikunto, 2006.)

Where:

E = experimental group
C = control group
01 = pre-test for experimental group
02 = post test for experimental group

03 = pre-test for control group
04 = post test for control group
X = treatment by using movie
Y = treatment without movie

The researcher conducted the reseach in eighth grade students of SMP Muhammadiyah 1 Metro, therefore, all of the students in the eighth grade of SMP Muhammadiyah 1 Metro were taken as the population. According to *Encyclopedia of Educational Evaluation* as cited by Arikunto (2006), population is a set (collection) of all elements possessing one or more attributes of interest . in conducting the research, some of the students were taken as the samples. According to (Arikunto, 2006) said that sample is a part that can represent all the population observed. Sample is part of population which is chosen as source of data (Sugiono, 2014). Sample is a representative group from population to serve as respondents (Nunan, 2000). It is called sample research when researcher want to generalize the sample research result. The researcher select two groups of students from the population as sample in this study. The total number of the population are 142 students which are divided into five classes. The process of selection would be discussed in the sampling technique. In selecting the sample, the researcher used simple random sampling.

In this research, the researcher used test to collect data. After the students do the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was meant to check if the research result met the requirement of good research or not. Data analysis discussed two main things:

a. Test of data normality

The first step that have to be done before doing the research is to test the data normality. It is aimed to know whether the data come from normal distribution or not. The researcher used Chi-Kuadrat formula, as follows:

$$x^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Cited from Sudjana, 2002.

Where:

X^2 : squared chi
$i \, O$: Frequency that was obtained from data
$i \, E$: Frequency that was hoped
k   : the sum of interval class

If the obtained score is lower than t-table score by using 5% alpha of significance, Ho is accepted. It is meant that Ha is rejected. So, the data is normal.

b. Test of homogeneity

It is meant to get the assumption that sample of research come from a same condition or homogenous. The researcher used the formula as follows:

$$x^2 = (1n\ 10)\{B - \sum(n_i - 1)logs_i2\}$$

With:

$B = (logs^2)\sum(n_i - 1)$ and $s^2 = \frac{\sum(n_{i-1)s_i}}{\sum(n_i-1)}$

Where:

x^2 : squared chi

s_i2 : i-variance

n_i : number of participant

k : the sum of interval class

If x^2 count $\geq x^2$ (1-a)(k-1) with significance 5% and dk = k – 1 so Ho is refused, the data is not homogeneous. If the participant is homogenous, the writer uses the formula below to measure the hypothesis:

F : _Smallest Variance_

Biggest Variance

Cited from Sugiono, 2007

Hypothesis: $H_O: a_1{}^2 = a_2{}^2$

$H_a: a_1{}^2 \neq a_2{}^2$

Ho is accepted if F < F 1/2a (nb-1): (nk-1).

The are some ways to analyzing the result of the test. Firstly, the test is done in both groups, experimental and control group. Secondly, the result of the test is scored by using analytic scale. Thirdly, the means score of the two groups are determined. Finally, the two means are compared by applying t-test formula. T-test was used to differentiate if the students' result of writing a recount paragraph by using movie and without using movie is significant or not.

t = $\bar{x}_1$ - $\bar{x}_2$

$s\sqrt{\frac{1}{n1} + \frac{1}{n2}}$

Where:

S = $\frac{(n_1 – 1)S^2{}_1 + (n_2 – 1)S_2{}^2}{n_1 + n_2 – 2}$

Cited from Sudjana, 2002

Where:

$\dot{X}_1$: the mean score of the experimental group

$\dot{X}_2$: the mean score of control group

n_1 : the number of the experimental group

n_2 : the number of the control group

s : standard deviation

s^2 : variance

If the obtained score is higher than t-table score by using 5% alpha of significance, Ho is rejected. It meant that Ha is accepted: There is a significant difference in writing achievement between the experimental and control group.

Result and Discussion

Based on research activity when the researcher gave the treatments in experiment and control class, there was different effectiveness between using animation movie media and conventional media toward students writing ability in narrative text at eighth grade of SMP Muhammadiyah 1 Metro.

Based on the previous result of the calculation of hypothesis test, this result showed that H_a was accepted and H_0 was rejected. The hypothesis could be accepted because t_{hit} was 2,81 and t_{table} was 2,00 in the criterion 1 and also t_{table} was 2,66 in the criterion 2,and also from result of average score of the students' who taught by using animation movie was 54,2 in pre-test and 68,06 in post test. Meanwhile, the result of average score of the students'who taught by conventional media was 56,6 in pre-test and 63,67 in post-test. It means that there was a significant effective of animation movie toward students' writing ability in narrative text at eighth grade of SMP Muhammadiyah 1 Metro.

Based on previous result of the calculation of Gain Ternomalization, this result showed that <g> in Experiment class using animation movie was higher that <g> in control class using conventional media. It means that animation movie was effective towards students' writing ability in narrative text at eighth grade of SMP Muhammadiyah 1 Metro academic year 2017/2018. Animation movie was effective to encourage the students' writing ability in narrative text.

It was supported with the result of the research conducted by Yeh (2014). The result of her research showed that using animation film media is effective to improve students writing skill. It can be proved by the pre test to post test mean of the students writing skill of the class which are not taught with animation film (50.36 to 57.95). The students writing skill of the class which are taught by animation film shows significant improvement (50. 45 to 67.95). From the t-test result, it can be seen that the class which is taught by animation film medium get higher score (11.2) than the class which is not taught by animation film medium (5.88). It was concluded that the teaching writing narrative text through animation movie gave a high significant effect to increase the students' achivement in writing narrative text.

Based on the result, that had been explained; the teaching writing narrative text by using animation movie had the significant results for students' achievement in writing. Therefore, the major hypothesis which stated that fabel animation movie gave a high significant affect to increase the students' achievement in writing narrative text. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' perfomance in post-test was better than in pre-test. This finding showed that there was a difference score of pre test and post-test after receiving the treatments.

Based on the data, the result was equivalent with Tuncay (2014) states animation movie is one effective media conveys the message to the students, with interesting and funny pictures, the students' attention will be immediately drawn to the animation movie in learning process by using animation movie will create a nice atmosphere for students. In teaching writing, animation movie is very good media for the students, because the animation movie presents visual and audio message motion which can help or motivate the students to express their idea in writing text. The provious researcher proves.

In conclusion, the researcher assumed that animation movie was effective toward students' writing ability in narrative text. For writing, animation movie was very good media for the students. Animation movie stimulated the students to be creative to express their idea into writing. So, the writing class was also very interesting, enjoyable and fun for the students.

Conclusion

Animation movie can encourage the students' writing ability in narrative text at the eighth grade of SMP Muhammadiyah 1 Metro academic year 2017/2018. In Experiment class, the students have good opportunity to express their idea into narrative text. They can apply the grammatical pattern in sentences in good order. When the students express their idea, they get many vocabularies comes from different topic. Their writing ability is getting better because they can learn how to write a good narrative text by following the plot of the story.In experiment class, the students are demanded to watch the animation movie. The students who did not have high creativity and imagination can follow the plot of the story. It can be good influence to motivate the lazy students being a creative student. Animation movie makes enjoyable and interesting class, because it has sound, movement, story, plot, shown the picture that suitable with the material of narrative text. Meanwhile, in control class, the students often find the difficulty when the students are not understood fully, the learning activity can be in trouble. It takes willing participation and effort from the students.

Based on the previous result of the calculation, this result shows that H_a is accepted and H_o is rejected. The hypothesis can be accepted because t_{hit} is 2,81 and t_{table} 2,00 in the criterion 1 and also t_{table} 2,66 in the criterion 2, and also from result of average score of the students who taught by using animation movie is 54,2 in pre-test and 68,07 in post-test. Meanwhile, the result of average score of the students who taught by conventional media (picture series) is 56,6 in pre-test and 63,67 in post-test. It means that there is significant and defferent influence between animation movie and conventional media toward students writing ability in narrative text. The result and average score above, shows that the students who taught by animation movie is higher than conventional media. So, it is clear that the hypothesis H_a is accepted. Based on the result and discussion above, the researcher can concludes that animation movie is effective toward students' writing ability in narrative text at eighth grade of SMP Muhammadiyah 1 Metro academic year 2017/2018.

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IMPROVING WRITING SKILL THROUGH CLUSTERING TECHNIQUE OF THE SIXTH GRADE STUDENTS AT SD NEGERI 5 PERING ACADEMIC YEAR 2016/2017

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Abstract
Writing skill especially genre-based paragraph writing is considered as an important skill. This skill should be taken into account in the teaching learning process. However, the phenomenon existing in schools clearly shows that writing becomes one of the subjects which is not 'attention grabbing'. The undertaking of the present classroom action research was mainly intented to figure out whether clustering technique can improve the subjects' writing skill. The subjects of the present study was the sixth grade students of SD Negeri 5 Pering in academic year 2016/2017 that consisted of 10 males and 12 females. Based on the result of the pre-test which was carried out in the pre-cycle, it was pointed out that the subjects' ability in writing genre-based paragraph score was 54.68; it was categorized as insufficient. The present classroom action research was then carried out through implementing clustering technique in two-planned cycles. The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects' ability in writing genre-based paragraph writing score in cycle I was 63.69 however the score in cycle II was 75.07 in which it improved from the level of insufficient to good. Based on the result of the questionnaire which was conducted at the end of cycle II it also showed that there was changing learning behavior and positive responses concerning the technique applied in improving the subjects' writing skill. To sum up, the present classroom action study proved that clustering technique could improve writing skill of the sixth grade students of SD Negeri 5 Pering in academic year 2016/2017; in addition, the subjects also responded positively the implementation of clustering technique.
Keywords: improving, clustering technique, writing skill.

Introduction

There are four English skills; those are writing, listening, reading and speaking. One of the essential basic languange skill that must be mastered by the students is writing. Through writing, the students can express their ideas, thoughts and feeling. To be a good writer the students should choose accurate words and put them in the correct and comprehensible sentences and arrange the sentences into a good paragraph. The students' writing are expected to be coherent and unified; therefore, their became meaningful and understandable.

The main purpose of writing is to communicate to others in non-verbal communication. Consequently, a good practice in writing to express our ideas, thought and feeling into a piece of paper is becoming very important. Having good consentration in the process of writing is one of the essential elements which enable the writer to gain good thought or ideas to be expressed in their writing.

As a matter of facts, the explanation above is not really relevant with the existent phenomena in the real classroom. The students mostly find difficulties to get good ideas to express. That is why they find difficulties to write good paragraph. These ideas were supported by having good idea is an essential elements in constructing a good paragraph.

Based on the preliminary interview and observation conducted in SD Negeri 5 Pering, it was found that the students have very low ability in writing. The students spend far to long duration of time to produce one paragraph which consist of five to seven sentences as

construction by the English teacher. They are only able to produce three to five sentences in 30 minutes. The students sentences were not interrelated each other, consequently they were not forming unified and coherent paragraph.

Considering the problem which is faced by students in SD Negeri 5 Pering, the researcher decided to implement a technique to improve the students' writing skill of the sixth grade students of SD Negeri 5 Pering by implementing clustering technique.

Clustering is very popular writing method that was created by Gabrielle Lusser Rico and discussed in her book, Writing the Natural Way. This technique helps the writer to focus on what the writer try to say. It utilizes the left side of the brain's ability to organize information. Sometimes, when we start out on a new piece of paper we may be overly enthusiastic and we can not seem to find the root, the starting point or where we want to go. Sometimes, even if we know the starting point, it may difficult to determine which areas of our work need to focus on. Clustering technique helps the writer to find the through-line to the writer work. It is also useful when there is lack of idea.

From the statement above, the researcher believes that clustering technique can encourage the students' writing skill and increases their result that support their motivation consequently. This classroom writing technique can be one of the challenging learning activities to improve writing skill of sixth grade students of SD Negeri 5 Pering in the academic year 2016- 2017.

Research Problem

Based on the explanation about writing skill and the implementation of clustering technique, the researcher decided to conduct a technique in solving the students' problem in SD Negeri 5 Pering in writing paragraph. The problem that is going to be discussed in this study is as follows: "to what extend is the effectiveness of clustering technique improving the students' writing skill of the sixth grade students of SD Negeri 5 Pering in the academic year 2016-2017?"

Objective of the Study

Based on the methodology of teaching writing which states teaching of writing aims at helping to the students to improve their ability in writing paragraph especially descriptive paragraph; the researcher intends to answer and solve the research question stated above. This study is designed to improve the writing skill of the sixth grade students of SD Negeri 5 Pering through clustering technique, technique focused on choosing or preparing a paragraph in clear visual term so that it can be used for.

Limitation of the Study

In relation to reach the purpose of the study, the researcher presented classroom action research that is mainly intended to solve the problem in paragraph writing. The study is restricted only to know whether clustering technique can improve the students' writing ability. It is necessary for the researcher to mention some limitation that the present study has in order to avoid confusion and misunderstanding.

In the present study, the writer limits her study on the use of clustering technique in improving the students' writing ability in the form simple descriptive paragraph. The researcher focuses on the sixth grade students especially in science class of SD Negeri 5 Pering because they have poor ability in writing.

The Underlying Theories Used in this Research

Writing is an important form of communication in day to day life; it is especially important in high school and college. By far the most important reason for writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading especially in the education. Ontario (2005:12) states writing is a powerful instrument to express their thoughts, feeling and judgments about what they have read, seen or experienced. They can use writing to

record their thought about the important or private events in their lives. Writing can also be used as an entertainment. Through writing, people can communicate to the others. They may write in different form, such as letters, emails, numbers, or words on paper or computer scan in order to make them more understand with writing.

Learning English is one way to communicate with all over people in the world. When we learn about English, the learners must acquire the language skill such as listening, reading, speaking and writing. Those four skills must be acquired in order to have good mastery in English. Harmer (2004: 31) states writing is one of the four language skills that must be improved, because writing is a productive skill that takes an important part of communication today and it is really important especially in high school and college. Different things happen at different stages in the process of putting thoughts into words and words onto paper. In our project English experiment, we divided the process at the point where the "writing idea" is ready for the words and the page: everything before that we call "pre-writing for two reasons: it is crucial to the success of any writing that occurs later, and it is seldom given the attention it consequently deserves.

Finally, it can be concluded that writing can be mastered through hard work of practicing. By improving paragraph writing, the writer should be able to make a good writing which enhances his or her communicative ability and helps him or her to share ideas or knowledge with others.

There are a lot of English techniques that can be used in increasing the mastery level of English especially in writing ability. One of those techniques is clustering. Hogue (2008:35) states that clustering is a prewriting technique that helps you get ideas to write something. Based on the research problem, a lot of people get difficulties to start writing because they are hard to find the topic or the idea even they are good in grammar or good in organization. Clustering is a technique that can help the learner to find the idea easier.

It may seem rather odd, at first sight when the learners should get an idea for one paragraph which is consist of more than seven sentences based on one basic word. According to Wyrick (2000:11) states that put general subject in a circle in the middle of a blank sheet of paper and start to draw other lines and circles that radiate from the original subject. It means by a word or a general subject we can start to write a lot of words which have relationship into the first word or the subject. It seems like when we open dictionary to get a meaning or the other language of a word, we will find another words, such as the synonyms, antonyms or the others one but that words can be arranged into one paragraph.

Clustering technique can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopics in a topic orto organize information. They may try and discard several clusters before finding one that is promising.

Based on the explanation above, know that clustering is one of English techniques that can help learners to find their ideas. Based on one basic word learners can get a lot of words and of course, the idea. Once the learners can get the ideas easily in that time the learners can start their writing.

Subject of the Study

This study was conducted to the sixth grade students of SD Negeri 5 Pering. There was only one class of the sixth grade students of SD Negeri 5 Pering with the total of the students were 22 students. The subject of the study which total of 22 students were considered to be representative enough for the purpose of this study. The students of sixth grade was selected as the subjects of the study because based on the preliminary study and the test showed their ability in writing was very poor, therefore immediate improvement was really needed.

Research Design

This study was designed by using a classroom action research design with clustering technique. Classroom action research was part of a broad movement that had been going on in education generally for some times (Burns, 2010: 2). Classroom action research design would be used in this investigation. It was focused to study and finding the problem that existed in the classroom during teaching-learning process and then it was continued by giving the treatment to solve the problem. It made use of a collection of pre-test and post-test research design.

Hence, this classroom action study was concerned with teaching writing by using two kinds of tests, those were initial refection or pre-test and reflection or post-test. Initial reflection (IR) was intended to evaluate the pre-existing writing while reflection (R) which was administered at the end of each session, was meant to reveal the expected increase in the students' writing ability after they had been taught writing through clustering technique.

In this classroom action study, the teaching and learning processes were divided into two cycles where each cycle consisted of two sessions. Each session consisted of four interconnected activities, namely: planning (P), action (A), observation (O), and reflection (R) (Cohen et al., 2007:300). It was necessary to note that IR was a term normally used in a classroom action study, which refered to a pre-test in writing. The IR was administered to the sixth grade students of SD Negeri 5 Pering, in order to measure the real pre-existing writing ability of the subjects. The mean scores of the IR was compared to the corresponding mean scores of the R administered at the end of each session for the sake of establishing the degree of the increasing writing ability of the subjects.

The research design was described as follows:

Cycle I   : IR ⟶ P1 ⟶ A1 ⟶ O1 ⟶ R1
Cycle II   : ⟶ RP ⟶ A2 ⟶ O2 ⟶ R2

(Cohen et al., 2007:300)
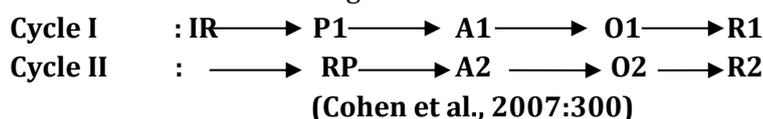
Findings and Discussion

The data analysis that derived from present class action study indicated that the mean of pre-test scores which were obtained by the subjects under study in writing skill especially in writing descriptive paragraph showed the figure 54.68. This mean figure clearly indicated that the ability of the subjects under study in writing skill especially in writing descriptive paragraph were relatively low.

The result of data analysis of the reflection scores in cycle I (X1 and X2) showed the increasing mean figures of 60.50 and 66.89. The grand mean figure of the reflection or post-test scores obtained by the subjects under study was much higher than the mean of IR scores. The grand mean figure derived in cycle I was 63.69. The result of grand mean figure of cycle I obviously showed the improvement obtained by subjects under study in writing skill especially in writing descriptive paragraph through clustering technique.

The result of data analysis of the reflection scores for the cycle II (X3 and X4) respectively showed the significant increase showed by the progressing mean figures of 73.00 and 77.14. The grand mean figure of the reflection or post-test scores that was derived by the subjects under study in the cycle II was 75.07. The comparison between the grand mean figures of the cycle I and cycle II showed the increase of mean figure score 11.38. The significant improvement scores of mean figure of cycle II (X3 and X4) indicated that the effectiveness of teaching writing through clustering technique in the cycle II was more effective than the cycle I. It was the evidence of the revision that had been done for the cycle II by analyzed and fixed the weaknesses that students face in the cycle I in writing skill especially in writing descriptive paragraph. Moreover, the

proportional percentage figures of the questionnaire showed the percentages derived from items A, B, C and D are 34.23%, 60.17%, 5.55% and 0%. These result of these figures indicated that 34.23% subjects very liked clustering technique, 60.17% subjects liked clustering technique, 5.55% subjects quite like clustering technique and 0% subjects did not clustering technique. It obviously indicated the changing of students' learning behavior had been changed positively and that was their attitude and learning motivation heightened significantly.

Finally, the finding of this study found that the hypothesis of this study that was previously mentioned that writing skill of the sixth grade students of SD Negeri 5 Pering in academic year 2016/2017 can be improved through clustering technique was finally accepted.

Conclusions and Suggestions
Conclusion

Based on the findings explained in the previous chapter, the writer can conclude that clustering technique could improve the writing ability of the sixth grade students of SD Negeri 5 Pering in academic year 2016/2017. The quantitative as the main data required for the study which were the the forms of three set of raw scores; IR raw scores, raw scores of Cycle I and raw scores of Cycle II were analyzed by computing the average scores, whereas the qualitative data were analyzed by descriptively investigation of the interview.

The mean figure of IR (Xo) = 54.68. This mean figure obtained by the subject under study of the sixth grade students of SD Negeri 5 Pering in the academic year 2016/2017 obviously showed that their writing ability was low. The mean figure of the reflection scores for Cycle I obtained by the subject under study showed the increasing mean figures of S1= 60.50 and S2= 66.89 . The mean figures of the reflection scores for Cycle II obtained by the subjects under study showed succeeding mean figure of 73.00 and 77.14 for S3 and S4 correspondingly. The grand mean of the reflection scores in Cycle I (X1) was 63.69 and the grand mean of the reflection scores in Cycle II (X2) was 75.07. The difference of the grand mean figure of Cycle I and II was 11.38. The findings of the present classroom action study convincingly revealed that teaching writing through clustering technique could effectively improve the students' ability in writing of class sixth grade students of SD Negeri 5 Pering in academic year 2016/2017.

The additional data from questionnaire showed that 34.23% subjects very liked clustering technique, 60.17% subjects liked clustering technique, 5.55% subjects quite like clustering technique and 0% subjects did not clustering technique.

The writer, who acted as a classroom teacher, observed that the students were active in participating the teaching learning process. These findings clearly suggested that teaching writing through clustering technique could make the students active and significantly improve their writing ability.

Suggestion

Based on the conclusion above, the writer would like to offer some suggestions.

For the English teacher, the English teacher at SD Negeri 5 Pering is recommended to apply this technique in teaching writing because this technique could help the students to improve their writing and increase students' motivation in writing. Besides, this technique makes the students easier in describing something. The writer also suggests that during applying clustering technique, teacher should monitor the students writing since there is a possibility that the students copying from another student or they did not use their own words in writing descriptive paragraph.

For the students, it is suggested that the students should do more practice in writing. Clustering technique is very useful to start writing. In summary, by using dictionary to find difficult words, the students were facilitated in writing descriptive paragraph.

For institution, in order to improve the students writing skill, it is suggested to SD Negeri 5 Pering to make an English Competition especially in writing. For example, making a paragraph and then displayed on the wall magazine. By doing it, the students can improve their writing skill while learning English.

For other researchers, since the benefit of using clustering technique was only experimented in sixth grade of SD Negeri 5 Pering in academic year 2016/2017, this study is only concern about clustering technique in improving writing skill. It is recommended to other researchers to investigate the effectiveness of clustering technique to towards the other language skills.

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THE IMPLEMENTATION OF PARAPHRASING STRATEGY TO PROMOTE STUDENTS' READING COMPREHENSION

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Abstract

The research is classroom action research. It is conducted at english education study program of Muhammadiyah University of Metro. The subject of the research is the students at four semester of English Education Study Program of Muhammadiyah University of Metro. The objective of the research is to know whether paraphrasing can improve students' reading comprehension. To garner the data, the reseracher engages a few of techniques: interview, observation and test. In the mean time, to analize the data, the researcher makes use of some steps: (1) Data Reduction (2) Data Display (3) Data Conclusion.

The result of the research indicates that there is improvement on reading skills and classroom situation. In term of reading skills: the students are able to find main idea in each paragraph of the text; the students can identify the specific information of the text; the students; the students can identify word meaning of the text. In addition, regarding to classroom situation: the students pay more attention to the teacher; the students come earlier; the students are able to respond the teacher's questions.

Keywords: Paraphrasing Strategy In Reading Comprehension

Introduction

Education is very important for human being. In education, people will obatain a great deal of knowledge. To gain more knowledge, the students need to master english skills. There are four essential skills that shoul be mastered by the students, namely speaking, writing, listening and reading. In this research, the writer would like to focus on reading skill. According to Heilman, Blair &Rupley (1986: 190) explains that there are three levels of understanding as follows: (1) literal comprehension, understanding main ideas and information explicitly (explicit) stated in paragraph, (2) interpretative understanding, understanding main ideas and information that is implicitly (implied) stated in paragraph, (3) critical understanding, analysis, evaluation and personally relate to the information set forth in paragraphs. While, Based on the sylabus of intermediate reading on fourth semester of English Education Study Program of Muhammadiyah University of Metro, there are some skills that should be achieved: (1) the students are able to locate the specific information of the text; (2) the students are able to find the word meaning; (3) the students are able to find main idea in the text.

During the preliminary research, the writer found some problems regarding reading skills and class situation. The problems that related to reading skill are: (1) the students are unable to find main idea; (2) the students have difficulty to find specific information in a text; (3) the students have difficulty to locate the word meaning. It can be seen from test result of preliminary research, the average score is 57 with the highest score is 73.33 and the lowest score is 43.33.

In the mean time, the problems dealing with the class situation: (1) some students chatted in the class; (2) some students came late during instructional process; (3) some students were silent when the questions session. The problems above are cuased by several reasons: (1) the problems emerge in reading class, since the students lack of vocabularies. Besides, the class was monotonous as the teacher apllied uninteresting media in teaching reading.

To improve the students problems, the writer offers paraphrasing strategy in teaching reading. By using paraphrasing strategy in reading class, the students problem will be improved. According to Clark (2012: 45) parapharseing strategy allows the students to demonstrate their understanding of the material by pulling its ideas and meanings into their own analysis and argument. Based on the theories, paraprasing strategy has important role in boosting students' reading comprehension. Accordingly, the writer proposes the researcbh entitled "The Implementation Of Paraphrasing Strategy To Promote Students' Reading Comprehension".

Formulation of the problem
Based on the backround of study above, the writer would like to formulate the proble as follows:
1. How far paraphrasing strategy can improve students reading comprehension at fourth semester of English Education Study Program Of UM Metro?
2. How is the process of teaching reading using paraphrasing strategy at fourth semester of English Education Study Program Of UM Metro?

Reading Comprehension
According to Peter David Pumprey (1997: 2) , reading is more than the ability to understand the explicit meaning of the passage presented. It is, in essence, a constructive thingking process which includes comprehension of explicit and implicit meaning. It involves application, analysis, evaluation, and imagination. It is one activity through which the child's cognitive development can further.

Farrel (2002: 1) stated that "Reading is also considered as a process of constructing meaning through dynamic interaction among the existing knowledge, the information suggested by the written language, and the context of the reading situation".

In conclussion, reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience and information to extract the significant information/important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text.

Paraphrasing Strategy
Linda Simon (1998: 12) stated that " paraphrase means to rephrase an author's statement in your own words. When your paraphrase in your paper, you always cite the source in a footnote or endnote. You need to refer your reader to the author of the idea you are presenting ".

Meanwhile legget (1988: 470) defined a paraphrase is kind of report on reading that is frequently required in college work. It is represents a free passage, fully and proportionally, but in words different from the original.

Alred, Brusaw, and Oliu, (2009: 372) define paraphrasing as "restating or rewriting in your own words the essential ideas of another writer." In other words, to paraphrase the information from the text, it is very important for the readers to include the important information by the use of their own words. However, according to Bailey (2006), it is forbidden for the readers who want to paraphrase the text to change or to alter the essential meaning of the information. In conclusion, it is allowed for somebody who paraphrases the text to clarify the ideas in different words without changing the essential meaning of the text.

The Stategies in Paraphrasing
McWhorter (1992: 263-264) suggest measures paraphrase as follows: (1) read slowly and carefully, (2) read all of the material, (3) when reading the notice the exact meaning and

relationships between ideas, (4) read each sentence and express key ideas in their own words, (5) do not try to paraphrase it word for word, in contrast with the idea, and (6) check the dictionary to find the meaning more precise in the use of the word, especially or phrase is not really /uncomfortable.

According to Mazak, Zwier and Yilmaz (2005: 147), there are four steps to paraphrase the text, two of which are (1) to understand what is read. If you do not understand it, I cannot seem to paraphrase correctly, (2) thinking about the idea, especially how the idea can be associated with a specific topic.

Research Method

The method used in this study is classroom action research. There are some definitions of action research proposed by experts.

According to Mills (2000:6) defines action research as: Any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving students outcomes and the lives of those involved. Furthermore, Zuber-Skerritt (1996:14) says that action research is ways of investigating professional experience which link practice and the analysis of practice into a single productive and continuously developing sequence, and which link researchers and research participants into a single community of interested colleagues. Moreover, Hopkins (1983:1) says that classroom research is an act undertaken by teachers either to improve their own or a colleague's teaching or to test the assumptions of educational theory in practice. In addition, Burns (1999:30) suggests the characteristics of action research:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

Result and Discussion

a. Result of the research

In this research, the writer conducted the research in two cycles. The reseult of of each cycle as bellow:

The comparison among students' comprehension scores in preliminary research, post test of Cycle 1, and post test of Cycle 2.

Explanations	Preliminary Research Score	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest	73.33	76.67	90
The Lowest	43.33	46.67	53.33
The Average	57	63.44	69.56

Based on the table above, it can be concluded that there was improvement among students' reading comprehension scores in preliminary research, post test of Cycle 1 and Post test of Cycle 2. The highest score increased from 73.33 in preliminary research, 76.67 in post test of Cycle 1, and 90 in post test of Cycle 2. The lowest score increased from 43.33 in preliminary research, 46.67 in post test of Cycle 1, and 53.33 in post test of Cycle 2. The average score increased from 57 in preliminary research, 63.44 in post test of Cycle 1, and 69.56 in post test of Cycle 2.

Furthermore, the comparison among the score of specific skills in reading comprehension measured in this research could be shown in table below.

The Comparison among the Scores of explicit information in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	75	87.5	87.5
The Lowest Score	50	50	50
The Average Score	57.78	73.33	74.66

Based on the table, it can be concluded that there was improvement among students' scores of explicit information in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 75 in preliminary research, 87.5 in post test of Cycle 1, and 87.5 in post test of Cycle 2. The lowest score increased from 37.5 in preliminary research, 50 in post test of Cycle 1, and 50 in post test of Cycle 2. The average score increased from 57.78 preliminary research, 73.33 in post test of Cycle 1, and 74.66 in post test of Cycle 2.

The Comparison among the Scores of vocabulary in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	75	75	87.5
The Lowest Score	37.5	50	50
The Average Score	55.78	71.11	71.11

Based on the table above, it can be concluded that there was improvement among students' scores of vocabulary in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 75 in preliminary research, 75 in post test of Cycle 1, and 87.5 in post test of Cycle 2. The lowest score increased from 37.5 in preliminary research, 50 in post test of Cycle 1, and 50 in post test of Cycle 2. The average score increased from 55.78 in preliminary research, 71.11 in post test of Cycle 1, and 71.11 in post test of Cycle 2.

The Comparison among the Scores of main idea in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	71.42	71.42	85.71
The Lowest Score	28.57	42.85	42.85
The Average Score	47.17	60.47	66.66

Based on the table, it can be concluded that there was improvement among students' scores of main idea in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest

score increased from 71.42 in preliminary research, 71.42 in post test of Cycle 1, and 85.71 in post test of Cycle 2. The lowest score increased from 28.57 in preliminary research, 42.85 in post test of Cycle 1, and 42.85 in post test of Cycle 2. The average score increased from 47.17 in preliminary research, 60.47 in post test of Cycle 1, and 66.66 in post test of Cycle 2.

b. Discussion
The Improvement on Students' Reading Comprehension

The implementations of paraphrasing strategy in teaching reading improve students' reading comprehension. The improvements of students' reading comprehension are as follows:
a.   The students are able to find main idea in each paragraph of the text.
b.   the students are able to locate specific information in the text.
c.   the students are able to find the word meaning in the text.

The improvement can also be concluded from their scores. Before using paraphrasing strategy, their reading score was low but after the implementation of paraphrasing strategy, the score was much higher. The mean score increased from 57.56 in the pre-test, 63.34 in the formative test of cycle 1, and 69.56 in the post test of cycle 2. It can be concluded that there is improvement on the students reading comprehension skills as the mean scores are gradually up from pre-research to research cycle 1 and from the research cycle 1 to research cycle 2.

The Changes of Classroom Situation
a.   The students don't come late any longer since they are interested in the new teaching method used by the teacher.
b.   The process of teaching learning is so inspiring as the teacher make use of English in the instructional process. By doing so, the students pay more attention during the class.
c.   The students' response in answering question is high during the teaching learning process. So, it is clear that the use of paraphrasing strategy in teaching reading increases students' participation in the process of teaching learning.

Conclusion

In this classrom action research, the writer utilizes paraphrasing strategy as the media of teaching reading. the writer focus on improving students' problems in reading comprehension and classroom situation. There is significant improvement on reading comprehension and classroom situation. Interm of reading comprehension, there are some improvement: the students are able to find main idea in each paragraph of the text; the students are able to find the specific information in a text; the students are able to find the word meaning. In addition, there are some improvement on classroom situation; the students don't come late any longer; the process of teaching learning is inspiring; the student are able to answer the question in the process of teaching learning.

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WHEN TELEVISION IS NOT ALWAYS BAD:
HOW "JALAN SESAMA" PROMOTES ENJOYMENT OF LITERACY

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Abstract

Television is still being an important medium of information, especially in Indonesia. Instead of just a source of entertainment, television is also seen as an important educational tool. *Jalan Sesama* is an award winning educational television program especially in promoting literacy, numeracy, and socio-cultural values on cultural diversity. This article aims at describing the impact of *Jalan Sesama* as a local adaptation of Sesame Street television program to children literacy and other areas. The data were collected through library research. As the result, it is found that *Jalan Sesama* and Sesame Street promotes literacy, numeracy, health, and peaceful social interaction through a TV Show that runs based on its main principle: learning, reach and perceptions of cultural relevance.

Keywords: Literacy, Educational Television Program, Sesame Street

Introduction

In 2015, Kementerian Komunikasi dan Informatika Republik Indonesia (Ministry of Communication and Informatics of Republic of Indonesia) conducted a survey to obtain data of information technology accessibility of people in Indonesia. As the result, most of the respondents (86.7%) have access to television (TV), followed by 84.3% who have access to handphone. Other information technologies which are accessed are radio (37.5%), internet (35.1%), computer (29.8%) and wired-phone (4.5%). Only 13.3% of the respondents stated that they do not have any TVs, while there are 64.9% of them are not having access to internet.

Statistically, in Indonesia television still plays an important rule as it is still being the information source that majorly accessed by the people. However, there is a serious issue nowadays addressed to the quality of television programs. According to the result of survey conducted by Komisi Penyiaran Indonesia (2016) who are responsible to monitor the quality of the programs broadcasted in Indonesia, the quality of Indonesian TV's programs are still below the standard, which is on the index of 3.36 while the standard is 4.00. In 2015, the quality indexed of television program had once reach the better point of 3.59, although it was also still below the standard.

Throwing back to the past, there was a television program entitled *Jalan Sesama* which was awarded as the best children caring educational television program by the Ministry of National Education of Indonesia in 2010 (Setiawan, 2011; Kompas.com, 2011) and Golden Award from World Media Festival, Germany in 2009 (Kompas.com, 2011). This program was mentioned to give positive contribution in promoting early literacy, especially for children who lived in rural area of Indonesia who did not have opportunity to access pre-school level of education and to access online learning media. Thus, this paper aims at describing the impact of *Jalan Sesama* TV show to the engagement of children literacy in Indonesia through a library research.

Television and literacy

As stated on previous section, television is still being an important medium of information, especially in Indonesia. Instead of just a source of entertainment, television is also seen as an important educational tool. Through television (TV) programs children can learn skills from

popular culture, such as how to behave, what to want and to feel and how to respond (Kondo, 2007). This type of learning is distinguished from formal educational knowledge gain from school.

Davies (in Kondo, 2007) stated that all children are born with an 'innate human capacity to learn', televisual literacy requires some consciously learned and taught skills. Literacy is further mentioned to be how the children is given access to representations, which later on giving them chances to understand and use the systems that represent reality, including audiovisual representation of reality.

"Jalan Sesama" in indonesia and Sesame Street around the world: how sesame street helps encouraging literacy
"Jalan Sesama" and Sesame Street
Jalan Sesama was firstly launched on air in 2008 as part of Sesame Street adaptation project in several countries of enormous diversity (Wong, 2015). The show was developed to address the educational needs of preschoolers across Indonesia, in which including promoting literacy, character building, environmental awareness, and appreciation of diversity. There were some unique characters which only appeared *in Jalan Sesama* as the Indonesia version of Sesame Street, such as Tantan the enthusiastic orangutan, Jabrik the fun loving baby rhino, Momon the artistic young monster, and Putri, the playful and curious young girl.

Sesame Street was not only reproduced in Indonesia, but also adapted in over 130 countries (Cole, Richman, and Brown, 2001). Instead of just being dubbed, the show was adapted through a reproduction process which was done by local production team to create indigenously created version. Like it was created in Indonesia with the special characters, in South Africa where Sesame Street was called as *Takalani Sesame* for its localized version, the show featured a tall full body puppet of meerkat, an indigenous animal of the country which was named Moishe. Similarly, in *Plaza Sesamo* which was the Mexican version of the series, a large green parrot was featured to create festive plaza setting. Cole, Richman, and Brown (2001) further summarized the name of the show adaptation in several countries as in Figure 1.

Figure 1: Sesame Street Adaptation in Several Countries (Cole, Richman, and Brown, 2001)

1. **Afghanistan,** *Koche Sesame* (Dari)
2. **Bangladesh,** *Sisimpur* (Bangla)
3. **Brazil,** *Vila Sésamo* (Portugese)
4. **Canada,** *Sesame Street* Canada/Sesame Park (English with some French)
5. **China,** *Zhima Jie* (Mandarin)
6. **Egypt,** *Alam Simsim* (Colloquial Egyptian Arabic plus Satellite broadcast in Classical Arabic)
7. **France,** *5, Rue Sésame* (French)
8. **Germany,** *Sesamstrasse* (German)
9. **India,** *Galli Galli Sim Sim* (Hindi & English)
10. **Indonesia,** *Jalan Sesame* (Bahasa Indonesia)
11. **Israel,** *Rechov Sumsum* (Hebrew with some Arabic)
12. **Japan,** *Sesame Street* (Japanese)
13. **Jordan,** *Hikayat Simsim* (Arabic)
14. **Kosovo,** *Rruga Sesam/Ulica Sezam* (Albanian and Serbian)
15. **Kuwait,** *Iftah ya Simsim* (Arabic)
16. **Mexico,** *Plaza Sésamo* (Spanish)
17. **The Netherlands,** *Sesamstraat* (Dutch)
18. **Norway,** *Sesam Stasjon* (Norwegian)
19. **Palestine,** *Shara'a Simsim* (Arabic)
20. **Philippines,** *Sesame!* (Tagalog)
21. **Poland,** *Ulica Sezamkowa* (Polish)
22. **Portugal,** *Rua Sésamo* (Portugese)
23. **Russia,** *Ulitsa Sezam* (Russian)
24. **South Africa,** *Takalani Sesame* (Multiple South African languages)
25. **Spain,** *Barrio Sésamo/Barri Sèsam* (Spanish and Catalan)
26. **Sweden,** *Svenska Sesam* (Swedish)
27. **Tanzania,** *Kilimani Sesame* (Kiswahili)
28. **Turkey,** *Susam Sokagi* (Turkish)

Impacts on Children Literacy

The show has brought great impact to the audiences. According to the study done by Cole, Richman, and Brown (2001), two out of three Indonesian children who watched *Jalan Sesama* which was 7.5 million kids across in the nation, learned better basic cognitive skills of number and alphabet recognition, compared to children who did not. Moreover, according to Wong (2015), children who watch *Jalan Sesama* frequently showed 15% better performance in cognitive skills, letter recognition (10% higher), number recognition (15% higher) and counting (15% higher) than ones who did not watch it. The impact adds up that children who watched *Jalan Sesama* regularly over an 18 months period do better on letter recognition up 23% that who did not. It becomes possible because of the main principle of Sesame Street Indigenous Adaptation, which included "Learning, Reach and Perceptions of Cultural Relevance." The principle of cultural relevance makes the children learn in naturalistic context and experimental one, which is considered as high quality and meaningful educational experience.

The impact is not only in Indonesia. University of Michigan conducted an experiment to obtain data on how Sesame Street could boost vocabulary skills of children (Wong, 2015). The result showed that supplemental literacy curricula that included Sesame Street video increased the vocabulary learned by the children up to 22%. Furthermore, through the study, it was also found that after watching Sesame Street's nature and science episodes, the children know 50% more nature related science terminology such as metamorphosis, hibernation, habitat and pollination than children who did not watch it.

According to Mares and Pan (2012), in 24 studies which included more than 10,000 children from 15 countries as the subject, those who watched Sesame Street (or local version in their countries) performed better than those who did not watch it. Sesame Street is associated with learning letters, numbers, shapes and size as the elements of basic literacy and numeracy. Moreover, it is also associated with learning about science, environment, culture, and health. These learning experiences would contribute much on improving the quality of social interactions and positive attitudes toward various out-group people.

Wong (2015) further found that in Bangladesh the children who watched the local version of Sesame Street, *Sisimpur*, showed faster attainment of academic skills of literacy and math up to 67% higher than children who did not watch it. Similarly, it also found it Egypt that 4 years old children who watched local version of Sesame Street, *Alam Simsim*, performed the same level competency of math and literacy as 5 years olds who did not watch it at all. In India, the children with exposure to *Galli Galli Sim Sim*, the local version of Sesame Street, showed significant gain in Hindi Literacy, especially those from less privileged background.

Concerning on the impacts on those from less privileged background, a report from UNESCO as mentioned by Mares and Pan (2012), failures of formal preschool and primary education happened in low-income areas. Children who did not finish the preschool and primary school reached below minimum standard of literacy and numeracy. Thus, it could be concluded that the limitation of literacy and numeracy were strongly linked to the socio-economic background.

To reach those less privileged background children, television programming could be considered as a source of informal education and enrichment. Television is considered as the most feasible tool to be accessed by most of the people (Wong, 2015). The accessibility has been proven that in Bangladesh 7 million children on the age of 4-7 wathed *Sisimpur*, while other 7.5 million watched *Jalan Sesama* in Indonesia; 2 million children watched *Takalani Sesame* in South Africa; 12 million children watched *Alam Sim Sim* in Egypt, and 21% children who have access to television in India watched *Galli Galli Sim Sim* (Mares and Pan, 2012). It was found that children in low and middle-income households in Kansas who watched Sesame Street regularly showed

positive improvement on reading, math, receptive vocabularies and school readiness (Mares and Pan, 2012).

The TV show also brings impacts further than only on literacy and numeracy. Sesame Street also promotes healthy life style and world peace. *Takalani Sesame* in South Africa, for example, promotes HIV/AIDS educational orientation since one in nine people in the country was infected. One of the puppet characters, Kami, was introduced as HIV positive and one of the vehicles used to promote age-appropriate information about the disease, the humanization and de-stigmatization of HIV-Positive people (Cole, Richman, and Brown, 2001).

Instead of showing aggressive violence, Sesame Street promotes mutual acceptance to create peaceful living. According to Fluent (2008) there were four lessons in the category of appreciation of human diversity engaged by Sesame Street. The lessons were recognition of similarities, receptiveness to a foreign child, receptiveness to a child who speaks different language, and receptiveness to a child of different ethnicity. The study was conducted in Serbia and Albania towards children who watched *Rruga Sesam* and *Ulica Sezam* as the local version of Sesame Street on the countries. As the result, there was a positive impact on children attitudes towards children from different ethnic background after watching the show which introduced the value of socio-emotional lessons through the TV show (Mares and Pan, 2012).

Knowing the limit: how much is too much

The positive impacts of Sesame Street do not erase the debate among the use of television among the children. The debate is due to the boundless access to various types of information which could affect the development, behaviour, health and learning of the children. According to Jusoff (2009), referring to the American Academy of Paediatrics (AAP) Guidelines, children older than 2 years old should watch television no longer than 1 to 2 hours of quality programming and children under 2 years old should not have any television viewing since the first 2 years of life is a critical period for brain development. Furthermore, Jusoff (2009) stated that children who watch TV more than they should are more likely to have poor academic performance, violence, and health problems. Christakir (2006 in Jusoff, 2009) found that too early television viewing has association to later symptoms of attention disorder, including restlessness, concentration problems, impulsiveness, confusion, and obsession.

Conclusion

It could be concluded that *Jalan Sesama* and Sesame Street (and its adaptation around the world) might promotes literacy, numeracy, health, and peaceful social interaction through a TV Show that runs based on its main principle: learning, reach and perceptions of cultural relevance. Those positive impacts have been proven by many researches conducted all over the globe. However the positive impact of Sesame Street does not erase the debate over television viewing on early age. The limitation of television viewing should also be considered, especially on when to start allowing children to watch and how much the children should be allowed to watch.

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DIGITAL LITERACY
THE NEW ERA OF TEACHING AND LEARNING IN INDONESIA

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Abstract

Indonesia is an archipelago country with more than one hundred million lives. The data says Indonesians are one of the biggest users of internet and ICT. This situation trigger the government to introduce digital literacy as the new way of teaching and learning process. This study aims to describe digital literacy applied as the new era of teaching and learning in Indonesia. Indonesia's government established National Literacy Movement or *Gerakan Literasi Nasional* which contain School Digital Literacy. School digital literacy brings a new perspective in managing sources of information at school. At the present day, literacy is not about being able to read or write. However, literacy is the ability to gain information from any sources or media. As the use of internet, particularly ICT, in Indonesia is increasing each year, digital literacy offers a brand new method and approach in teaching and learning at schools.

1. Introduction

Indonesia is a country with varies of cultures, languages, customs, culinary, nature, and also problems. Indonesians live in a place where everything has already been provided, however, mostly the people rarely remember how to utilize them wisely. One of the reasons is literacy. How does literacy become a big issue in Indonesia? How is it really important? Indonesians are well-known as kind and friendly to other people and also visitors. Being nice to other people is not enough, Indonesians have no history as a nation who like reading or writing. Literacy in Indonesia is low. It is because the nature of Indonesians are cultivating. Literacy becomes important to develop and increase the quality of Indonesians as a human being as well to compete against other people all over the world. Many ways have been done in empowering literacy in Indonesia, particularly students. Education sector is a potential sector approaches by literacy. Indonesia government recently has suggested school to put literacy as the main concern in the curriculum. There are several ways to improve literacy at school in Indonesia. One of potential ways in improving literacy at school is digital literacy.

Based on the research in 2015 by *Asosiasi Penyelenggara Jasa Internet Indonesia (APJII)* collaborated with *Pusat Kajian Komunikasi (Puskakom)* University of Indonesia, it is mentioned that 88,1 million Indonesians are potential internet users. By this amount of people using internet in Indonesia, digital literacy might offer a new way of improving literacy at schools in Indonesia. Indonesians have the ability to use internet, however, they have not use the internet wisely to provide them information for self-development. The development of technology in Indonesia could offer the positive and negative sides. The question is, how could Information and Computer Technology (ICT) improve literacy at schools in Indonesia? This particular subject had been regulated by the government to improve literacy in Indonesia. Digital literacy becomes a new way or even a solution to reduce the inability of Indonesians, particularly, students to understand any information however it is presented. This paper aims to introduce digital literacy and how digital literacy empowerment ignites the improvement of student's literacy.

2. Discussion

The discussion will be focused on digital literacy as the foundation of this study, school digital literacy, and the overview of studies from Indonesia in implementing digital literacy in schools.

2.1 Digital Literacy

When it comes to the definition, as twenty years ago, literacy defined as someone's ability to read and write. Recently, the definition of literacy expands to the ability to understand and comprehend information from any types of sources. This ability is compulsory for human being, particularly students, to enhance their quality. Students in Indonesia need to improve their litearcy since they will face hard competitions afterward. As there are many sources (media) of information, students in Indonesia might be able to improve their literacy through ICT. The usage of ICT in conducting literacy is called as digital literacy.

> *"Digital literacy should be understood to mean the basic skill or ability to use a computer confidently, safely and effectively, including: the ability to use office software such as word processors, email and presentation software, the ability to create and edit images, audio and video, and the ability to use a web browser and Internet search engines." (Royal Society, 2012)*

Being digitally literate means the students able to process any kind of information, understand the message and communicate effectively with other people in any forms. In this case, the form could be creating, collaborating, and communicating and as well as working. If the young generations of Indonesia cannot deal with digital literacy, they will be diminished from the competition to obtain job, democracy participation, and social interaction. Bawden (2001) offer a new perspective saying that digital literacy is rooted to computer literacy and information literacy. Computer literacy developed in 1980s when micro computer used widely, not only for business domain, but also in the society. Belshaw (2011) in his thesis entitled *What is 'Digital Literacy'?* introduced that there are eight essential elements in developing digital literacy, namley:

1. Cultural, comprehension of vary context of the use of digital world;
2. Cognitive, the ability to assesst the content;
3. Constructive, using digital tools in reflective and appropriate ways;
4. Communicative, using digital tools and power structures to communicate effectively and contribute meaningfully;
5. Confident, be confident and not afraid taking a risk in making mistakes;
6. Creative, facing the new technology requires creative ideas
7. Critical, digital literacy involces an understanding of how to deal with hyperspace and hypertext and critically evaluate the technology being used;
8. Civic, embrace technology to improve lives and and the lives of others in the world.

In addition, according to Mayes and Fowler (2006), the principle of digital literacy development is tiered. There are three levels in digital literacy. The first, digital competence includes skill, concept, approach and action; the second, the usage of digital indicating to the application of digital competence in a particular context; and the third, digital transformation that needs creativity and invoation in digital world.

2.2 School Digital Literacy

Digital literacy is life skills that involves socializing ability, ability in learning, and attitude, critical thinking, being creative, and being inspirative as digital competency. The implementation of digital literacy at school has been conducted by the government. School Digital Literacy is one of the effort in National Literacy Movement or *Gerakan Literasi Nasional (GLN)* designed by

Ministry of Education and Culture in 2017. The program also specifies and targets school to implement the program called School Literacy Movement or *Gerakan Literasi Sekolah (GLS).* School digital literacy must be developed as an integrated learning mechanism in the curriculum or at least conncected with the teaching and learning system. There are several strategies in applying school digital literacy.

a)   Strengthening the Capacity of The Facilitator

Training the headmaster, supervisor, teachers and educational staff should be strengthen. The content of the training could be the utilization of digital media in teaching and learning process as well the students are forced to use ICT wisely.

b)   Increasing the Number and Variety of Quality Learning Resources

Schools in Indonesia prosecuted to increase the number and variety of quality learning resources for the students. There are several thing can be conducted by schools in improving the number and variety of quality learning resources as follow:

- Addition of Digital Literacy Reading Material in Library.
- Provision of Educative Sites as a Student's Learning Resource.
- Use of Educative Applications as a Learning Resource School Resident.
- Making School Wall Magazine and Class Wall Magazine.

c)   Expanding Access to Quality Learning Resources and Coverage Learners
  - Providing Compuer and Internet Access at School.
  - Providing Information through Digital Media.

d)   Increase Public Engagement
  - Sharing Session
  - Stakeholder Engagement
  - Strengthening the Forum with Parents and Communities

e)   Strengthening Governance
  - Administration System Development Electronically
  - School Policy about Digital Literacy

2.3   Overview

Three articles had been reviewed which are taken from various journals. These articles are related to school digital literacy. The articles are written by Puspito (2017), Pratiwi and Putra (2017), and Darmastuti, et al (2017). Those articles are relevant to this paper about digital literacy implemented at schools in Indonesia.

2.3.1   Digital Literacy Implementation on School Literacy Movement or "Implementasi Literasi Digital dalam Gerakan Literasi Sekolah" by Puspito (2017).

School Literacy Movement is the base of his study. The implementation of digital literacy at school is integrated with school literacy movement which is also part of national literacy movement. Puspito aimed his study to describe the implementation of digital literacy and to describe how it was conducted at school. He stated that there are three important things to pay much attention to be able to conduct literacy at school. The first is prepare that the school is proper for literacy. One way to do this is by showing every students works on the school wall. It has to be changed frequently to make it more dynamic. The second, to make social and affective school environment as literate as it can be. It can be done by giving recognition to the students' achievements. For instance, by giving award, book festival and many others. The last one is preparing school as academic literate environment. It is a compulsory for school to create school literacy team who make plans and assessment program.

Puspito also said that the term of literacy has been shifted to not only about being able to read and write, but being able to use any kinds of media (electronics or printed) which what we called as digital literacy. In implementing digital literacy at school, he gives a very useful example on his paper. Many teachers in Indonesia have allowed the students to get used to use smartphones. The teachers introduce the students to the students the newest way in communicating about school or others using technology. At present day, teachers have no obstacles in contacting their students. Homework are openly discussed in Whatsapp group or other chatting group. Another example is the teacher use *quiper* application. *Quiper* is a learning application which contains material and questions about any school subjects. The use of many gadgets and technologies bring good not only for the teachers and students, but nature as well. By using technology devices, it will reduce the use of papers. This issue could teach the students how to save the environment by not wasting the resources. In another example is that the students start to use their smartphones not only for taking selfies or online gaming. The students are starting to realize that technology is more than watching Youtube or chatting. It is also useful to get more information.

As Indonesia is a big country, school digital literacy is not always easily conducted in every school in Indonesia. Schools in big city such as Java and Sumatera, are provided with advanced facilities. However, schools in remote areas in Indonesia, are poorly equipped with those technologies. Therefore, school digital literacy will be slower down if the facilities and the touch of technologies are only in big cities. Another obstacles is the teacher who held school digital literacy should have a really good supervision to their students. It is because the teachers should not lose their control to students while having digital literacy at school. The temptation to use their smartphones or laptop not properly could be haunted the teachers. The prohibited sites also need attention by the teacher therefore the students cannot access the sites.

2.3.2 The Utilization of Media Nusantara Bertutur in Optimalizing Multi-literacy Culture for Students at Elementary School or "Pemanfaatan Media Nusantara Bertutur dalam Optimalisasi Budaya Multiliterasi Bagi Siswa Sekolah Dasar" by Pratiwi and Putra (2017).

Pratiwi and Putra aimed the study to describe the use of *Media Nusantara Bertutur* as one of story-telling media which presented by spoken and written language. The target of the study is elementary school students. *Media Nusantar Bertutur* can be found as an audio file on a website provided by Kompas Media. This is a new way of teaching digital literacy at school, particularly for younger learners. Story-telling is not a new subject in Indonesia. Parents usually tell story before going to bed which is commonly effective to share character education to the children. Pratiwi and Putra introduce *Nusantara Bertutur* which is a community with a good concern to help the development of children character through story-telling.

Abidin (2015:257) explains that multi-literacy is a set media used in learning. It shows that any kinds and forms of literacy media in real life could be a good generator and the formats in distributing the knowledge and also skills which are multimodal.

"Meaning and knowledge are built up through various modalities
including images, texts, symbol and interactions. (Vasquez (2009)"

Nusantara Bertutur is multi context. The stories given are presented by simple story-telling that fits to the level of elementary school students. The story-telling are equipped with simple narration text. In addition, the moral value are also inserted in each story. *Nusantara Bertutur* could be another alternative to teach students in a creative and intriguing way. Story-telling might be boring if the packaging is not interesting. Elementary school students need a new way of teaching any subjects. This could be an answer for the teachers who face difficulties in gaining

students' attention in the class. An interactive media is needed if the teachers have already mastered the technologies used within. Digital literacy might not be all about technologies, however, technologies help teachers and students to use more of their ability and sharpening their knowledge fast. On the other hand, digital literacy has proven that schools in Indonesia are able to insert Indonesia's character education or value. Some teachers at the present with the newest curriculum might have problems in integrating language subject with spiritual and social value. As the teachers are not closed minded with many changes and the development of technology, the media of teaching would be greater and better in the future.

2.3.3 *Digital Literacy for Elementary School Students Based on Local Wisdom of People of Salatiga* or *"Literasi Digital untuk Siswa Siswi Sekolah Dasar Berdasarkan Kearifan Lokal Masyarakat Salatiga"* by Darmastuti, et al (2017)

Darmastuti, et al (2017) wrote a paper concerning in using local wisdom of the people of Salatiga in digital literacy in elementary school. The topic is interesting since local wisdom might be far from elementary school curriculum. The study was conducted in Salatiga in 2017. It concerns about the development of technology does ignite the hate speech or hoax in Indonesia. Darmastuti, et al see this issue could be reduced by digital literacy. The only way to prevent the hate speech and hoax in Indonesia is by using digital literacy along with local wisdom. It means local wisdom of a society in a region could be used as a shield to face the spread of the hate speech and hoax. Douglas Keller says society are able to resist the influence of media culture with their own culture. The dominant message delivered by the mass media can be filtered with our own local wisdom to create the meaning of their identity. Based on Douglas, culture of the society of Salatiga will be used in preventing the issues in mass media including digital media.

There is only problem aroused. Using local wisdom as a front prevention is not that easy. Recalling in this digital and globalization era, the young generations do not care and comprehend their local wisdom and culture. The attack of western culture through mass media brings more influence to them than the local wisdom. However, this situation might be different comparing to people of Salatiga. In the middle of information tide as the impact of technology, people of Salatiga stay still with their local wisdom which had been taught by the ancestor. The value of religion toleration, as the legacy from the ancestor, keep growing until the present day. It can be shown when the holiday for the different religions in Salatiga. The people of Salatiga celebrate the difference of the society peacefully.

In relation to digital literacy, literacy conducts by doing social construction in the society pressuring to the local wisdom. According to Luke (1999), media literacy is integrating the ability to read, to follow, to speak and to listen of the media with cognitive. The local wisdom own by the people of Salatiga would be the basis of the cognitive in media literacy. This principle are inserted in the learning process of the students in elementary school in Salatiga by religion toleration. It is all started by building up the way of thinking of the students in the elementary school properly. Local wisdom own by the people of Salatiga use as the foundation in constructing their cognitive. The use of local wisdom and digital literacy might be a brand new idea in collaborating culture and technology. However, this idea might also be great if the people are open minded with the integration.

3. Conclusion

There are three conclusion can be taken from this study as follows.

a) The definition of literacy has been developed in twenty years. Literacy is not about being able to read and write, however, literacy is being able to use any kinds of media (electronics or printed) which what we called as digital literacy.

b) Digital literacy at schools in Indonesia has to be improved as Indonesia is one of the biggest internet and technology users.

c) Studies show schools in Indonesia could apply digital literacy in many ways. For instance, by using software application as well as using the local wisdom integrated with digital literacy.

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LITERACY AND INTERPRETATION IN FORREST CARTER'S
THE EDUCATION OF LITTLE TREE

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Abstract
This article discusses the importance of literacy. it should be understood as the way to get an understanding. This article also emphasizes that literacy is not the end process of learning. After literacy there should be something more to do. It is an action called interpretation and to interprete well a reader should have the knowledge of interpretation. Both activities are illustrated in a novel written by Forrest Carter, The Education of Little Tree. The novel gives a description that literacy is important and it will be more when it is followed with the next action, interpretation.
Keywords: Literacy, Interpretation, Understanding, Knowledge, Linguistic, Psychological

Introduction

Literacy has become a powerful word in Indonesia. Many seminars and talks have been conducted to discuss this word that has been influencing a lot of things in our system of Education. A lot of people, professors, students, and parents are involved in groups of discussion. The discussions suggested some recommendations that are not easy to execute. This article is also a form of discussion regarding literacy.

The next step after having the skill of literacy is the skill of interpretation. It is also considered a skill. A reader must take a position to read and interpret a chosen text. The interpretation needs an art called hermeneutics. It is a theory of interpretation.

In the effort of trying to find a new thing to recommend, this article is going to show how illiterate people try to be able to read and then perhaps to be able to write. It is a story in the Education Little Tree, a novel that is written by a half cherokee writer, Forrest Carter.

Forrest seems like to show his readers how his people try to understand a lot of things in life, especially the life that makes them relate to other people. He also likes to show that reading makes them find a new world, no matter it is good or not for them.

Literacy

Let us go to the understanding of Literacy that I like to support in this article. Davey (2002) states that literacy is more than learning to read and write. It is tool that can be used for different functions that vary according to context and culture. From the statement I underline three phrases; learning to read and write, and different functions.

The first phrase, learning to read and write, has a meaning to me that whatever you are going to do to improve literacy of your students, you must start from a basic activity, learning to read and write. It also has a meaning that without enhancing skills of reading and writing, you can not call an activity an effort of improving literacy.

Some academicians including Kim Cheung and Dubey (2014) think that the ability to read in literacy is not only to read written words but also to read images. It means that the meaning develops so much since if you agree with ability to read images, it means you must also have a developed ability to write. Then, the second phrase is different functions. It suggests a meaning that literacy can be used for more than a function in humans' life. After having the skills, our students can use them in their environment to suceed their lives.

Getting back to what Davey likes to share. She puts a strong emphasis on her statement that literacy is more than learning to read and write. It occurs that according to her, literacy is opening an opportunity to do a lot of things in life after being able to read and write.

The question is then what you are going to have after being able to read and write. You are surely going to discuss more things in this article to answer the question.

Interpretation

We interpret, therefore we are. It is the statement of Rene Descartes that is written by Wolgang Iser in his book *The Range of Interpretation* (2000) in the pages of introduction. According to Iser, interpretation refers to an ongoing activity that humans always do in life. The interpretation makes a being be in the world.

It also suggests that humans will direct what they read or message to the world that they understand. It is also called the world of meaning. In other words, it is good to refer to Fadlil Munawar Mansur's statement that to interprete is to translate such message into the world of meaning (Munawar, 2017: 318).

To discuss more on interpretation, I feel it important to read what Foster (2011) cited. Foster wrote that according to Schleiermacher, interpretation is not a science but an art. He rejected an argument that an interpretation is like science, let alone a natural science (2011: 14).

Foster went on writing that Schleiermacher said that hermeneutics is strictly the art of understanding. He underlined what Schleiermacher said that before interpretation can even begin, the interpreter must acquire good knowledge of the text historical context. Interpretatiom always has two sides: one "linguistic", the other psychological. (2011: 257).

Linguistic interpretation is to infer from the particularly known uses of a word to the rule governing them. It also rests on the meaning-word principle. Hence, it can be concluded that linguistic interpration pays attention on the usage of a word and its meaning.

Psychological interpretation instead focuses on the author's individual psychology. Unlike linguistic interpretation which is mainly concerned with what is shared in a language, psychological interpretation is concerned with what is distinctive to a particular author.

In *The Education of Little Tree*

What should be seen firstly in literacy in my opinion is the effort to understand. The quality of understanding depends on the quality of the effort but the goal is clear, to understand. One way to reach the goal is reading but it is not the only way. In *The Education of Little Tree* (1976), readers can find how the author tells the effort of his grandparents to understand world outside their world.

It is in page entitled *Shadows on a Cabin Wall* and it starts from

In the evenings of the winter, we sat in front of the stone fireplace. Lighter knots, taken from the centers of rotted stumps, sputtered and flickered from the thick, and resin, throwing on the wall shadows that jumped and contracted, only to leap up again, making the walls come alive with fantastic etchings appearing and disappearing, growing and receding. There were long silences while we watched the flames and dancing shadows. Then Grandpa would break the silence with some of his comments on the "readings". (1976: 13)

Readers may find that the reading session of Grandpa, Grandma and the boy is a very special occasion in their daily life. They make it interesting with some other memorable elements. It is also a discursive meeting since Grandpa gives comment in the reading process.

It is a necessary program that makes them sit and listen. They set a regular schedule for it. They also spent a lot to make it. In the novel the author wrote

Twice a week, every Saturday and Sunday nights, Granma lit the coal oil lamp and read to us. Lighting the lamp was a luxury, and I'm sure it was done on account of me. We had to be careful of the coal oil. Once a month, me and grandpa walked to the settlement, and I carried the coal oil can with a root stuck in its snout, so that not a drop was spilled on the way back. It cost a nickel to fill it, and granpa showed a loy of trust in me, letting me carry it all the way back to the cabin. (1976: 13)

They need books, even the world class books, to read. It is not easy but they try to have the books. They try to have the world by selecting the best books that they like to read. Forrest Carter told his readers

When we went, we always carried a list of books made out by Granma, and Granpa presented the list to the librarian, and turned in the books that Granma had sent back. She didn't know the names of modern authors, I don't suppose, because the list had the name of Mr. Shakespeare (anything we hadn't read by him, for she didn't know the tittles). (1976: 13-14)

It is not enough to have the books read by Granma. They then, support their learning with a different thing to do; learning to make up sentences. You can find it in the novel

We kept the dictionary checked out all te time, as I had to learn five words a week, starting at the front, which caused me considerable trouble, since I had to try to make up sentences in in my talk through the week using the words. This is hard, when all the words you learn for the week start with A, or B if you're into the B's. (1976: 14).

When reading specific books such as *Macbeth* and *The Decline and Fall of the Roman Empire*, Grandpa gave very special responses. Forrest described the responses and the ways to express the responses as follows

When granma read about Macbeth, I could see the castle and the witches taking shape in the shadows, alive in the cabin wall, and I'd edge closer to Granpa's rocker. He'd stop rocking when granma got to the stablings and the blood and all. Granpa said none of it would come about if Lady Macbeth had minded doing what a woman was supposed to do and kept her nose out of the business that rightly ought to have been done by Mr. Macbeth, and besides, she wasn't much of a lady, and he couldn't figure out why she was called such, anyhow. Granpa said all of this in the heat of the first reading. Later on, after he had mulled it over in his mind, he commented that something was undoubtedly wrong with the woman (he refused to call her Lady). (1976: 15).

The Decline and Fall of the Roman Empire also gave a chance for grandpa to give a special response. He expressed his understanding of his learning with the position he took in the killing of Julius Caesar. Forrest told

Granpa taken the side of Julius Caesar in his killing. He said he couldn't put his stamp on everything Mr Caesar done-and, in fact had no way of knowing all he had done-but he said that was the low-downest bunch he'd ever heard of, Brutus and all the others, the way they went slipping up on a feller, outnumbering him and stabbing him to death. He said if they had a difference with Mr. Caesar, they'd ought to made theirselves known and settled it square out. He got so het up about it that granma had to quiet him down. She said we was, all present, in support of Mr. Caesar at his killing, so there wasn't anybody for him to argue with, and anyhow, it happened so long ago, she doubted if anything could be done about it now. (1976: 15-16)

It also occurs from his novel that Forrest realized how important the experience in the past time is to support the understanding of a reader. He wrote that to understand what it meant to Granpa, you have to know something of the background (1976: 16).

Lessons from *The Education of Little Tree*

Forrest Carter's The Education of Little Tree gave some lessons to teachers who conduct projects of literacy. The Cherokees showed the importance of literacy in terms of giving opportunities for students to do alot of things after being able to read and write. They make readers realize that people in this era of life must read books to learn and understand .

The first thing to learn is that you should create a very exciting reading session. You should conduct an occasion that is a must to join. Your students will feel sorry to leave their reading class. You had better see how the Indians consider their reading time with their family. You should be able to make your students think that reading is a very necessary activity.

Secondly, you should set a fixed schedule and every member of the class must know the schedule. They all must agree that the time set is the time for them to learn to understand the world. The Cherokees even spent their time and expensive coal to conduct this activity. You should make your students realize that a reading session is expensive.

Thirdly, you must provide your students with what they need and it is necessary to assess kinds of books that they actualy need. It is not only interesting books to read but also books of knowledge. As a teacher, you should know what is the best for your students. The actual issues are also something to read so that your students will get their updated understanding. You may learn that the Indians read Shakespeare's books and the books of Roman Empire. The more the choices they have the more the understanding they get.

The novel also gives us knowledge that a reading session is not a teacher's time to teach but students' time to learn. They have to be active. They must practice and have target to reach. Dictionary is a must to have. The literacy should bring them to understand the meaning of the words that they read.

Again, the main target of reading or in a system called literacy is understanding. You should have the same target. You should make your students understand what they read. They should come to an agreement that a literacy is nothing but understanding.

The effort of understanding can be shown in linguistic interpretation and psychological one, and what you should do is to give them time to express their undertanding. It will be a more special time for them since the two kinds of interpretation will show their wide worldview after reading.

The linguistic interpretation will play in the domain of language. It will show whether your students understand the usage of the words they read and the meanings. It is not enough to see how the words are used in the text they read but they must be able to use the words in their own sentences correctly.

The psychological interpretation will make them show your students capacity of observing a text. They will give various understanding since they will see the author's distinctive psychology. They will also give other consideration to support their interpretation. With psychological interpretation, a reader are able to focus on "illoccutionary" force or intention in the text.

It is also important to note that you should respect the differences that they offer. If you respect them, your students will respect their friends' interpretation. Then, the class will be a discursive one.

One more thing to underline is that when Forrest Carter said that to understand what it meant to Granpa, you have to know something of the background (1976: 16). It is also a crucial point of interpretation. Foster once underlined what Schleirmacher wrote about interpretation that before interpretation proper can even begin, the interpreter must acquire a good knowledge of the text historical context (Foster. 2011: 257).

Forrest clarified what he stated when he wrote about the response of Grandpa to what Grandma had read about George Washington. Grandma had never told the bad things of George Washington. It had made Grandpa consider George Washington a good man, a big hope and even he thought that George Washingston was the only good man in politics since Grandpa had always thought that politicians were responsible for just about all the killings in history.

The good things of George Washington had always been in Grandpa's mind until Grandma slipped up and read about the whiskey tax. Forrest wrote

> She read where George Washington was going to put a tax on whiskey-makers and decide who could make make whiskey and who couldn't. She read where Mr. Thomas Jefferson told George Washington that it was the wrong thing to do; that the poor mountain farmers didn't have nothing but little hillside patches, and couldn't raise much corn like the big landowners in the flatlands did. She read where Mr. Jefferson warned that the only way the mountain folk had of realizing a profit from their corn was to make it into whiskey, and that it had caused trouble in Ireland and Scotland (as a matter of fact that's where Scotch got its burnt taste – from fellers having to run from the King's men and leaving their pots to scorch). But George Washington wouldn't listen, and he put on the whiskey tax. (1976: 17)

It changed what Grandpa thought of George Washington. It made Grandpa again sure that there was no good man in politics. Grandma felt sorry to see Grandpa disappointed. However, in my opinion, the story is a valuable reference. An important knowledge of someone and something is always good to learn.

The historical background makes the readers know what causes the change. No matter it is disappointing or not, the new knowledge is the correct understanding that a reader must get.

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TEACHING PROCEDURE TEXT THROUGH PROJECT-BASED LEARNING TO ENHANCE STUDENTS' ENGLISH SKILLS AND LITERACY FOR GRADE IX OF JUNIOR HIGHSCHOOL

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Abstract

English skills and literacy can be integrally developed in an English learning-teaching process in class. Procedure text is one of monologue texts taught at junior high school Class IX through which English skills and literacy can be developed by encouraging students to learn, to present, to create or to do something using the text. To attain the students' English skills and the good characters of sensitizing surroundings, as well as to enhance students' literacy, the learning process should be based on the local problems. Project-Based Learning (PjBL) starts from the real problem and solution so that a project necessarily needs to be created and the learning would be authentic. PjBL offers learning steps that enable students to think critically, find problem and decide solutions.

During the implementation of PJBL in teaching procedure text, students could make project plan through logical thinking, meaningful steps and reasonable ways of thinking. Students could work in collaborative way to plan and create something. To enhance literacy competence, students were encouraged to write problems, formulate solution, plan steps, analyze data, finish with series of processes, and finally present their product before the class. Students learned English integrally when everything should be read, listened, noted and presented orally.

Keywords: *Project-Based Learning(PjBL) Model, authentic, collaborative*

A. Introduction

The goal of English teaching at *SMP/MTs*, based on Curriculum 2013, is to develop students' potential to have communicative competence in using interpersonal, transactional, functional and monolog texts in oral and written language forms. Through those texts, students are guided to use all factual, conceptual and procedural knowledge, and to enforce national moral values and characters in daily life contexts of home, school and society. (*Permendikbud* Number 20, 2016).

While for knowledge dimensions of language learning there are factual, conceptual, procedural and metacognitive. (Curriculum 2013, 2016) Metacognitive must be emphasized when the learners' strategy to learn second language is going to attain. Learning strategy relates to input-to processing, storage and retrieval, that is, to taking in message from others (H. Douglas Brown, 2007). Metacognitive is a term used in information-processing theory to indicate an 'executive' function, strategies that involve planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed (Purpura, 1997) It means that to implement Curriculum 2013, students are encouraged to practice processing information including how to plan concept, focus on learning tasks, focusing on language input and situation, manage himself as learner, self-correcting and reflecting.

The government also suggests teachers to have other holistic learning model to implement the Curriculum 2013. The lessons must be planned in such a way that the learning pace is more effective and efficient for students to get sufficient theories, practice and communicative implementation of their language knowledge and skills. Project-Based Learning Model is one of best model to be implemented in English classes. According to Fried-Booth (2002), the process

leading to the end-product of project-work provides opportunities for students to develop their confidence and independence.

B. Objectives
This best practice is developed to:
1. implement the PjBL learning model for junior high school Grade 9.
2. describe the efficacy of PjBL model to attain the English competence and literacy.
3. reveal the limitation of PjBL model to teach procedure text.

C. Learning Significance
1. Scientific Benefit
The PjBL supplementary material is proposed to:
a. develop more meaningful English learning teaching process to enhance students use English competence as a means of communication, thinking and sensitizing as stated in the Curriculum 2013 objectives.
b. provide students with authentic situation to practice using oral and written English cognitively and affectively.
c. help English teachers of junior high school teach using other teaching model supplementary of experiential approach for students.
2. Practical Benefits
To supplement the Curriculum 2013 with enrichment on learning teaching process so that learners attain the more maximum English competence.

D. Review of Related Literature
The learning process for Pendidikan Dasar dan Menengah (for Curriculum 2013 implementation) is based on the Ministry of Education and Culture Regulation (Peraturan Menteri Pendidikan dan Kebudayaan) and its attachment (Learning Implementation Guidelines). For junior high school students, the dimensions of competence are religiosity, educated, confidence and responsibility (categorized as attitude); the factual knowledge, conceptual, procedural and metacognitive (categorized as knowledge); and the level of thinking (LOTS -HOTS), psychomotor and knowledge-based (categorized as skill).

Curriculum 2013 gives more opportunities for teachers to creatively plan any holictic learning models. It is written on the Dinamika Perkembangan Kurikulum 2013 Balitbang Kemendikbud. Scientific approach is not the only one to implement Curriculum 2013. Developing communicative way of learning and teaching English is a must. It means all students' activities are focused on delivering and receiving messages. According to Paul Nation (2007), English classroom activities can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. The writer aims to develop the English class activities through PjBL model to give the learners more chance to talk about things, to convey messages and to develop communication strategies.

Many benefits of incorporating project work in second and foreign language settings have been suggested. Students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006:27, in Brian Tomlinson, 2008)

Based on the Document of Curriculum 2013, the following is the characteristics of English instruction flow using project-based learning. (Kemendikbud, 2016):

Table 1 Steps on PjBL Model

LANGKAH-LANGKAH	DESKRIPSI
Langkah -1 Penentuan proyek	Guru bersama dengan peserta didik menentukan tema/topik proyek
Langkah -2 Perancangan langkah-langkah penyelesaian proyek	Guru memfasilitasi Peserta didik untuk merancang langkah-langkah kegiatan penyelesaian proyek beserta pengelolaannya
Langkah -3 Penyusunan jadwal pelaksanaan proyek	Guru memberikan pendampingan kepada peserta didik melakukan penjadwalan semua kegiatan yang telah dirancangnya
Langkah -4 Penyelesaian proyek dengan fasilitasi dan monitoring guru	Guru memfasilitasi dan memonitor peserta didik dalam melaksanakan rancangan proyek yang telah dibuat
Langkah -5 Penyusunan laporan dan presentasi/publikasi hasil proyek	Guru memfasilitasi peserta didik untuk mempresentasikan dan mempublikasikan hasil karya
Langkah -6 Evaluasi proses dan hasil proyek	Guru dan peserta didik pada akhir proses pembelajaran melakukan refleksi terhadap aktivitas dan hasil tugas proyek

This proposed supplementary material takes type of product through a semi-structured project. During the process of learning, teacher takes role as facilitator, mentor and tutor. This PBL instruction is presented to:

1) Provide students with more opportunities to put their English knowledge and competence into use in authentic contexts.
2) Foster students' learning outcomes on English listening, speaking, reading and writing to solve problem, to think creatively, to work in team and to use English in real communication.
3) Provide learning enrichment for advanced students, as well as remedial for the weak ones.

The behavioral objectives of implementing the project-based learning are:

1) During the teaching presentation, at least 80% of students are more motivated in active to solve problems and tasks to finish the project.
2) At least 75% students are able to convey meaningful English sentences and utterances in logical and comprehensive way.

E. Findings And Discussion
1. Findings
a. Deciding Project

This step is intended to dig ideas on the kinds of product for project going to be created. It covers the 'leading in' process of teaching which guides students to explore the problem identification that matches the real needs. Sampling and discussion on product creation includes identifying the reason why a certain product is made, who will use the product, what kind of product specification will be the best for different needs, et cetera.

Students are encouraged to formulate interrogative sentence to indicate the problems. For example "*Why is it difficult to find books in class? Where can I find the class data?* " The samples of different resolutions toward certain problems are written in clear sentences. It talks about what

kind of product they will make in order to solve the problems. For example students decide to make a classroom book case to keep books or classroom administration book in class. Students also discuss about the subject material relating to the language learning and product specification so they are encouraged to do a survey, analyze other texts or articles on other products with different characteristics.

2. Deciding steps

Based on the decision of product to be made, students write lists of activities to finish the project. These activities include the detail job description and distribution among the member of group.

3. Scheduling

Students make schedule of processing the product in groups. Schedule should include the activities, tools, time, location, person on duty and funding. Students also need to decide the target schedule of finishing the project.

4. Processing

The processing step includes:

- Composing procedure text with particular characteristics of product.
- Preparing tools and material
- Deciding the steps and key success to finish the product
- Preparing presentation about the product.

5. Reporting

At this step, student groups present their project of making a product. It includes the explanation on the background of their project, the planning, the detailed process and some notes on weaknesses and strengths. Students present it orally in front of the class. The work compilation is submitted in form of written article through which people can read and learn the project work easily.

2. Discussion

The discussion describes about advantages and disadvantages of implementing the PjBL for teaching procedure text.

1. The Advantages

a. The Language Learning

Referring to the English teaching goal of Curriculum 2103, the language skills are developed through the classroom language discourse during the classroom as well as group discussions. Besides the factual, conceptual and procedural, the metacognitive dimension of language knowledge can be developed by students through transferring and handling information from reading activity for analyzing texts to written and oral language on oral presentation. These tasks need knowledge of different style of language.

b. Contextual Learning

The PjBL process follow 7 components of contextual learning type. First, constructivism in which students observe and interpret the surroundings problem and then construct knowledge. Second, students are invited to question the real problem through their language. Third, students inquire problem, propose solution, realize project through collecting data then present it. Fourth, students learn through learning community of groups. Fifth, students learn and analyze the models on how other people make similar project. Authentic assessment is done on how students relate their real planning to the precise process, how students distribute jobs in team work and how the use the language in correct way.

c. Cooperative Learning

PjBL enables students to be more confident, creative and cooperative in team work of group. They learn how to discuss, argue, give opinion, make decisions and distribute tasks.

d. Positive Effects on Students' Knowledge and Environment Awareness

Some samples of students' opinions and impressions towards the program can be seen as follow:

Group 1: . Project Unyu-Unyu Mini Self

We think, the project is so cool. Although very cheap and easy to make, this project is very important and easy to use. The birthday paper also makes this project more interesting. This project is large and strong to save a lot of document

.

Group 2: Project of Broom Hanger

We think this project is great because the project is lifesteel, free corrosive and this project is also able to reduce the amount of spoon this school has. So we think this product has such a good quality.

Group 3: Project Soap Container

We think it'll be useful for anyone who after use the toilet,
before we get the idea, we see everyone who get out from the bathroom doesn't wash his/her hand. So we think that disgusting, then we get that idea. We know that useless thing can be a very usefull thing , we
can increase our creativity & we can solve a simple problem in this life

2. <u>The Disadvantages</u>
   a. To implement PjBL model teachers need much preparation on the activities, media, assessment and classroom management.
   b. Teachers and students need more fund to create the products.
   c. The school situation must support the learning steps and facilities.

Conclusion

During the implementation of PJBL in teaching procedure text, students could make project plan through logical thinking, meaningful steps and reasonable ways of thinking. Students could work in collaborative way to plan and create something. To enhance literacy competence, students were encouraged to write problems, formulate solution, plan steps, analyze data, finish with series of processes, and finally present their product before the class. Also, students learned English integrally when everything should be read, listened, noted and presented orally.

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Samples of Students' Work

Group 3 / 9A

9 A

PLANNING

PROJECT OVERVIEW

Other subject area | Life skill, math

Project Idea

Summary of the issue, challenge, investigation or problem | There are many lost things (pen, pencil, etc.) in 9A Class. It makes the class messy. We want to make a place to make it tidier. We will make it from useless bottle, So the cost will be more cheaper and reduce the global warming effect. It called " Multifunctional Bottle "

Driving Question | • How to make the class tidier ?
• Why it's Important to use used things?

Project Description | Multifunctional Bottle is made from large bottle like soft-drink bottle. There will be a medium hole to put the things. On the bottle cap there is a little hook for hang the bottle. We will decorate the bottle too

Image:

TUGAS KELAS IX MENULIS ARTIKEL PENDEK TENTANG PROJECT

TITLE:

"TOILET SYMBOL"
An English Project-Based Learning on Procedure Text
Written by :
Khikan K.S.P.L (17)
M. Ghifari Fadhillah (20)
Rr. Nurhaliza W.S.M (23)
Riska Humairah (26)
Senja Gumilang (29)
Yazmin Fadilla (33)
Yudhistira F.H (34)

BACKGROUND
Describe:
In our school, we found that there's no different between boys and girls toilet, so we named it. We chose it because it was easy to make and very cheap. We put it on the door of toilet (class 9). Many people can take the advantage because it is for public area.

ACTIVITIES
On 4th September 2017, our teacher command us to make a group for making project-based learning on procedure text, so one of our group asked " Why our school didn't have different about boys and girls toilet?" so our group had an idea to make the toilet symbol. It was a crazy idea but it was interesting because another group maybe didn't had an crazy idea like us.
After we decided to make this things so we observing the toilet, we chose toilet for observation because it's close to our class, and there didn't had symbol.
After we do an observation we make that things on 15th September 2017. It was very fun, while we make it.

PROCESSING

We need small rice ladle, watercolor, decoration, glue, pencil, and brush. The step are first, we make a patterns on rice ladle, and then paint the patterns with watercolor, wait until dry, next decorate the background with an abstract color, and the last put it on the toilet doors.

CONCLUSION

It was very good experience for us. We became very close because this projects. We hope that we can do this projects again.

THE MANIFESTATION OF THINKING SKILLS IN THE ENGLISH TEST ITEMS.

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Abstract
The major objective of this present descriptive analytical approach was to investigate the extent to which the thinking skills were manifested in the English test items composed by English teachers. Henceforth, the researchers explored the test items in order to determine the quantity and quality of questions by using Barrett taxonomy. The data gathered for this study were the package of national-based school examination in the academic year of 2017-2018. As far as the findings of this present study are concerned, there is still much room for higher order thinking skills to be included in the test items in order to contribute to the enhancement of students' critical thinking skills and meet their needs when studying at the higher level of education. Finally, this present study is summarized with a set of pedagogical recommendations for English teachers and academics.

Introduction

In the new global world, thinking skills have been emphasized as paramount aspect in education. Harizaj & Hajrulla (2017) states that fostering students' thinking skills has been one of the concerns of foreign English language teachers. They argued that fostering thinking skills of students can stimulate their self- confidence, aid them to be become independent and creative thinkers, and learn to use language for different purposes in different contexts. In the same token, (Brookhart, 2010; Li, 2016; Larsson, 2017) suggested to the teachers worldwide to incorporate thinking skills as they teach their students. It is precisely due to the fact that through integrating thinking skills in the language classroom the students will become more motivated in learning, have positive effect on their achievements such as their language proficiency get improved and become actively engaged in thinking. Furthermore, Živković (2016) said that thinking skills are essential for obtaining knowledge, good work performance, critical and dynamic thinkers and competent for problem solving in real life situations.

Having taken into account the importance of thinking skills, there must be some implications for classroom teachers to foster students thinking skills. Lewis & Smith (1993) states that everyone is in need of enhancing his/her thinking skills, teaching thinking skills should be integrated during the teaching and learning process in the classroom, and helping students with learning difficulties to develop their thinking skills is indispensable since being unable to foster these thinking skills could cause huge learning difficulties. Furthermore, Pacific Policy Research Center (2010) states that in order the students to be successful in their career and life there must be some kind of transformation that the schools need to make so that the students will possess the abilities required such as creative thinking, being flexible, being able to work together or collaborate in solving problems. The importance of thinking skills is in line with the idea of Cottrell (2011) who stated explicitly that thinking skills determine the success in professions and study. However, lack of fostering students' thinking skills in teaching seems to be prominent in Indonesia for many years. As a matter of fact, the experience of the writers when studying in junior high school and senior high school would say that the teachers rarely encouraged and developed students' thinking skills and they heavily emphasized on asking the students to memorize the teaching materials. It is in line with the observation of Masduqi (2011) who stated that Indonesian universities students had limited use of high order thinking skills. Consequently,

he further said that the students were prone to simply accepting opinion just as it is without truly evaluating it as they exchange their ideas either in their spoken or written language.

According to Bloom (1956) the levels of reasoning skills required in classroom situations comprises of six thinking skills or levels such as knowledge, comprehension, application, analysis, synthesis and evaluation. While the first three levels of this taxonomy are categorized lower order thinking, the last three levels are considered as higher order thinking skills which involve analysis, evaluation and synthesis. In addition, he argued that to assist the students to be creative thinkers the higher order thinking skills must be incorporated in the lesson plans and tests. Moreover, according to Wilson (2000) lower order thinking is the basic skills required before moving into higher order thinking. These are basic skills are well integrated in teaching process in schools such as reading and writing. On the contrary, higher order thinking skills are the ability to analyze, synthesize and evaluate (McDavitt, 1993).

Aside from the taxonomy of comprehension proposed by Bloom, Barrett (1968) introduced different levels of comprehension. They are literal, reorganization, inferential, evaluation and appreciation. Literal comprehension refers to literal recognition, recall or verification of details, main ideas, and sequence of events, comparison, cause-effect relationship, character traits, precise meaning of familiar words and make use of the contextual clues to guess the meaning of the words. Reorganization comprehension refers to the ability of students to synthesize, analyze, and/or organize information stated in a selection. Inferential comprehension is demonstrated when students use the ideas and information explicitly stated in a viewing material, students intuition and personal experiences as bases in making intelligent guesses and hypothesis. Students may infer supporting details, sequence, comparisons, cause and effect relationships, character traits, figurative language and predicting outcomes. Evaluation comprehension deals with judgments and focuses with reality or fantasy, fact or opinion, adequacy or validity, appropriateness, worth, desirability and acceptability. It also refers to judging the language and effect of the material in the light of appropriate criteria. It requires responses which indicate that an evaluative judgment has been made by comparing ideas. Appreciation comprehension deals with psychological and aesthetic responses. It refers to emotional responses to content, plot or theme, sensitivity to various literary genres, identification with characters and incidents, reaction to author's use of language, and response to generate images. In other words, it can be inferred that the first two level of Barrett taxonomy are lower order thinking skills because they require the students to recall the information of the given text. Whereas, the last three levels are categorized as higher order thinking since they demand the students to have the knowledge of the issue.

Since the taxonomy of comprehension has been introduced by different experts such as Bloom (1956) and Barrett (1968) and applied in education, much of the current literatures on thinking skills pay particular attention to fostering thinking skills of students through some teaching techniques. Studies conducted by Heng & Ziguang (2015), ŽivkoviĿ (2016), Gelerstein, et all (2016) and Coughlin & Featherstone (2017) provide model to illustrate a feasible procedure of test construction and measuring students thinking skills. While other studies conducted on integrating thinking skills in teaching English as a foreign language class such as Li, 2016; and Larsson, 2017. In addition, studies conducted by Widiati, (2012) and Wulandari (2017) revealed that low order thinking skills were more predominant than high order thinking skills in the reading comprehension questions found in English textbooks. As the aforementioned studies have dealt with, most studies on thinking skills have been carried out in investigating the thinking skills in textbooks. However, far too little attention has been paid in investigating thinking skills manifested in the questions of standardized test. Henceforth, the central thesis of this present

study is to seek the extent to which the thinking skills were manifested in the English test items of national-based school examination. In other words, the researchers explored the test items in order to determine the quantity and quality of questions by using Barrett taxonomy.

Research Method

The design of this present study was descriptive analytical in nature. This descriptive study sought to answer the aforementioned research question which was to what extent to which the thinking skills were manifested in the English test items of national-based school examination. In order to seek the manifestation of the thinking skills covered in the test items, the researchers gathered the data from the test items of national-based school examination in the academic year of 2017-2018 in East Nusa Tenggara Province. The data were in the form of questions stated in each number of 45 questions of national-based school examination.

Furthermore, before the researchers classified all of the English test items into the level of thinking skills, first and foremost they read thoroughly those 45 English test items. Having classified all of those English test items, the researchers categorized them into different levels of Barrett taxonomy such as literal, reorganization, inferential, evaluation and appreciation. After categorizing those test items into the level of thinking, the researchers tabulate them in order to calculate the percentage of each level and made conclusion.

Findings and Discussion

The findings of this study displayed some interesting points with respect to the manifestation of thinking skills in the test items of senior high school national-based school examination in the academic year 2017/2018 as it is shown in the following chart.
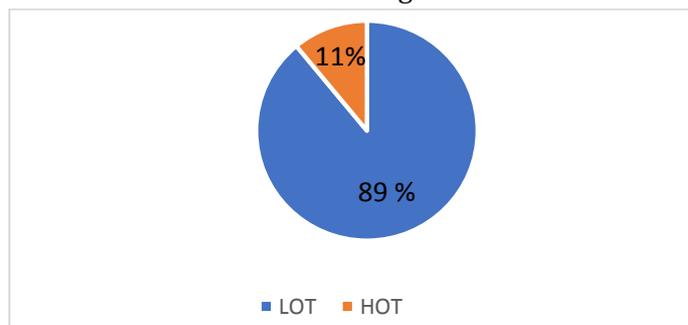

Chart 1.1. The manifestation of Lower Order Thinking (LOT) and High Order Thinking (HOT)

First, the test item of senior high school national-based school examination showed that the lower order thinking questions dominated over the high order thinking questions. There was 89 % of lower order thinking questions existing in the national-based senior high school examination. Whereas, the high order thinking questions covered only 11 % of the total number of questions. Furthermore, the most frequent questions of lower order thinking skills appeared in the national-based school examination was literal questions. The other two levels of higher order thinking skills of Barrett taxonomy which are evaluation and appreciation were not present in the national-based school examination of senior high school and only inferential questions were found. In other words, it can be concluded that the national-based school examination did not provide much room for the development of higher order thinking skills since it was dominated by the literal questions or lower order thinking skills.

Aside from the percentage of lower order thinking questions was higher than the higher order thinking questions, this study revealed another interesting finding in which the higher

order thinking questions were not present in the reading section of the national-based senior high school of East Nusa Tenggara province and were only present in the listening section. For instance, the lower order thinking questions found in the national-based senior high school test items were seen through some questions such as "*According to the text, one advantage of using the debit card is that…., What does the article say about the smokers?, "As this moist air travels over the land, it rises to pass over the mountain ranges." (paragraph two). What does the underlined word refer to?*" While the higher order thinking questions were seen through questions such as "*What does the man most likely to reply? What is the girl's most probable answer?*"

The findings of this study are not really surprising because it is in line with the findings of other studies conducted by other researchers who investigated under similar topic. For instance, studies conducted by Widiati (2012), Wulandari (2017) revealed that low order thinking skills were more predominant than high order thinking skills in the reading comprehension questions found in English textbooks. Furthermore, while English textbooks do not provide much opportunity for the students to foster their higher order thinking skills, a study conducted by Saefurrohman and Balinas (2016) has discovered that Indonesian junior high school English teachers used items from published textbooks as their primary sources for constructing assessment items. Consequently, there might be a relation between the high percentage of lower order thinking test items and the practice of English teachers who heavily relied much on the published textbook as they constructed test items for their students.

Conclusion and Suggestions

As far as the data of this study are concerned, the English national-based school examination of senior high school in the academic year 2017/2018 in East Nusa Tenggara province has revealed that the lower order thinking skills was more dominant than the higher order thinking skills. In other words, the questions raised in the exam simply require the students to recall facts and information and did not aid the students to think critically.

On account of small number of data gathered for this study, the researchers would like to recommend other researchers to investigate this particular topic by taking into account the large size of samples in order to have more comprehensive understanding and clear picture of how test items would serve as a means to foster students' thinking skills especially the higher order ones. Moreover, in order to have more comprehensive and thorough understanding of this topic, conducting a study on discovering the reasons behind as to why English teachers preferred lower order thinking questions more than higher order thinking questions is worth-searching in future. Since both textbooks and test items for senior high school students, as far as the results of previous studies are concerned, have not prepared or given much room for the senior high school students to enhance their higher order thinking skills, it would be advisable for the English teachers to incorporate higher order thinking skills in their teaching learning process.

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TEACHER'S PERCEPTION ON THE WASHBACK EFFECT OF CAT TOWARD STUDENTS' LEARNING STRATEGIES IN EFL CLASSROOM

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Abstract

The influence of testing on teaching and learning, or as known as washback/backwash, has received noticeable attention in recent years especially in language testing research. The aim of this study is to explore the washback effect of computer-assisted test (CAT) that has been implementing in teaching and learning activities on students' learning strategies in EFL classroom in Indonesia. A qualitative case study is applied in this research, with observation and in-depth interview as the instruments in collecting the data. The result of this research revealed that washback effect was found on students' learning strategies. The contribution offered by this study is to give evidence prevailing to Indonesian EFL learning in order for the teacher can support or provide the students' need by understanding their learning strategies and for the students can improve their interest in learning English by enhancing their learning strategies.

Keywords*: washback effect; computer-assisted test; students' learning strategies; EFL classroom

Introduction

English is an international language that should be learned by the students of EFL (English as a Foreign Language) classroom in all stages, from junior high school to university level, who want to be successful in Indonesian academic field. The EFL teacher has to give some test in order to get significant achievement to recognize the students' ability in mastering English. In the fields of education and applied linguistic, it is widely believed that testing influences teaching and learning (Alderson and Wall, 1993).

Computer technology in the field of language assessment and testing can be used as a tool in scoring test. In addition Language learners have positive respond of the use of computer as a tool to help teacher in testing English (Pathan, 2012). Computer-assisted test (CAT) or in Indonesia is known as computer-based test (CBT) is defined as "the tests that are administered at computer terminals or on personal computers" (Brown, 1997; Magdolna and Troy, 2012; Simin and Heidari, 2013). The test that can be adapted using computer are receptive-respond items including multiple-choice, true-false, matching items, essay, and so on; unfortunately, the interactive testing such as interviews, role play, oral presentations, compositions, and so on cannot be conducted using CAT.

The effect of the test on teaching and learning is commonly described as washback or backwash (Gates, 1995; Chen, 2002; Hughes, 2003; Brown, 2004; Cheng & Curtis, 2004; Cheng, 2005). Pearson (1988) defines that test influences "the attitudes, behaviors, and motivation of teachers, learners and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction-hence the term 'washback'". There are two major types of washback effect, they are positive and negative washback (Cheng and Curtis, 2004). Positive washback is the good result of testing that encourage teaching practice (Taylor, 2005: 154), while negative washback is the undesirable effect of the test in teaching and learning; the tests are deemed to be 'poor' (Alderson and Wall, 1993).

Many of English teachers in EFL classroom in Indonesia still use traditional assessment such as using pencil and paper test in teaching and learning activities. It rarely finds the teachers

who testing English using computer technology in Indonesia especially in Surakarta. One of the schools that is implementing computer technology as a tool in taking test is SMA N 2 Surakarta. During the preliminary research, the researcher found that the students have big interest in learning and taking English test by using computer.

Learning itself views as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984). It means that after using computer technology in taking students' score, they are expected to create knowledge through this term. Kolb (1984) believes that learning takes place when students acquire and apply knowledge, skills and feelings in a relevant setting. Thus, the researcher wants to know how the learning strategy of the students who take the test using computer is. Learning strategy itself is defined as the techniques of the learners for capitalizing on the principles in order to be successful in learning (Brown, 2004).

Meysam Damankesh and Esmat Babaii's (2015) research indicates that washback effect has power to influence learners' learning and strategic behaviors. Furthermore, Marzieh Rezaie and Mohammad Golshan (2015) claim that washback effect of CALT makes the testing process more innovative, flexible, individualized, efficient and fast. It gains researcher's curiosity about how the students learn when CAT is adapted in EFL classroom. The researcher also realizes that washback effect on CAT is needed to be explored. Thus, the aim of this study is to investigate the washback effect of CAT on students' learning strategies that is seen from teacher's point of view.

Method

The research was conducted to investigate the washback of CAT on students' learning strategies in Indonesia. SMA N 2 Surakarta was chosen as the context of this study because it is one of the favorite schools in Surakarta, Central Java province, Indonesia that uses computer in exercising/ testing English. It is rarely found the school that using CAT in teaching and learning English in EFL classroom especially in Surakarta. Usually the schools implement CAT, in Indonesia is also known as CBT, when the students are going to face national examination.

Qualitative case study is used as a strategy in this research in order to collect the information of the washback effect of CAT in EFL classroom. Case study is an empirical inquiry that investigate a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 2003). The subject of this study is the eleventh grade students of SMA N 2 Surakarta. The students consist of 158 students with an average age of seventeen years old. The meeting of English class is twice a week for 90 minutes.

The data of the students' learning strategies were deeply collected from the teacher's perspective by conducting interview because the teacher has duty in monitoring students' activities including their learning strategies in learning English. Actually, there are four English teachers in this school, but only a teacher who uses CAT in testing English. The teacher's age is in sixties that has more than 10 years experiences in teaching English. The teacher was observed at least twice. The data about the phenomenon under study were collected using one-on-one interview and non-participatory observation.

Finding and discussion

The findings showed that there were washback effect of CAT on students' learning strategies. Taking test by using computer improves learners' motivation in learning English and helps them to find their own learning needs. The evaluation of whether the washback has beneficial or

harmful effect is based on the students or teacher's perspective; this study focused on the teacher's perspective.

The students who want to learn a language well have to acquire or accumulate the basic linguistic knowledge, such as: grammar rules, vocabulary, and so on (Wang, 2013). Thus, it made the teacher believed that testing students' reading, grammar, vocabulary and so on by using computer was very useful to measure their English skill objectively, because the question of the test could be shown randomly and it was paperless. Additionally, the score of the test could be seen immediately; the teacher could also give feedback when it is needed. It was in line with Wang's (2013) description that "feedback can help the learners and teachers discover their strengths and weaknesses and guide them in improving their learning or teaching methods". It means that by giving the feedback, the students are expected to improve their interest in learning English; it can drive them to enhance or change their learning strategy. Furthermore, the teacher believed that CAT made the students do the test individually because it was more difficult for them to cheat than when they were using paper pencil test.

According to the teacher's perspective, there were positive washback of CAT on students' learning strategies. The use of CAT in testing English commutes teacher's strategies in teaching therefore, automatically the students' learning strategies become different. The teacher preferred using technology in teaching and learning activities such as projector, laptop, speaker, and so on in order to meet the students' need. He believed that the impact of CAT motivated the students to learn more and justified their learning practices.

The teacher said that after applying CAT, the students' score gotten was more objective. Some students who previously had high score got lower score than that when they were tested using paper pencil test. As Shohamy (1993) said that "external tests are currently used to force students to study, teachers to teach, and principals to modify the curriculum". It means that the washback effect of CAT encourages students to change their learning strategies in order to pass the test.

According on the interview and observation that has been done by the researcher, it found that some students who had no interest in learning English changed their learning behavior, such as: the students were more active in teaching and learning activities in the classroom; taking note when they found unfamiliar vocabulary then they asked it to the teacher, their friends, or got the meaning from dictionary; rereading the material; learning by listening, watching and practicing; learning English from internet; and so on.

Based on the discussion above, it can be concluded that from teacher's point of view, the implementation of CAT in teaching and learning activities in EFL classroom has positive washback. The students are motivated to learn more that encourages them to change or enhance their learning strategies in order to meet their own need.

Conclusion and Suggestion

This study reveals that teacher's perception of CAT influences students' learning strategies. The data was derived qualitatively that offered detailed and in-depth information of the teacher's perception toward the washback effect of CAT on students' learning strategies. The analysis indicates that the improvement of CAT in the future is important to emphasize positive washback and minimize negative washback when it occurs. This study has augmented knowledge in washback theory development in English as a foreign language and particularly offer evidence to the validation of CAT as a contribution.

For the teacher, the findings of this research can be used as a reflective guidance for the teachers in EFL classroom especially in SMA N 2 Surakarta to implement CAT in their teaching

learning process. Furthermore, this research may give additional information concerning to their students' learning strategies in English. By knowing how the students learn, the teachers are expected to be more selective and creative in preparing the materials that fit students' need in order to support them to master the target language. For the students, the findings of this research can be used as a reflective guidance for the students to create understanding about CAT in learning activities. In addition, this research's findings can show the students about the most effective way to learn English. For the future researchers, this research could be useful as a reference to conduct future researches dealing with similar problem by using another research design or model.

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THE READABILITY OF EFL TEXTS:
TEACHER'S AND STUDENTS' PERSPECTIVES

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Abstract
The ease of comprehending a text—or readability—should be estimated by the teachers before they present it to the learners in the teaching of reading; otherwise, the text may be either too easy or too frustrating to read, decreasing the learners' interest in the text and demotivating them to read further. To predict whether the text is of the right level of difficulty for the learners, the teacher may use his or her own subjective judgment, especially if he or she has ample experience in teaching reading and knows the learners' reading ability very well. There has been mixed evidence about the accuracy of the teacher's judgment in estimating readability, and the present study provides an additional piece of empirical evidence to this heap. This study aimed to find out whether the subjective judgment of the teacher correlated with the learners' perspective in terms of the difficulty level of English texts. A lecturer in the English Department of Unesa ranked five texts from the easiest to the hardest, then asked her students (N = 41) to do the same procedure. Pearson Product Moment was used to compute the relationship between these two, resulting in negative, very high correlation (r = -.98). This finding demonstrates that the texts estimated to be harder to read turned out to be easier for the students, and vice versa. Some possible reasons for this phenomenon were explained, and it was recommended that broader spectrum of factors be considered when using subjective judgment to predict readability so that the results could be more accurate.
Keywords: readability, subjective judgement, English, foreign language, text, reading for comprehension

Introduction

Reading comprehension is a cognitive process that requires readers to interact with a text in order to construct meaning by utilizing their prior knowledge, stance about the topic of the text and the relevant social communication (Ruddell, 1994). Thus, a text which is challenging to comprehend may impede the readers' attempt to construct the appropriate meaning. For this reason it is essential for reading teachers to take readability into account in selecting the texts as materials in their class. Readability refers to the ease of comprehending a text (Fry, 2002), so a text which is easier to understand is considered more readable. If the readability of the text is too low, the readers may find it frustrating to comprehend and demotivate them to read further. Similarly, a text with excessively high readability will not be challenging to read and diminish the readers' interest. Selecting a text with the appropriate level of difficulty, therefore, contributes to the success of reading comprehension. Several methods of estimating readability before presenting the text to the readers are available, and one of them is the teacher's subjective judgment. There has been mixed evidence about the accuracy of the teacher's judgment in estimating readability, and the present study provides an additional piece of empirical evidence to this heap. This study aims to find out whether the teacher's subjective judgment correlates with the learners' perspective in terms of the difficulty level of texts written in English as a foreign language (EFL). However, it is better to review some concepts related to readability to situate this study. The methodology is then described and the findings are presented. Finally, based on these findings some implications for the teaching of reading are proposed.

Methods of Estimating Readability

The initial attempt to predict the difficulty level of a text was made by Thorndike by devising a word list titled *The Teacher's Word Book* in 1921 (Bailin & Grafstein, 2016). This book contains 10,000 words used in various sources, and each word is as described in terms of frequency (how many times it was used in all sources) and range (how many sources used it). The high-frequency words are considered important, which could also be interpreted as 'familiar.' The more often a word is used, the more frequently people see it when reading texts and the more familiar they are with the meaning of this word. Therefore, the texts which contain the high-frequency words listed in the book are assumed to be easier to read. Although Thorndike used more than forty sources to obtain the corpus of words for the book, there have been concerns that these sources are not representative and this affects the accuracy of words that could be considered familiar in the list. In addition, word familiarity depends on the time when the words are used: the words *computer* and *laptop*, for example, have much higher frequency of use and are consequently much more familiar today than they did and were in the 1920's. A word list must be constantly updated if it serves as a readability tool.

Readability formulas are another method that can estimate the ease of comprehending a text. The development of readability formulas began near the end of the 1940's, when the movement of plain English arose to encourage writers to express ideas in such a way that the readers find it easy to understand. The formulas still include words as an essential component that determines the difficulty level of a text, but they introduce another component which is equally important, i.e. sentences. It is assumed that longer sentences need extra efforts to comprehend due to the limited capacity of human mind to hold a variety of information at the same time (Flesch, 1979). One of the readability formulas widely applied in education is Dale-Chall formula, which takes into account two variables to measure readability: word familiarity and sentence length (Dale & Chall, 2006a; Dale & Chall, 2006b). Another formula called Flesch Reading Ease also includes sentence length as a variable, but it uses word length rather than familiarity to estimate the difficulty of a text (Flesch, 2006). According to Flesch Reading Ease, the more syllables there are in a word, the harder the word becomes to understand. Similarly, Fry Graph makes use of word length and sentence length in predicting whether a text is easy to read or not (Fry, 2002). Apart from these three, more than one hundred readability formulas have been developed since the middle of the 20th century and they usually rely on syntactic and semantic complexity in the text.

The third method of estimating the text difficulty is cloze procedure, in which every nth word is deleted from a text and the readers should complete each blank with the exact word (Bormuth, 1967). If the readers could fill in the blanks with the correct words, it is assumed that they understand what the text is about and this text proves to be easy for them. On the contrary, if they grapple with the task of completing the blanks, it indicates the text is too hard for them to comprehend. Cloze procedure as a readability tool has been found to correlate strongly with readability formulas (Taylor cited in Bormuth, 1967), and it also agrees to a large extent with subjective judgement (Sukeyori in Bormuth, 1967). It is subjective judgement which serves as the fourth method of predicting readability. As this paper focuses on this method, it will be taken up in detail in the next section.

Subjective Judgment as a Readability Tool

Assessing the difficulty level of a text can be done by using subjective judgement. Whereas word lists, readability formulas and cloze procedure can be categorized as text-based methods of estimating readability, subjective judgment relies on the intuition of the teacher. Having sufficient

experience in the teaching of reading and good knowledge about the learners' characteristics, the teacher could be considered an expert in determining whether a particular text is suitable for the learners with respect to difficulty level. Although the teacher depends on his or her own intuition in performing this task, it is hardly an act of random guessing as the teacher should make the decision about the difficulty level on the basis of some criteria. Ferguson and Maclean (1991) propose nine components that contribute to the ease of comprehending a text:

1. *length*: the number of words in the text
2. *print size*: the size of the fonts and the amount of space
3. *topic accessibility*: how general or specific the topic is
4. *organization*: the rhetoric structure of the text
5. *contextual supports*: pictures, diagrams, tables and such text layout as italics and bold prints
6. *information density*: the number of ideas included in the text compared to the length of the text
7. *conceptual complexity*: how easy or difficult the concepts are to understand
8. *syntactic complexity*: how simple or complex the grammatical structures are
9. *lexical difficulty*: unknown or unfamiliar words.

They found the last two components to be the most reliable, but it does not mean that the teacher can disregard the rest because there is more to readability than syntactic and lexical difficulties only. Conceptual complexity, for example, is an essential component that should be taken into account in determining whether a particular text is of the right difficulty level for a group of readers, and it is virtually impossible to measure it quantitatively by means of formulas. A text about the balance between demand and supply is obviously more readable for students of economics than students of English because the former have the relevant background knowledge about the topic. Having one particular readability score from a formula, the text may have high or low readability depending on *who* reads it, and it is a human judge that can estimate how readable such a text is. As a consequence, subjective judgment by human is still required in determining the readability of a text.

In line with this stance, the definition of readability should be made more specific to embrace the texts and the readers as the components that influence the level of text difficulty. Readability is not simply the ease of understanding a particular text; rather, it can be defined as "the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose" (Pikulski, 2003:1). Apart from various components of a text listed above, the factors related to the readers also play an important role in making a text less or more readable, such as the readers' prior knowledge, interest, motivation, level of education, as well as reading speed and strategies (Ulusoy, 2006; DuBay, 2004; Fulcher, 1997). Reading teachers need to take these factors into consideration when selecting the texts appropriate for their students so that the students gain maximum cognitive and affective benefits from reading these texts.

Such process of judging the most appropriate texts is of course more subjective compared to the use of readability formulas. A drawback of subjective judgment is reliability, which means the result of judgment by one teacher may be quite distinct from that done by another teacher. Although studies demonstrated that one judge might rate the difficulty level of a text differently from another (Fulcher, 1997), to my best knowledge there has been no attempt to match the results of judgment obtained from the teacher and the students. The present study was conducted to initiate such an attempt by comparing the predicted readability from the teacher's perspective and the actual readability from the students'.

Methodology

This study was approached quantitatively and used correlation as the research design to find out the relationship between the readability predicted by the teacher and the readability rated by the students. The subjects were a lecturer (N = 1) who had years of experience in the teaching of reading and the third-year students (N = 41) of English Department in Universitas Negeri Surabaya. These students were drawn randomly by means of cluster sampling from a population consisting of 96 students. They were divided into four classes by the department, then two classes were selected randomly as the subjects of this research, yielding the above number. The lecturer was the researcher, who taught them in a course when the study was conducted.

Table 1: The Texts

Texts	Types	Σ words
(A) Geese at the Hospital	Narrative	267
(B) A "Stolen" Book	Narrative	246
(C) A Landslide in East Java	Expository	249
(D) Sitting Can Be Harmful for Your Health	Expository	306
(E) The Benefits of Hard Times	Argumentative	575

The lecturer and the students ranked five texts (Table 1) from the hardest (1) to the easiest (5), resulting in one rank from the lecturer and 41 sets of rank from the students. The average of latter was computed, then Pearson Product Moment was employed to correlate the rank made by the lecturer and the averaged ranks made by students.

Findings and Discussion

The result of the computation indicated that the readability predicted by the lecturer had very high, negative correlation (r = -.98) with the actual readability from the students' perspective (Table 2), and the correlation was significant because the coefficient was higher than the critical value ($r > r_{.05}$). It means that in general the texts estimated to be difficult by the lecturer tended to be considered easy by the students, and vice versa.

Table 2: Correlation between Predicted and Actual Readability

Texts	Lecturer's Rank	Students' Rank (Average)	r	$r_{.05}$
(A) Geese	5	2.05		
(B) Book	4	2.34		
(C) Landslide	3	3.27	-.98	.89
(D) Sitting	2	3.46		
(E) Hard Times	1	3.88		

The text titled "The Benefits of Hard Times" was predicted by the lecturer to be the hardest to read because it was the longest text (consisting of 575 words), contained many words that might be unknown for the students and argued about an abstract concept that was not directly observable. On the other hand, the text titled "Geese at the Hospital" was considered the easiest because it was very short (267 words), told an amusing story about a pair of geese and contained very few unknown words.

Surprisingly, most of the students found that the text "Geese at the Hospital" had the lowest readability and assigned a rank of 1 (the most difficult). Only a few of them considered it having a moderate or high readability. As a result, the mean of their ranks was 2.05 and this was the highest. The text "The Benefits of Hard Times" turned out to be the easiest for them, which was

the opposite of the lecturer's prediction. The majority of the students placed this text in rank 5, resulting in a mean of 3.88.

Table 3: The Ranks of the Texts

Texts	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	%	N	%	N	%	N	%	N	%
(A) Geese	19	46.34	12	29.27	2	4.88	5	12.20	3	7.32
(B) Book	9	21.95	18	43.90	8	19.51	2	4.88	4	9.76
(C) Landslide	3	7.32	2	4.88	22	53.66	9	21.95	5	12.20
(D) Sitting	3	7.32	6	14.63	5	12.20	19	46.34	8	19.51
(E) Hard Times	6	14.63	2	4.88	5	12.20	6	14.63	22	53.66

Table 3 provides the detailed figures related to the ranks of each text. Out of 41 students, 19 (46.34%) of them rated the text "Geese at the Hospital" as the most difficult one. Only 3 (7.32%) students agreed with the lecturer that it was the easiest. By contrast, the text "The Benefits of Hard Times" was considered the easiest by the majority of the students (22 or 53.66%). Only 6 students (14.63%) shared the same opinion with the lecturer, viewing it as the text with the highest readability. Most of them (19 or 46.34%) ranked the text "Sitting Can Be Harmful for Your Health" as the second easiest one, while the lecturer thought it was the second hardest. Similarly, the reverse ranking could be seen in the text "A Stolen Book", i.e. the second hardest for the students and the second easiest for the lecturer. The only agreement that could be found between the students and the lecturer was demonstrated in ranking the text "A Landslide in East Java" as both placed this text in the third place (neither too hard nor too easy).

The above findings indicated that there was a discrepancy in the readability of texts from the lecturer's and the students' perspectives, but it should be interpreted with caution due to the limitations of the present study: there was only one lecturer involved as the research subject, and it may have affected the reliability of the results. Rather than jumping to the conclusion that the lecturer's subjective judgment was of very limited use and should be avoided, further studies need to be conducted with a larger number of subjects. Reliability has been known as one of the limitations when subjective judgment is employed to estimate readability (Ferguson & Maclean, 1991) and assessment of text difficulty done by a group of people can minimize this drawback (DuBay, 2007), so involving more than one lecturers in this task will improve the reliability and the accuracy of the estimate. To date, subjective judgment remains a valid readability tool because it includes more comprehensive variables compared to formulas, namely vocabulary, syntax, conceptual load, text structure, and cohesion (Chall, 1996). Further studies should take all of these variables into account by devising some sort of rubric that include them so that the subjectivity could be controlled and the results of the estimate can be more objective, hence higher reliability. Although both the text and reader variables had been thoughtfully considered by the lecturer in the present study while judging the text difficulty, it seemed subjectivity still played a role and this individual judgment lack accuracy. Assessing text difficulty in a group may prevent the biased judgment.

Conclusion
Subjective judgment was the earliest method of estimating the readability of texts, but it remains relevant at present in spite of the existence of other methods such as word lists, formulas and cloze procedure. This study attempted to obtain empirical evidence of the relationship between

the predicted readability resulting from the lecturer's subjective judgment and the actual readability based on the undergraduates' opinion, and it was found that there was a negative, very high correlation between these two. This result, however, should be interpreted with caution due to limitations of the study, and further research is recommended with a larger number of subjects, ensuring that all of the variables are included in assessing the readability of texts.

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CULTURAL BARRIERS ON TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE IN SMP N 2 NGLIPAR, GUNUNGKIDUL

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Abstract

Culture is the power that build the identity of people and their society. Art, letters, manner, behavior, belief, knowledge, values and shared tradition are some components of culture. Different cultures have different attitudes and traditions. Cultural barriers affect the learning process and the whole atmosphere of the class. An urgent question that comes to the scene of introducing a foreign language to the learners of a different culture is how to avoid or overcome the cultural barrier. During language learning process some essential cultural factors may be notified, seriously obstructing the effective learning process, and commonly known as cultural barriers. Cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy. This paper highlights the findings of an observation investigating the cultural barriers faced by an English teacher in the EIL teaching in SMP Negeri 2 Nglipar

Keywords: EIL, culture, barriers

1. Introduction

Indonesia is one of a non-English country in the world, however, English plays an important role in education. Issues related to failure in teaching English as an international language in non-English speaking country especially in a diverse country like Indonesia involve a complex set of problems, and hence, cannot be related simply to a single cause like language teaching methodology. As a multicultural country, Indonesia has many different culture believed by its people. Therefore, it is important to identify cultural barriers faced related to teaching.

Javanese people is one of the biggest ethnic in Indonesia which occupy almost all Java island. Gunungkidul is a rural area in the south of Yogyakarta Province. Most of the people living here is Javanese who work as farmers. People in this area think that English is not important in their daily lives. It affects their children's motivation in learning English.

2. Discussion

A. English as an International Language

Crystal (1997) argues that English is rapidly assuming the role of an international language. He maintains that in inner circle countries, where English is spoken as a native language, there are between 320-380 million native speakers of English. In outer circle countries, where English has an official role as, for example, in India and Singapore, there are from 150 to 300 million second language speakers of English. And in outer circle countries, where English is learned as a foreign language, there are from 100 to perhaps as many as 1,000 million learners of English. Smith (1976) was perhaps one of the first to define the term, noting that an "international language is one which is used by people of different nations to communicate with one another". Marlina (2013) stated that EIL as a paradigm, recognizes the international functions of English and its use in a variety of cultural and economic arenas by speaker of English from diverse lingua-cultural backgrounds who do not speak each other's mother tongue.

B. Cultural barriers on teaching EIL in SMP Negeri 2 Nglipar
Culture
Culture could mean various things to different people. According to Hinkel (1999), it refers to areas of inquiry into human societies, groups, systems, behaviors, and activities. Brown (2000) defines culture as "the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time"; while Brooks (1975) refers to culture as "everything in human life and the best of everything in human life".

Traditionally, the cultural basis of English teaching has been closely linked to the culture of native English-speaking countries, the fact that English has become an international language offers a serious challenge to this approach. In dealing with the linguistic and pedagogical aspect of culture in language teaching, what is needed is a full recognition that English today has become denationalized. Hence, it is local educators who need to determine what linguistic information, cultural content, and teaching methodology are most appropriate for the local context so that learners will be able to use English to tell others about their own culture.

Culture and language
Language and culture cannot be separated since it is a crucial part of it. It communicates the culture itself. Without language, culture will not exist. Mitchell and Myles (2004) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other". It is also shown in cultural denotations and connotations in semantics (Byram, 1989), cultural norms in communication (Kramsch, 1993) and the mediatory role of language in the social construction of culture (Kramsch, 1996). Brown (2000) echoed the same when he says "a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." In other words, language is regarded as a means by which people communicate to and interact with others, which in turn is responsible for cultural development.

Cultural barriers
Effective language learning among different cultures is particularly difficult and challenging, as a result of the various ways of thinking, seeing, hearing, and interpreting the world provided by cultures. Cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning completely different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy.

There are many cultural barriers on teaching English as an international language experienced by the teachers in SMPN 2 Nglipar. The first cultural barrier is lack of critical thinking and problem solving in education process. Both students and teachers are not able to develop critical thinking to solve their learning problem. Teaching and learning process is largely didactic and text bound with little time for discussion.

The second barrier is the teacher's attitude toward communication in classroom. Teacher take every opportunity to speak in the classroom. Lack of communication between students and teacher hinders students' ability to develop their communicative skill. In this region, especially Javanese culture put teacher in an important place. A proverb said that teacher (guru in Javanese language) stands from "*digugu lan ditiru"* which means that a teacher should be listened and followed by the students. ways. It is considered to be rude to challenge teachers with questions in classroom as well as outside class. Thus, keeping quiet and being attentive during class time has been a tradition accepted by the educational systems in EIL contexts, and so far there has not been a movement to change this.

The third barrier is that the teacher believed that their traditional methods such as teaching grammar provided enough knowledge for living and studying in an English-speaking country and suited their students' purposes. Teachers orientation in achieving good grades in national examination also appears as a barrier in implementing EIL. The teachers in this school are focused on the materials provided but the government in order to achieve good grades to show their capability in teaching in their region.

3. Solution

The first solution in considering cultural variation in learning, the most important task for the teacher is to learn about the particular pedagogy of our students' home cultures and adapt their teaching to the learning styles of their students. Teacher should give more opportunity to the students to express their idea or communicate with others. The second, teacher should consider culture learning as a worthwhile thing to do. Most people are ethnocentric and feel that others must learn about their culture rather than that they should learn about other cultures or many also feel that they already know enough.

It is important to understand that cultural background often affects the way students interact in the classroom and how they learn English. Al Farabi (2015) states that the term "cultural awareness" is outlined as" the promotion of the understanding of and respect for other cultures, one of the most important aims of modern language studies". In fact, cultural awareness signifies understanding. The term "cultural awareness" is also described as "sensitivity to the impact of culturally-induced behavior on language use and communication". There are three qualities concerning cultural awareness suggested, that is: Awareness of our behavior influenced by our cultures. Awareness of the others' behavior influenced by their own cultures. Ability to explain our own cultural point of view.

Moreover, improving students' motivation in learning English is also important. It cannot be separated from the role of the society. Developing the parents' awareness of the importance of learning English is a solution that can be used to deal with this matter. Besides that, teachers' ability to develop culture based material is also important. When the students are familiar with the material given, they will be more interested in learning process. Student in SMP 2 Nglipar who come from farmers' family will be more interested in material related to farming. It doesn't mean that other material is not suitable for them.

4. Conclusion

Culture is therefore a crucial facet of teaching English as an International Language. The goal behind teaching culture in EIL should be inculcating intercultural communicative competence among learners, rather than propagating or showing superiority of the target culture over native culture. Javanese people, especially in this regions (Nglipar) put the culture in their mind. Their way of life depends on every rule in the culture. This condition affects their way of learning other language especially when they learn foreign language. The other aspect is the way teacher conduct the teaching learning process. The local community concept of teaching and learning plays an important role in this matter. In this case, teacher is considered as the one who give the knowledge. The foreign culture should provide the mirror to the learners in which he can see his own culture reflected. It provides an outside to our inside. Culture learning should be a conscious, purposeful process in which the tacit is made explicit. According to Byram (1997), culture learning is seen as a comparative process in which learners are encouraged to get aware of their own culture and contrast it with the target culture.

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EXPLORING LOCAL CULTURE IN SEVENTH GRADE ENGLISH TEXTBOOKS

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Abstract
English textbook plays a significant role in the field of English language teaching. Among perspectives in developing ELT textbooks, cultural integration is one which gains high popularity. However, as many textbooks present unfair representation between target culture and local one, which is worried of making students alien to their own culture, it is necessary to search alternative approach to textbook development. This work finds its relevance as it analyzes particular English textbooks used in Indonesia in terms of their exploration of local culture as means to present teaching materials and establish national sense of pride. This study aimed at analyzing local culture in *Bright 1* and *English on Sky 1.* Specifically, it revealed: how local culture is reflected in the textbooks, the predominant local cultural contents found in the textbooks, the implications of the findings to English pedagogy, and the proposed culture-based teaching materials. The current study uses content analysis as the research method, and employs Byram's minimum cultural content as the framework to analyze the extent of local culture in the textbooks descriptively. The findings showed that local cultural contents in the textbooks are reflected through pictures, tables, charts, dialogs, and short essays in almost Byram's categories except for "stereotypes and national identity" which does not exist in both textbooks, "social and practical institutions" which is absent in *Bright 1,* and "national history" which does not appear in *English on Sky 1.* Furthermore, the data tabulation implies that local cultural contents in the textbooks mostly cover little "c" cultural elements that contain only surface structure of cultural level. The pedagogical implications and proposed teaching materials are also designed to make the study more beneficial. The study, in overall, showed that the textbooks have explored local cultural contents, but they are limited in using culture in surface level.
Keywords: cultural content, English as an International Language, intercultural communicative competence, textbook analysis

Introduction

Textbook plays important roles in the field of English Language Teaching (ELT). It not only presents teaching materials in the most convenient way and builds consistency and continuity of the material presentation, but also contains insights about certain objectives, contents and methods that teachers should consider while conducting the teaching and learning processes. However, many experts argue with its inadequacy in providing the authentic materials that meet students' needs in the real life.

In response to this, experts develop the cultural integration perspective which is expected to give the authentic materials which the students usually find in the daily life. However, the cultural representation is considered unfair as it overwhelmingly presents the target culture which is alien to the local students. Furthermore, to some countries like Indonesia, this phenomenon is worried of making the learners lose their national pride of sense since they are exposed by the western culture which is absolutely different with the local culture.

English as an International Language (EIL) seems to be an appropriate solution to this problem as it considers local cultures and target cultures as the equal preference in developing ELT textbooks. This study seeks to reveal the use of local culture in two English textbooks used in Indonesian junior high schools as means to build national character building and sense of pride. The result of this study is important to design the proposed teaching methods and materials that consider both target and local culture in a balanced way.

In the initial step, the researcher will review certain related literatures about EIL and their applied works. Then, he will analyze how local culture is reflected in two English textbooks used in Indonesia in terms of achieving the goals of EIL. In the last part, there will be presentation about

implications of the study to the practice of English pedagogy, and proposed culture-based teaching materials. These steps are expected to reveal new insights about the practice of EIL, especially in Indonesian context.

Literature Review
The Concept of English as an International Language
This research is under the light of English as International Language (EIL) which seeks to see an English language teaching in a broader perspective. Smith as cited by McKay (2000:7) defines EIL as 'one which is used by people of different nations to communicate with one another". On the other hand, Murayama (2000:8) defines it as "the idea that stresses the equality of English variety regardless of native or not. It also stresses the objection to the absolute dominance of the Inner circle cultures."

Smith as cited by McKay (2000:7) states some characteristics of English as an International Language. First of all, English learners do not need to internalize the cultural norms practiced by English native speakers. Second, English belongs to all English speakers regardless of nationalities. Finally, the educational goal of learning language is to enable learners to communicate their ideas and culture to others.

Furthermore, McKay (2012:35-42) proposes some principles of teaching English as an International Language. She argues that it should promote multilingualism and multiculturalism. In addition, teaching English as an International Language should resonate with local linguistic landscape and consider the development of an awareness of language variation and use for all students. It also trains students to have a critical approach to the discourse surrounding the acquisition and use of English. Next, the teachers should develop curricula that promote cross-cultural awareness and the stakeholders have to make sure that English language teaching is accessible for all learners from different financial background. Finally, EIL re-examines the concept of qualified English teachers by situating English non-native speaker teachers equal with the native ones.

Teaching English as an International language have some implications in the changing of a set of common assumptions in conventional ELT. McKay (2003:1) asserts that the teaching of English as an International Language should be based on an entirely different set of assumptions than has typically informed English language teaching (ELT) pedagogy. These change several common assumptions of ELT pedagogy, namely that: interest in learning of English is largely the result of linguistic imperialism; ELT research and pedagogy should be informed by native speaker models; the cultural content for ELT should be derived from the cultures of native English speakers; the culture of learning that informs communicative language teaching provide the most productive method for ELT. Regarding the use of local cultural content, she implies that it should provide students with an opportunity to learn more about their own culture and to learn the language needed to explain these cultural elements in English. Such a situation also places local bilingual teachers in a position in which they can explain particular cultural events or cultural behavior to students who may not be familiar with that particular aspect of the culture.
The Accomodation of English Varieties
English as an International Language accommodates English varieties from different regions worldwide. Kachru as cited by Burns (2013:28) proposes that these varieties are generally grouped into three main concentric circles; (1) the inner circle which refers to the old-variety English-using countries where English is the first or dominant language such as in the USA and UK; (2) the outer-circle which asserts that English, in this region, has a long history of institutionalized functions and standing such as in India, the Philippines and Singapore; and (3) the expanding circle – where English has various roles and is widely studied, but more specific purposes that in the outer circle such as in China and Indonesia.
Culture in English Textbooks
Considering the accommodation of English varieties in teaching English as International Language, Cortazzi and Jin as cited by McKay (2000:9) distinguish three types of cultural materials that should be integrated in developing ELT textbooks; (1) target culture which refers to the culture of a country where English is spoken as a first language, (2) source culture which

draws on the learners' own culture, and (3) international culture which addresses materials that use a great variety of cultures in English and non English-speaking countries around the world.

Along the integration of these different types of culture, it is important to establish a sphere of interculturality proposed by Kramsch as cited by McKay (2000:8). She argues that this line of thought promotes the idea that the learning of culture is more than just the transfer of information between cultures. Rather, learning about a culture requires that one considers his or her own culture in relation to another. Hence, the process of learning about another culture entails a reflection on one's own culture as well as the target culture.

In another perspective, experts assert that there are two kinds of culture that can be inserted in English language textbooks; Culture with "big-C" and culture with "little-c". For instance, Brooks as cited by Xiao (2010:18) asserts that the former refers to the best in human life restricted to elitists. He includes MLA; great Music, Literature and Art of the country as the main contents for "big-C". Certain products and contribution to a society and its outstanding individuals, is also referred to "big-C" such as politics, economy, history, literature, fine arts, sciences and geography.

Meanwhile, the latter refers to everything in human life that is grouped into "BBV"; Beliefs, Behavior, and Values. It also includes daily living and culture patterns including the routine aspects of life such as food, holiday, living style, customs, and values.

Several research studies on the analysis of cultural integration in ELT textbooks have appeared. Kirkgoz and Agcam (2011:153) investigate the cultural elements in locally published English textbooks used for Turkish primary schools following two major curriculum innovations in ELT. The study reveals that representations of the source culture, the target culture and the international target culture are favored in locally produced ELT textbooks in a fairly balanced way.

Shin, Eslami and Chen (2011:253) analyze the presentation of local and international culture in 18 international English-language teaching textbooks. The study argues that the design and content of English-language teaching (ELT) textbooks should reflect the multiple perspectives inherent in EIL. It concludes that even though cultural aspects were proportionally diverse in each textbooks series, inner circle cultural content still dominates most of the textbooks. Furthermore, cultural presentation still largely remains at traditional knowledge-oriented level and does not engage learners in deep levels of reflection. Naji Meidani and Pishgadam (2013:83) investigate the extent of English language textbooks demonstrate the international status of the language by comparing four different textbooks published in different years. To this purpose, the following criteria were taken into account: references to Inner Circle countries, references to Outer and Expanding circle countries, non-native accents, dialogues in non-English speaking countries, place of home culture and famous people. The analysis reveals differences among the selected textbooks with a gradual tendency towards more recognition of the international status of English.

Devi Angga Gunantar (2016:141) analyzes the impact of English as an International Language on English language teaching in Indonesia. He analyzes how cultural issues are presented in English textbooks, and reveals the teachers' perspective about learning English in Indonesia. The study reveals that the English textbooks mostly represent the local cultures. Some teachers prefer textbooks that deal with the life and culture of various countries around the world and the rest of them choose the content that deals with local cultures. This study shows that basically local cultural content has become the purpose of EFL teaching as seen from the textbooks but some teachers still believe that foreign cultures are the suitable target of learning English.

There have been numbers of research using the perspective of English as an International Language, intercultural approach and local culture exploration. Unfortunately, only few of them employ eight categories of "minimum cultural content for coursebooks" proposed by Byram. Most of the studies do not have particular reference in defining what represent local culture in the textbooks. The current study strives to bend this deficiency by using the eight categories. Furthermore, the current study investigates two English textbooks that represent two types of curriculum innovations applied in Indonesia, i.e. Curriculum 2004 and Curriculum 2013.

Minimum Cultural Information for English textbooks

In developing the instrument to analyze the local cultural contents found in *English on Sky 1* and *Bright 1* the writer uses minimum cultural information for English textbooks. Byram as cited by Gray (2010:192) asserts that the cultural contents should contain: (1) social identity and social groups (ethnic minorities, social class, regional identity, etc.); (2) social interaction (conventions of behaviour at differing levels of familiarity, as outsider and insider); (3) belief and behaviour (taken-for-granted actions within a social group, moral and religious beliefs, daily routines, etc.); (4) Social and political institutions (state institutions, health care, law and order, social security, local government, etc.); (5) socialization and the life-cycle (families, schools, employment, rites of passage, divergent practices in different social groups, national auto-streotypes of expectations, etc.); (6) national history (historical and contemporary events which are significant in the constitution of the nation and its identity); (7) national geography (geographical factors seen as being significant, national boundaries and changes to them); (8) stereotypes and national identity (notions of what is typical, origins of these notions, symbols of national stereotypes, etc.).

Research Methodology

This study aims to analyze the local culture in *Bright 1* and *English on Sky 1,* ELT textbooks for seventh grade of junior high school in Indonesia. Specifically, it seeks answers to the following questions: (1) How is local culture reflected in *Bright 1* and *English on Sky 1*? (2) What are the predominant local cultural contents found in the textbooks? (3) What are the implications of the findings to English pedagogy? (4) What culture-based instructional material can be designed?

Research Design

This study is qualitative in design, but it is aided by a quantitative analysis to show the percentage of local culture included in the textbooks. It also employs a descriptive method with document review as the primary tool to gather the data. Specifically, this research uses content analysis as a method as it seeks to interpret the text within the context. Considering this concern, Krippendorff (2004:18) says, "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matters) to the contexts of their use."

Data Source

The data source of the current study is *Bright 1* and *English on Sky 1.* Both textbooks are published by *Penerbit Erlangga,* Indonesia. The publisher is a specialist in providing quality textbooks ranging from elementary school to college levels. The rationale of using these two books are two folds; (1) they represent two curriculum innovations applied in secondary educational system in Indonesia, i.e. Curriculum 2004 and Curriculum 2013; and (2) they are leading in marketing supplementary textbooks for Indonesian students.

Data Gathering Tool

Since the data are taken primarily from texts and images in the chosen textbooks, this study utilizes document observation to collect the data. It is usually called document analysis. As cited by Amalia (2014:1109) Mackenzie and Knipe classify this analysis as one the tools to collect qualitative data in research based on interpretative paradigm. Regarding the advantage of this data collection, Creswell, as cited by Amalia (2014:1109), says that "they are ready for analysis without the necessary transcription that is required with observational or interview data.".

Research Results

Local Culture Reflected in the English Textbooks

The local cultural contents in two English textbooks are analyzed using an instrument developed under "Byram's minimum cultural content for coursebooks". The data tabulation shows that there are differences in the two textbooks in making use of local culture for material presentations. The presentation of local cultural contents in *Bright 1* will precede those which are in *English on Sky 1.*

In *Bright 1* the local cultural contents grouped in "social identity and social group" are represented through visual images of Indonesian traditional dances like Saman Dance in Aceh Province, Jaipong Dance in West Java Province, and traditional house namely Honai in Papua

Province. The information of "social interaction" is reflected in the presentation of several dialogs and role-plays which contain certain functional expressions such as greetings, saying farewells, expressing gratitude and apology, self-introduction, buying transaction, and asking information. The description of religious-based attitudes and people's routines are other local cultural materials that appear in *Bright 1* which represent aspects of local "belief and behavior".

"Socialization and life-circle" can be seen in how the authors include social aspects related to Indonesian's schools such as school uniform, school daily activities, and several schools' names. In addition, the representations of employment and family's life are also presented here.

The explanation about Indonesian's "national history" is represented through a task to write a short essay about two of national historical events; Kartini Day and Independence Day. Several information concerning regional cities of Indonesia appear in certain places in the textbooks as the only means to give information about Indonesian "national geography".

Bright 1 does not contain any information about "social and practical institutions" and "stereotypes and national identity". It means the authors did not include information about several important state institutions and Indonesian national identities which distinguish them with other countries. Table 1 summarizes available local culture in *Bright 1.*

Table 1
Local Culture in *Bright 1*

Byram's cultural content	Reading Material	Local Culture Manifested	Qty	Percentage
Social identity and social group (ethnic minorities, social class, regional identity, etc.)	Picture (1) Unit 3, p. 27, activity 4; (2) Unit 12, p. 169, activity 13; (3) Unit 3, p. 27, activity 4)	Ethnic dances: (1) Saman Dance, (2) Jaipong Dance Ethnic house: (3) Honai	3	9.37
Social interaction (conventions of behaviour at differing levels of familiarity, as outsider and insider)	Dialog (1) Unit 1, p. 4 - 6, Activity 4; (2) Unit 2, p. 18, Activity 9; (3) Unit 3, p. 24, Activity 1; (4) Unit 10, p. 143, Activity 10; (5) Unit 11, p. 156, Activity 10; (6) Unit 12, p. 178-179, Activity 23.	Interpersonal conversation: (1) Greeting and saying farewells, (2) Expressing gratitude and apology, (3) self-introduction, (4) buying transaction, (5) instruction, (6) asking information	6	18.75
Belief and behavior (taken-for-granted actions within a social group, moral and religious beliefs, daily routines, etc.)	Picture (1) Unit 1, p. 3, 6, Activity 3; Table (2) Unit 4, p. 54, Activity 17	Religious belief: (1) students bowing their heads while handshaking with their teachers; (2) A table containing a student's daily routine: prayer	4	12.5
	Table (3) Unit 4, p. 45, 51, Activity 7, 13	Daily Routine: (3) A student's daily routine		
Table 1 (Continuation)	Short text and picture (4) Unit 5, p. 62, Activity 4	Routine: (4) Birthday celebration		
Socialization and life-cycle (families, schools, employment, rites of passage, divergent	Picture (1) Unit 1, p. 3, Activity 3, (2) Unit 4, p. 55, Activity 19, (3) Unit 4, p. 53, Activity 16	School: (1) School uniform, (2) school daily schedule, (3) school activities	8	25

	practices in different social groups, national auto-streotypes of expectations, etc.)	Short text (4) Unit 6, p. 81, Activity 7 (5) Unit 11, p. 156, Activity 10 (6) Unit 12, p. 169, Activity 13	Schools' names: (4) SMP Terang Bangsa (5) Nusantara School, (6) SMPN 1 Cirebon		
		Short text (7) Unit 3, p. 35, Activity 12	Employment: (7) PT Tirta Bangsa		
		Short text and chart (8) Unit 5, p. 61, Activity 3	Family: (8) family tree		
	National history (historical and contemporary events which are significant in the constitution of the nation and its identity)	Short text (1) Unit 4, p. 57, Activity 23 (2) Unit 4, p. 57, Activity 23	Historical event: (1) Kartini Day, (2) Independence Day	2	6.25
	National geography (geographical factors seen as being significant, national boundaries and changes to them)	Short text (1) Unit 3, p. 28, Activity 5; (2) Unit 3, p. 31, Activity 8; (3) Unit 3, p. 35, Activity 12 (4) Unit 4, p. 43, Activity 4 (5) Unit 4, p. 43, Activity 4 (6) Unit 4, p. 54, Activity 17 (7) Unit 7, p. 105, Activity 19 (8) Unit 7, p. 105, Activity 19 (9) Unit 7, p. 105, Activity 19	Cities in Indonesia: (1) Aceh, (2) Semarang, (3) Tanjung Pinang, (4) Bali, (5) Manado, (6) Surabaya, (7) Papua, (8) Jakarta, (9) Bandung	9	28.13
	Social and practical institutions (state institutions, health care, law and order, social security, local government, etc.)	No cultural contents found in this category	No cultural contents found in this category	0	0
	Stereotypes and national identity (notions of what is typical, origins of these notions, symbols of national stereotypes, etc.).	No cultural contents found in this category	No cultural contents found in this category	0	0
			TOTAL	32	100%

In *English on Sky 1* local cultural content about "social identity and social group" is represented by linguistic comparison between the source and the target languages in the use of adverb of frequency. The "social interaction" is represented in certain functional expressions such as self introduction, greetings, partings, asking information, classroom language, saying sorry, respecting others, expressing likes and dislikes, expressing thanks, asking and giving things, notices and announcements, and imperatives. The materials about "belief and behavior" are reflected in: figures of students wearing headwear *(hijab)* as sign of obedience to any religious-based tenets and tables of students' daily routines.

Simple representation about "social and practical institution" aspect is also included in *English on Sky 1* where authors use local currency *(Rupiah)* in one of dialogs containing trading transaction. In addition, the discussion about Cengkareng International Airport which represents social security is also grouped in this aspect. "Socialization and life-cycle" are reflected in

descriptions about Indonesian educational system such as names of Indonesian schools and their situations. Some important cities are also cited in this book such as Bali, Yogyakarta, Palembang, Padang, Papua, Bekasi, Ambon and Magelang. This gives the readers information about Indonesian "national geography".

EOS 1 does not contain information about "national history" and "stereotypes and national identity". Table 2 summarizes the use of local culture in *English on Sky 1.*

Table 2
Local Culture in *English on Sky 1*

Byram's cultural content	Reading Material	Local Culture Manifested	Qty	Percentage
Social identity and social group (ethnic minorities, social class, regional identity, etc.)	Short text: (1) Unit 3, p. 67, Sub-unit 7	Regional identity: (1) linguistic comparison between target language and source language	1	2.5
Social interaction (conventions of behaviour at differing levels of familiarity, as outsider and insider)	Dialog: (1) Unit 1, p. 3, Sub-unit 1; (2) Unit 1, p. 4, Sub-unit 2; (3) Unit 1, p. 8, Sub-unit 6; (4) Unit 1, p. 18, Sub-unit 13; (5) Unit 2, p. 29, Sub-unit 1 (6) Unit 3, p. 53, Sub-unit 1; (7) Unit 3, p. 54, Sub-unit 1; (8) Unit 4, p. 62, Sub-unit 5; (9) Unit 4, p. 98, Sub-unit 9; (10) Unit 5, p. 123, Sub-unit 2; (11) Unit 5, p. 125, Sub-unit 3; (12) Unit 7, p. 180, Sub-unit 3.	Interpersonal conversation: (1) Self introduction, (2) greetings, (3) partings, (4) asking information, (5) classroom language, (6) saying sorry, (7) respecting others, (8) expressing like and dislike, (9) expressing thanks, (10) asking for and giving things, (11) notices and announcement, (12) asking for help	12	30
Belief and behavior (taken-for-granted actions within a social group, moral and religious beliefs, daily routines, etc.)	Picture (1) Unit 1, p. 3, Sub-unit 1	Religious belief: (1) women wearing headscarf / *hijab*	2	5
	Picture, table and essay (2) Unit 3, p. 68, Sub-unit 7	Daily routines: (2) students' daily routine		
Social and practical institutions (state institutions, health care, law and order, social security, local government, etc.)	Dialog (1) Unit 3, p. 74 Sub-unit 9	State institution: (1) local currency *(Rupiah)*	2	5
	Short Text (2) Unit 6, p. 172, Sub-unit 3	Social security: (2) Cengkareng International Airport		
Socialization and life-cycle	Short text, dialog, and picture (1) Unit 1, p. 58, Sub-unit 3	Schools: (1) school situation in Indonesia	14	35

(families, schools, employment, rites of passage, divergent practices in different social groups, national auto-streotypes of expectations, etc.)	Picture and dialog (2) Unit 2, p. 40, Sub-unit 8; (3) Unit 2, p. 40, Sub-unit 8 (4) Unit 2, p. 40, Sub-unit 8; (5) Unit 2, p. 40, Sub-unit 8 (6) Unit 2, p. 40, Sub-unit 8; (7) Unit 4, p. 109, Sub-unit 2; (8) Unit 4, p. 109, Sub-unit 2	School's name: (2) SMPN Swastiastu, (3) SMPN 14 Nunukan, (4) SMPN Nusantara, (5) SMP Abepura, (6) SMP 88 Jakarta, (7) SMP Merah Putih, (8) SD Budi Mulia		
	Picture and dialog (9) Unit 4, p. 86 – 91, Sub-unit 4	Employment: (9) kinds of profession		
	Short text (10) Unit 4, p. 109, Sub-unit 2; (11) Unit 5, p. 146, Sub-unit A	Corporation: (10) New Armada, (11) Rama Bookstore		
	Picture, short text, and dialog (12) Unit 4, p. 97, Sub-unit 8; (13) Unit 6, p. 174, Sub-unit A	Entertainment and leisure: (12) Indonesian foods, (13) Nidji (band)		
	Chart and passage (14) Unit 4, p. 84, Sub-unit 3	Family: (14) Indonesian family tree		
National history (historical and contemporary events which are significant in the constitution of the nation and its identity)	No cultural contents found in this category	No cultural contents found in this category	0	0
National geography (geographical factors seen as being significant, national boundaries and changes to them)	Short text (1) Unit 1, p. 11, Sub-unit 7; (2) Unit 1, p. 11, Sub-unit 7; (3) Unit 1, p. 11, Sub-unit 7; (4) Unit 1, p. 13, Sub-unit 8; (5) Unit 2, p. 40, Sub-unit 8; (6) Unit 2, p. 40, Sub-unit 8; (7) Unit 4, p. 111, Sub-unit 2; (8) Unit 4, p. 111, Sub-unit 4; (9) Unit 4, p. 111, Sub-unit 4	Cities in Indonesia: (1) Bali, (2) Yogyakarta, (3) Jakarta, (4) Palembang, (5) Padang, (6) Papua, (7) Bekasi, (8) Ambon, (9) Magelang	9	22.5
Stereotypes and national identity (notions of what is typical, origins of these notions, symbols of national stereotypes, etc.).	No cultural contents found in this category	No cultural contents found in this category	0	0
		TOTAL	40	100%

Predominant local cultural contents in the English textbooks

This part of the chapter discusses the predominant local cultural contents in English textbooks. It still employs "Byram's proposal of minimum cultural content" that divides the gathered data into eight categories – "social identity and social groups", "social interaction", "belief and behavior", "social and political institutions", "socialization and the life-cycle", "national history", "national geography" and "stereotypes and national identity". The different distribution of these categories will imply the authors' decisions concerning local cultural content selection.

The aforementioned data tabulations show that the predominant local cultural contents in the two textbooks are "social interaction" (18.75% in *Bright 1* and 30% in *EOS 1)*, "socialization and life-cycle" (25% in *Bright 1* and *35%* in *EOS 1*), and national geography (28.13% in *Bright 1* and 22.5% in *EOS 1*).

Discussion

The textbooks have fairly included local culture, without depriving the existence of target and international culture. This strategy is considered important as the balanced presentation among local, target and international cultural contents will establish students' intercultural communicative competence (ICC) and a sphere of interculturality. Students are able to do twofold actions; they are able to understand cultures, including students' own, and use this understanding to communicate with people from other cultures successfully (Lopez-Rocha, 2010:105); and learn about a culture by considering his/her own culture in relation to another (Kramsch as cited by McKay, 2000: 9).

The investigation of the predominant local cultural contents in the textbooks reveals the fact that they mostly cover surface level of cultural contents which are represented by little "c" culture such as social functional expressions, leisure and food. The textbooks should have mixed between surface level and deep level fairly. As asserted by Hall's Iceberg theory, the cultural contents should cover the surface/conscious (food, language, festivals), and deep/unconscious (beliefs, values, perceptions) elements of culture. They influence the students' actions, behaviors and the way they interact with each other.

Pedagogical Implications

English nowadays enjoys its position as an international language which is spoken by people from different nationalities and linguistic backgrounds to communicate each other. This brings a consequence to promote the notion of intercultural communicative competence (ICC) in ELT classrooms. Byram as cited by Sandra Lopez-Rocha (2010:106) defines ICC as "the ability to interact with people from another country and culture in a foreign language". It aims at building relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds and strives to continue developing communicative skills.

These goals cannot be reached without giving ELT material developers ample opportunities to incorporate teaching materials that resonate local linguistic landscape. In the future, ELT textbooks should contain not only target cultural contents and international ones but also local contents which are very important to give students sufficient information about their own culture. The students should not be deprived in learning about international and target cultures as they are means to prepare them for globalization.

The two textbooks investigated in this study contain local cultural materials such as everyday living, foods, and festivals which are categorized as little "c" culture but they are mostly represented in the surface structure. This level of culture is considered insufficient to establish intercultural communicative competence within students. It is, therefore, recommended for textbook authors and teachers to maximize the inclusion of big "C" cultural materials as they contain deep cultural level which is expected to bring students achieve ICC goals faster.

The authors' decision to select little "c" as predominant local cultural contents makes cultural teaching fail to move on from teaching of surface cultural facts which are considered insufficient to achieve the goals of ICC. This can be solved by incorporating local cultural materials

that include deeper beliefs and values so that the students can have a greater capacity to gain insights into their own culture and belief in the new cultural and social setting.

This study which employs Byram's proposal of the "minimum cultural contents for coursebook" relatively succeeds in balancing the level of culture that should be incorporated in certain cultural-based teaching materials. The related stakeholders, therefore, can also get benefits from it by promoting Byram's eight categories in any further cultural-based research or teaching and learning.

In a nutshell, this research has some pedagogical implications that can be considered to design culture-based teaching and learning; (1) ELT materials should promote the notion of intercultural communicative competence in ELT classrooms; (2) In order to achieve the previous goal, local cultural contents should become one of the teaching materials presented in ELT textbooks. The more exposure the students have with their culture, the more they develop competence in expressing themselves; (3) The students should not be deprived in learning about international and target cultures as they are means to prepare them for globalization; (4) ELT textbooks should give balanced attention to big "C" level of culture and little "c" culture considerably; (5) Byram's proposal of "minimum cultural materials for coursebook" can be used as a reference to develop local cultural-based language teaching materials.

Conclusion

The English textbooks published locally in Indonesia have considerably included local cultural contents as a means to convey instructional materials. They are represented through tables, passages, images and charts. However, the distribution of the materials vary in terms of the use of Byram's categories of minimum cultural contents. The study shows that three categories appear in high frequency, i.e. "social interaction" (18.75% in *Bright 1* and 30% in *EOS 1)*, "socialization and life-cycle" (25% in *Bright 1* and *35%* in *EOS 1*), and national geography (28.13% in *Bright 1* and 22.5% in *EOS 1*). It implies that the textbooks mostly cover little "c" culture which represents the surface level of the culture. It is then suggested that more exploration on big "C" culture is necessary to develop intercultural cultural competence within the learners.

This study investigated two English textbooks for seventh grade of junior high schools in Indonesia. Even they had represented two curriculum innovations; they couldn't portray the whole trend of English textbook development in Indonesia. Therefore, further study that covers more English textbooks in different grades and levels should be carried out to give more insights on the use of local culture in the field.

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ENGLISH TEACHER COLLABORATION IN THE EFL CONTEXT:
A DESCRIPTIVE STUDY

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Abstract

Teacher is one of the keys in distributing the knowledge of teaching English to the students. Somehow, teachers' duties are somewhat too much and they may have to work alone. Therefore, the way for the teachers to be capable of doing their tasks is through teacher collaboration. Considering the facts mentioned earlier, in this paper, the researcher intends to describe the form of English teacher collaboration taking place in the EFL context. This study is a descriptive qualitative research in which the data were gathered from interview, observation, and documentation. Those data were collected and analyzed by employing checklist and narration until the data were saturated. This study reveals that the form of English teacher collaboration can be categorized into three types which are peer coaching, mentoring, and clinical supervision. In the collaboration, all determinant components of teacher collaboration types were covered. Moreover, it is also reported that the teacher collaboration provided teachers with several opportunities and challenges.

Keywords: *Teacher collaboration, teaching EFL, descriptive qualitative*

Introduction

Teachers are both subject and object of learning (Avalos, 2010). They need to collaborate with each other to develop themselves professionally. Basically, collaboration is an innovative teaching method, with two or more teachers and assistants contributing their talents in one or several classes and curricula (Fung, 1974). He also add that to implement the collaboration, teachers should focus on the plans they put together, teaching, appraisal and making detailed discussion and arrangements of the course outline and content.

Collaboration in teaching is increasingly identified as a key aspect in teacher's professional growth (Shy-Jong jang, 2006, p. 176). Educational reformers have made more attention, on collegial relations of teachers for professional development purposes (Little, 1993). Teacher professional development rate in Indonesia that more than 54 % of the total 2,603,650 teachers in Indonesia are under-qualified and still to obtain required qualification of undergraduate degree which is qualified and certified 15%, qualified but not certified 31%, and under qualified 54% (Ministry of national education, 2008). In case, effective professional development must be collaborative, involving the sharing of knowledge among teacher communities of practice rather than concerning individual teachers (Darling-Hammond and McLaughlin, 1995). In addition, collaboration is considered appropriate to improve the teachers' professional improvement because it provides create some interactive activities with effective strategies enhancing teachers' professional development (Darling- Hammond in Dewi Rochsantiningsih, 2004, p. 8). One of its characteristics is that it is collaborative, involving a sharing of knowledge among educators. It will enhance the teachers to help other colleagues on the basis of responsibility to develop their own knowledge. On the other side, collaboration trains leadership to the teachers and also collaboration enhances the teachers' professional improvement especially to develop their knowledge intensively by adopting principles of adult

learner reflected in the whole activities (pre activity, main activity, post activity) because the teachers are adult learners (Maggioli, 2003, p. 3).

What seems problematic towards the teacher collaboration that collaboration is good and necessary but teachers do not choose the path. They work out of sight and sound of one another, plan and prepare their lessons and materials alone. Some teachers found difficulties when they make materials alone. It is related to the statement that teachers will encounter greater problems in their professional actions such as the difficulty in planning a teaching learning program, including prepares the materials in teaching and learning process (Soedijarto, 1993, p. 7). This is to say that, basically, collaboration is necessary for the teachers.

In fact, collaboration has been largely ignored in schools. There are some reasons; first, in many schools, opportunities for collaboration among teachers are limited and communication tends to be informal and infrequent, even though teachers believe their teaching could be improved by working with colleagues (Little, 1990). Second, the dominant school structured continues to emphasize teacher autonomy rather than collaboration, for many years, schools have expected teachers to teach students independently without assistance from others (Lortie, 1975). Third, collaboration is not necessarily easy to apply; it takes time and energy for teachers to work together in planning, teaching and evaluating.

As professional educators, teacher should have some strategies to make students active, to creating learning environment enjoyable and also to motivate students' achievement. However, if the teachers do not do their job properly then the result of learning will not give satisfactory result. This idea was recently explored by Masjumi. He noted that the role and duties of teachers should be selected and set before teaching and learning process (Masjumi, 2008, p. 74). In other side, in increasing the quality of education should concern of teachers. This statement implied that good teachers will produce a good teaching learning process and also good education will produce next generation very well.

Literature Review
a. Definition of Teachers Collaboration
Collaboration in teaching was a transformational method emphasizing teaching innovation. Collaboration is a situation in which two or more people learn or attempt to learn something together and more specially as joint problem solving (Dillenbourg, 1999, p. 1). This statement implied that teachers work together to explore teaching and learning issues. In addition, teacher collaboration is two teachers or more working together with groups of students; sharing the planning, organizations, delivery, and assessment of instructions (Bacharach, Heck and Dank, 2004).

Teaching terminologies of collaboration are often exchanged and used synonymously (Welch, 1999). For example, terms like co-teaching (Cook and Friend, 1996), cooperative teaching (Bauwen and Hourcade, 1995), and team teaching (Welch and Sheridan, 1995; Sandholtz, 2000).
b. Types of Teacher Collaboration
Collaboration exists in many forms; however, the literature varies on which form is most effective when enhancing teacher collaboration. Teacher collaboration can be informal and formal. Informal teacher collaboration means that the spontaneous sharing of communication, resources, and tasks (Mendez-Vilas, 2006). Despitefully, formal teacher collaboration is effective when teachers come together to share and work collectively (Goddard, 2007). Formal teacher collaboration take many forms.

Hord (2008) is a proponent of the collaborative learning model because it facilitates the act of intentional learning by faculty members and allows them to explore and identify the focus

of their learning. According to Cook and Friend (2008) co-teaching is divided into five forms of variations; there are (1) one teaching/ one assisting: a technique in which one teacher takes an instructional lead while the other assists students when necessary, the teachers support each others in teaching and learning process in the classroom; (2) station teaching: deviding the class content and room arragement; (3) parallel teaching: both teachers plan the instruction but devide the class into two halves; (4) alternative teaching: organizing a classroom into one large group and one small group; (5) team teaching: both teachers share the planning and instruction of students.

Co-teaching is a popular approach with inclusion and relies on the instructional planning and delivery between the general teacher and special education teacher. Teaching teams are comprised of two or more teachers working together. Team teaching is also defined as a team of teachers combining talents, experience, interest, and resources to share responsibility in teaching (Main and Bryer, 2003). They add that these collaborating teams assist in creating small learning communities within the school. Learning communities, in turn foster a positive learning environment.

c. Teacher Learning Through Professional Interaction

Teacher collaboration is happening due to an increased understanding collaborative relationships, as teacher work together, they will express varied perspectives, reveal different teaching styles and experiences and stimulate reflection and professional growth (Hindin et al., 2007, p. 349). Collaboration affords teachers an opportunity to come together in an effort to improve practice, and through this effort to assist novice educators, many veteran teachers also find a renewed interest in their ability, which may have been flagging or on the verge or burnout prior the experience (Marlie, 2010, p. 18). He also state that the formation of teacher teams, such as those required by collaborative professional development models, serves to combat the sense of frustation and feelings of isolation that grow when teachers do not have supportive and reflective collaboration partners.

Collaboration brings teachers together to assess their students' understanding: design, plan, and implement new instructional practices and reflect on their own teaching (Hatch, 2007, p. 350). In the collaborative setting, "teachers must reflect upon their instruction and their specific interactions with students, which is a component required of instructional practices are going to change (Hindin et al., 2007, p. 351). On the other side, basically, collaboration is a practice heavily emphasized by the professional learning communities model, though there are varying systems schools utilize to achieve teacher collaboration (Marlie, 2010, p. 19). It can be concluded that collaboration is a constructivist, inquiry-based practice for adult learners.

2. Challenges in Teacher Collaboration

Teacher collaboration is more challenging because teachers should trust one another when they work together in the collaboration process. One of research by Ruilin Lin and Jingchen Xie in 2009. They noted that the challenges or difficulties of the implementation of teacher collaboration include personal organization, space and equipment, lack of specialized skills required in the related fields, collaborative teaching schedule arrangement, constant interruption at work site, time pressure, extra burdens and lack of support from school administration (Ruilin Lin and Jingchen, 2009, p. 127).

Basically, one of the biggest challenges to teacher collaboration is time. Scheduling and time allocated for formal collaboration are restricted. The schools' leader have the responsibilities to work cooperatively with teachers to maximizw collective expertise (Goddard, Goddard and Miller, 2010). As mentioned previosly in this study, school leaders are key to successful

implementation of collaborative models. When school leaders model how to prioritize collaboration, it is more likely to take place.

There are also inherent challenges with collaboration. Take for instance the various personalities, perspectives, and beliefs that teacher bring to the table. These diverse elements can create a negative social indeoendence within the school if not managed effectively (Johnson and Johnson, 2009). He add that Negative social independence results from the opposition and hindrance of individual's goals in the group.

3. Opportunities of Teacher Collaboration

Teacher collaboration is an innovative teaching method. When it does occur, there are some benefits to improve the quality of education. Collaboration support improvements in teacher practice, collaboration teaming support data-driven instruction, teaming helps create strategies for increasing academic rigor, team meetings systemize work to support students' academic and non-academic needs (Janet Anderson, 2013).

Collaboration in teaching helped them to learn from other teachers' knowledge, teaching materials and teaching methods; as well as helping them to utilize their own strengths, advance in professional knowledge, share experiences and get to know colleagues better through discussions; the students found collaborative teaching fresh and thought that the teachers' attitudes were amiable and kind, making the class atmosphere lively and vibrant; also, they could acquire professional knowledge from different areas of design and so reinforce their professional knowledge and better understand the meaning of design (Ruilin Lin and Jingchen, 2009, p. 127).

Research Method

A descriptive qualitative research design was employed in this study. It presents the analysis in the form of description and does not involve statistical procedures. According to McMillan and Schumacher (2001) explained that descriptive research is concerned with the current or past status of something (p. 283). Then they explained that this type of research simply describes achievement, attitudes, behaviours, or other characteristics of group of subject. Other explanation from them was a descriptive study asks what is or what was; it reports things the way they are or were. Furthermore, they also explained that descriptive research does not involve manipulation of independent variable. This design was chosen since the purpose of the study was to describe the existing phenomenon explicity based on the data namely writer's analysis. In addition, Fraenkel and Wallen (2009) state that descriptive studies describe a given state of affairs as fully and carefully as possible. This kind of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena (Leedy and Ormrod, 2005). It means that fact and problem will illustrate by description, and then analyzed to obtain detailed information about problems of this study. Qualitative research not only illustrated one variable but also reveal the correlation between one variable and other variable.

Findings and Discussion
Findings
Teacher collaboration conducted by formal and informal. Formal means that the teachers arranged the schedule to make collaboration. They meet regularly based on the schedule discuss about the final project of the students, materials development include create module and supplementary materials. Then, informal means that the collaboration conducted based on the issue of teaching and learning process. The informal collaboration conducted in the beginning and in the end of teacher and learning process. In the beginning means that before they teach the students. Then, in the end of teaching means that after the teachers teach the students.

The general results from the respondents' perspective, it was indicated that though English teacher collaboration in the EFL context applying in same way include one of whom more experince, follow up, study group, coach as collaboration, face to face. It categories in line with peer coaching, mentoring, and clinical supervision.

Based on the data analysis, the forms of teacher collaboration that are used in the EFL context are summarized in the table below:

Table 1. English Teacher Collaboration

No	Forms Teacher Collaboration	Detail of the Forms Teacher Collaboration
1	Peer Coaching	- Follow up - Study group - Coach as collaboration
2	Mentoring	- One of whom has more experience
3	Clinical Supervision	- Face to face. It involves may stakeholdes

Then, the implementation of English teacher collaboration, it was many opportunities and challenging. One of them is teachers' duties in develop the material more rich of the content because they can share with each other.

Based on the data analysis, there challenge and opportunities of applying teacher collaboration in the EFL context.

Table 2. Challenges and Opportunities of Applying Teacher Collaboration

No.	Type	Details
1	Challenges	- Time - Idealism
2	Opportunities	- Teacher Professional Development - Effective work

Discussion
1. The Form of Teacher Collaboration
As analysis of the participant data revealed a discrepancy in the form of teacher collaboration. The interview, observation and documentation, participants were provided the form of English teacher collaboration in the school. Data from interview, observation, documentation indicates that the form of English teacher collaboration in the EFL context which is one of whom more experience, study group, coach as collaboration, face to face interaction, follow up is in line with peer coaching, mentoring, and clinical supervision.

a. Peer Coaching

Through peer coaching, teacher can share thier knwoledge and provide each other with feedback, support and assistance (Ackland, 1991). In addition, teacher work together to establishing sharing any difficulties in developing the material, solve the problems and provide feedback to one another as they experiment with the skills, to help each other transfer new knowledge or skills. This findings are supported by the data from interview (I/1/PC/5, I/PC/5).

> "As a coordinator, sometimes I divided the teachers based on the part of materials. Then, I will combine". (I/1/PC/5)

> "If they found any difficulties, we will discuss the materials". (I/1/PC/5)

Data analyses above are the evidence that the form of teacher collaboration used in International School Budi Mulia Dua involve coach as collaboration. It category is in line with peer coaching. Similarly, Robin (1995) indicated that peer coaching allows teachers to reflect upon existing practices and refine and enlarge their instructional abilities.

This finding is supported by data from observationnotes on teacher collaboration:

Tabel 3. Excerpt of Observation Note

No	Date	Content	Code	Note
1	June 23- 24, 2016	Material	O/1/PC/2	Noted: In the pre-teaching, the teacher sharing about supplementary materials was done by teachers. Sometimes, one of the teachers sharing about the materials and the methods of teaching. It means that how the strategy and methods to devliver the material to the students. All materials are readily available. Comment: The material of discussion not only about module or English materials but also the issues of teaching in SMA International Budi Mulia Dua, include the students achievement. If the teacher face difficulty, then the others teachers help each other.

Some practitioners may believe that coaching is a way of evaluation not collaboration. However, coaching is different form evaluation in that coaching is a process in which education professionals assist each other in negotiating the distance between acquiring new skills or teaching strategies and applying them skillfully and effectively for instruction. Beside that, the evaluation of teacher typically implies judgment about the adequacy of the person, whereas coaching implies assistance in learning process (Showers, 1985).

b. Mentoring

Mentoring is guidance, suport, and advice offered by the experienced mentor to the less experienced mentee for the purpose of developing his/her academic career (Ali and Muhsen, 2016, p. 199) . On the other word, Mentoring is the process of serving as a teacher who facilitates and assist another teacher's growth and development. From the interview data (I/1/M/5,

I/1/M/4) investigated that the teacher who has more experience facilitate each other to growth the knowledge.

"For example, the writing skills with Ms xx, if the listening skills with me, usually like that". (I/1/M/5)

"Usually we meet 1 week. Basically, every teaching but some teachers should teach in another class, not only teaching in NAC, because is there special in NAC. So, we meet 1 week to discuss about teaching evaluation. It is for teaching. But, to collaboration in material is in the early semester and then readiness in the end of the semester. Sometimes, we crowded in one week or two week to create the materials, then bring to the home based on the part of the material and then meet together, sometimes 1 week to finishing the material". (I/1/M/4)

Data analyses above inform that one of whom more experience. It is in line with mentoring. Basically, teachers of all levels of experience who are collectively focused on improving professioanl development teams (Marlie, 2010, p. 83). In the collaboration, teachers share with each other, veteran teachers are able to assist novice teachers, while novice teachers are able to help veteran teachers maintain passion and energy for the profession. Similarly, in this study, English teachers in the EFL context categorizing into two, veteran teacher and novice teacher. So that, mentoring is very needed for novice teacher because they can get guidance, support, and advice by the experinced mentor (veteran teacher).

This finding is supported by data from observationnotes on teacher collaboration:

Tabel 4. Excerpt of Observation Note

No	Date	Content	Code	Note
1	June 23- 24, 2016	Facilitation	O/1/M/3	Noted : English coordinator facilitate the teachers, especially novice teacher, as a guide of the teachers. In the other words, she as leader in the discussion. Comment: The veteran English teachers guide the novice teacher in some way for example when the novice teachers face difficulties when handle the some of the students in the class.

c. Clinical Supervision

The head master and teacher coordinator of this school are monitoring the process of collaboration. This was explained by one participant, when the researcher asked about the system of collaboration, the teacher said the system is clinical supervision (I/2/CS/5, I/2/CS/6).

"The supervisions are often to evaluation". (I/2/CS/5)

"The supervision is giving feedback to the teachers, especially for novice teacher". (I/2/CS/6)

From interview data I/2/CS/5, I/2/CS/6 indicated that the supervision giving feedback to the teachers. Similary, Smyth (1986) said that clinical supervision as a particular mode of training, namely face to face interaction between a supervisor and a teacher or group of teachers.

One of the respondent explained that the interaction conducted after teaching and learning process (I/2/CS/5.

> "The supervision not observe in the class but prefer to evaluation. Not sit down in the class, and then look at the teachers in the teaching because we also teaching at that time. So, prefer to after teaching.. we sharing". I/2/CS/5

2. The Opportunities of Teacher Collaboration in the EFL Context

In teacher collaboration, teachers are responsible for one another's to work together as well as their own in achieving common goal. It implies that teachers have helped each other to understand and learn (Dooly, 2008). The teachers reported on the value or opportunity of collaboration:

a. Teacher Professional Development

Lange (1990: 250) defines "teachers' improvement as a process of continual intellectual, experiential, and attitudinal growth of teachers certainly occuring in pre-service and growth both before and throughout a career". He adds that "the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft". From the interview data (I/1/O/11) investigated that teacher collaboration have correlation with teacher professional development.

> "Oh yeah…Because there are ability to cooperation". (I/1/O/11)

One of the respondent mention that the example why teacher collaboration can increase teacher professional development:

> "Ee, this is in Budi Mulia about classroom management, like controlling the students. That way if the novice teacher sometimes shock with class in Budi Mulia Dua. But after we sharing, we give suggestion. Alhamdulillah can following In the beginning perhaps, the students Ms why? Ms why? After that we share with the novice teacher. Then they learn about it. Alhamdulillah, now did not complain". (I/2/O/15)

b. Effective Work

> "It's easier, because this is team work so the material also created by team work. Then the time is more quickly". (I/1/O/10)

> "In the materials, this is clear. There are many teachers so it's easier, more quickly, then it more varieties. For myself, I prefer to read the writing, more theories or perhaps, Ms…more illustration, then the choosing the references, so more varieties, the material is more rich because basically, there are many teachers". (I/1/O/14)

From interview data (I/1/O/10, I/1/O/14), This finding is relate to research finding conducted by Maesin (2009) that working together collaboratively impact for teachers can perform better than when they work alone. From document data (D/1/O/3), lesson plan for teaching and learning process is more better.

Figure 1. Lesson Plan

3. The Challenges of Teacher Collaboration in the EFL Context

Teacher collaboration gives many challenges. Data from all sources in this research confirm that the teachers must spend time and thought on sharing and evaluation together. The important thing that the teachers must trust with each other when they are collaboration.

a. Time

Effective collaboration takes time to develop and implement (Williams, 2010). Burton (2015) state that the biggest challenge in implementation teacher collaboratin is time. So that, from the interview data (I/1/C/12) investigated that teacher should spend time to collaborate with each other. They should have commitment and arranged the schedule.

> "The challenges are time because there are varieties of busy and some teachers have different characteristics. Perhaps, it is the challenge. There are some teachers so there are idealism. It is, sometimes the challenges". (I/1/C/12)

The findings data similarly with research conducted by Ruilin lin and Jiangchen (2009) that the challenge or difficulties of the implementation teacher collaboration is time. Teachers consumed with the daily tasks, limited resources, and pressure to demonstrate instructional competency may not find the time to collaborate with others. So that, the teachers should have time planning in English teacher collaboration. This finding is supported by data from observationnotes on teacher collaboration:

Tabel 5. Excerpt of Observation Note

No	Date	Content	Code	Note
1	June 23- 24, 2016	Time	O/1/O/1	**Noted**: The implementation of teacher collaboration is divided into 2 sessions. The session are planned and unplanned. Planned means that teachers arranged the schedule based on their plan, such as weekly and every day (before and after teaching). Comment: Time of English teacher collaboration not definite. Sometimes, on time or not. But, the teacher back up with each other.

b. Idealism

Another partcipant has another answer about the challenges of teacher collaboration. The teacher explain that, the more challenges of apllying teacher collaboration is idealism because it is about self characteristics of the teachers. It is support by interview transcription (I/2/C/11, I/2/C/12).

> "Perhaps, every teacher has idealism. Sometimes, I want it and Ms. A want others, different. But how to the team has respectable. Finally, so far have solve problem" (I/2/C/11)

> "Huum..For example I want to teach grammar while if Ms A want to teach reading. Then, which one students need, the purpose is for UN, so we look at in the next what the students need". (I/2/C/12)

Conclusion

From this research that aimed to describe the form of English teacher collaboration and also to describe the opportunities and challenges of English teacher collaboration in the EFL context, the researcher concludes that:

1. Based on findings of the research, the forms of English teacher collaboration that implementation in the EFL context are peer coaching, mentoring, and clinical supervision.
2. The implementation of English teacher collaboration is successful in some ways, such as: English teacher collaboration can develop professional competence effectively, including the materials of English module more interesting and have more idea, illustration, and the content is more quality.
3. The implementation of teacher collaboration have some challenges because the teachers must trust with each other.

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FROM PASSIVE TO ACTIVE STUDENTS: HETEROGENEOUS GROUPS IN THE CLASSROOM

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Abstract
Research in learning and motivation advises us as instructors to incorporate more active learning into our classes to improve understanding and long term retention of what is learned (Bransford, Brown, & Cocking, 2000: Greeno, Collins & Resnick, 1996). But it's an awful lot of trouble, and we often meet with resistance from the very students we are trying to help. Why might that be so, and what can we do about it? Addressing those two questions is the purpose of this essay. I am going to move from theory about motivation and beliefs that might underlie student resistance to active learning to practical suggestions that might counter that resistance.
Keywords: Passive students, active students, and heterogeneous groups

Introduction

Students in our classes have advanced in their education by succeeding in their previous classes, either in high school or college. That success was a function of the learning strategies they used, many of which fostered a type of learning that is very different from the kinds of active learning in which we are asking them to engage (Johnson, 1987). In the past, their strategies of listening carefully to what the instructor says and taking notes allowed them to identify what the instructor thinks is important so they could study efficiently and do well on the types of tests they usually had. It's a very logical response on their part to want to stick with what has worked and resist efforts to get them active in class (Mac Iver, 1993; Perry, 1970).

The behavior that is being asked of them in the new active learning classes is very different from that described above. What is an appropriate response from students in an active learning class? It is not immediately obvious to them and possibly not obvious to us either. Unless the instructor makes an effort to synthesize the outcomes of the activity, it may be up to the student to figure out what is important enough to write down and then study (Oakes, 1992; Oakes, 1985).

It is also logical for them to want to take a more received knowledge approach to their behavior in class because of their beliefs about what constitutes learning and their role in it. If they have not accepted the idea that knowledge is something they must construct for themselves rather than receive from an authority, they are going to be impatient with us for not telling them the right answer and making them instead listen to equally uninformed peers (Coleman, 1993; Braddock, 1990). There are plenty of faculty who would agree with that stance. What neither group understands is that the learning the students do for themselves makes the difference and lasts beyond the test. This is the basis of the constructivist theory of learning which is making great inroads into learning science (Erb, 1992; Robinson, 1990).

Constructivist theory asserts that learners construct and reconstruct their understanding of the world as they interact with it. Long-term memory categories (called schemas) are modified to incorporate new information, and incoming information is modified to fit into the existing categories. For information to stick, this reciprocal process must occur at the level of the individual since each person's experiences and schemas will be slightly different (Kulik, 1993; Lotan, 1992). A learner can memorize another person's schemas, such as those of the instructor; but, unless that new information is held up to and built into the learner's existing schemas, the learning is very superficial and likely to be inert or unavailable for future use (Eccles, 2002).

How does this view of learning conflict with students' traditional views of teaching and learning? Their task in elementary and high school was frequently to remember what they were told (or had read) and give it back in a fairly unmodified form on tests. This perspective is often accompanied by a dualist view of the world: statements are either right or wrong, and the authority knows which is which. This model of student thinking was proposed by William Perry based on his studies of Harvard undergraduates (1970). Perry proposed that, when students enter college, they tend to believe they should listen to the instructor and remember what is said. This view is often reinforced by their experiences in introductory classes, where the goal is to convey a large body of new information. As a result, the study strategies that helped them remember information in high school still often work in college, at least in their first few courses. When we ask them to engage in a more complex, self-directed, self-regulated approach that requires interpretation and analysis, we are going against their very belief about what constitutes learning.

Indeed, we are asking students to take risks with new learning strategies that they may have never used before. We are placing them in a vulnerable position in that their perceptions of their understanding are being challenged by the learning activities which we are asking them to perform. Psychology has a lot to say about the illusion of understanding that novices experience when they listen to experts describe things (Bransford et al., 2000). Everything sounds clear and understandable until they have to apply the very same ideas themselves. At that point the certainty they had is often shattered. One would think that students would like to have that feedback during class while there is still time to question the instructor and clear up misunderstandings. However, from the students' perspectives, active learning puts them in the uncomfortable position of realizing they don't understand. It's only normal to want to feel in control and to avoid feeling confused, and so students initially prefer the comfortable illusion to the uncomfortable reality.

Of course, some of the student resistance to active learning stems from a desire to minimize effort. Some might call it laziness; I would call it strategic effort. Students have many pressures on them, especially new students who are learning the institutional ropes as well as new content and now new learning skills. Is it any wonder that they would want to stick with what works rather than gambling on an unproven learning method?

Difference between Active Student and Passive Student
There are two types of students, active and passive. Each type of student pursues their education differently. The more committed the student is to achieving a goal related to education the more active they are likely to be. The passive type generally fails to find a great deal of satisfaction or accomplishment as a student. This difference can affect the students' future, as it will have an impact on the student's grades. An active student and a passive student are also different in terms of their personality, their involvement in the pursuit of education and the energy they exert in their daily routine.

Personality
The personality of an active student is markedly different from that of a passive student. An active student can be a type A personality, where they are highly competitive, impatient, time conscious, controlling, ambitious, aggressive, they are often over achieving workaholics who enjoy multitasking, always meeting deadlines and are frustrated by delays (Greeno, 1996; Pintrich, 1993). On the other hand, a passive student is the closer to the opposite, they usually have a type B personality and are going through the motions to achieve the degree they are paying

for and nothing more. This student is more relaxed, easygoing, patient and usually lacks a dominant sense of pressure.

Involvement

Active students are more involved in their pursuit for academic excellence as compared to passive students. Active students, like their name suggest actively pursue academic excellence. This is done by attending lectures daily, reading books in the library for several hours, being involved in extra-curricular activities, having group studies to find out what information from other students, just typically being a work horse. This is the student who is likely to run for student office, do what is necessary to get a highly valuable scholarship or take part in debate team. This type of student finds completing their degree with good grades is very achievable (Cohen, 1994; Mac Iver, 1993).

On the positive side, the passive student will work consistently, complete work on time and take time to rest and relax. This student is just as likely to be an athlete, work at a charity and be scholarship minded. Negatively, this is also the type of student who will miss classes, take a number of short cuts to get through school without applying themselves and possibly drop out (Eccles, 2002).

Energy

The amount of energy exerted by both types of students is different, since they are opposite of each other. Active student exerts great amounts of energy; in contrast a passive student exerts the least amount of energy in their studies. An active student with a type A personality has the sense of urgency of doing everything on time, so they exert maximum amount of energy when they do their school work. A passive student on the other hand, takes everything lightly and exerts minimum possible energy into their school work. Passive students rather just "chill out" and relax (Slavin, 1986; Smith, 1993). It could be the case that the passive student stresses out more easily than the active student and needs time to recharge. At any rate, a student is a student which means he/she understands that their own future success forecast looks much brighter with any kind of degree on their resume.

Heterogeneous Grouping

Heterogeneous grouping is a type of distribution of students among various classrooms of a certain grade within a school. In this method, children of approximately the same age are placed in different classrooms in order to create a relatively even distribution of students of different abilities as well as different educational and emotional needs. Gifted children will be scattered throughout the various grade level classrooms, rather than all together in one classroom (Villa, 1992, Slavin, 1990a).

Homogeneous grouping is the placement of students of similar abilities into one classroom. Although there may be a range of abilities in one classroom, it is more limited than the range found in the heterogeneous classroom. All gifted children within the same grade level will be in the same classroom, for instance (Wheelock, 1992; Slavin, 1991).

For students with disabilities, heterogeneous classrooms can prove highly challenging, as they may not be able to participate in general education programs. Students with conditions such as autism, attention deficit disorder (ADD), emotional disturbances, severe intellectual disabilities, or other medical conditions, may benefit from the self-contained classroom of homogeneous grouping. This allows them to learn at their own pace, which may differ greatly from their peers (Stevens, 1987; Webb, 1985).

Pros and Cons of Heterogeneous Grouping

There are many social benefits to heterogeneous classrooms. When students in gifted or special education programs go to special instruction classes common in homogenous classes. Students may feel stigmatized socially if they have to go to a "special" class every day and could find themselves the targets of bullies (Slavin, 1990b; Renzulli, 1994-1995). Heterogeneous classrooms present different challenges for teachers. On the one hand, a teacher has to try to be sure everyone in a heterogeneous classroom is being challenged and learning the material.

Gifted students in heterogeneous classes may not fare as well as their peers. They may feel pressure to be "second teachers," that is, help students who are not grasping the material as readily. These gifted students may also grow impatient and bored at the pace of a traditional classroom, which can lead to frustration (Slavin, 1987; Lotan, 1992). Since the majority of students in a classroom are average students, classrooms tend to be geared toward their learning needs. That means, for example, that even if a gifted child starts kindergarten not knowing how to read, a full week spent on only one letter of the alphabet is unnecessary. The lessons can become frustrating.

Gifted children need plenty of intellectual stimulation, and if they don't get it from their teachers, they will often provide it for themselves (Johnson, 1987). But heterogeneous classrooms may help students who have social anxiety or learning disabilities to learn much-needed social skills. Kids who take "special education" programs may have some problems keeping up in heterogeneous environments, but that should be weighed against the possible stigma they may face if they are grouped in a homogeneous classroom (Bransford, 2000).

The needs of individual students may not be fully met in a heterogeneous classroom environment, but for average students, it can be helpful to be exposed to students of different learning skills and styles. It's up to parents and educators to decide which type of learning structure works best for each student (Greeno, 1996).

Examples of Heterogenous Groups in the Classroom

When organizing a reading group, the teacher deliberately has low, medium, and high readers (as measured by reading level assessments) work together in a heterogeneous group to comprehend and analyze a given text together (Robinson, 1990; Perry, 1970). Students may be assigned for the year to a classroom that is a heterogenous group. Rather than placing gifted students, average students, and special needs students into separate classrooms, they may be included in a classroom that includes students of a relatively even distribution of abilities and needs (Eccles, 2002).

Many educators advocate heterogeneous classes with special intellectually gifted classes. Oakes (1992) noted, "Many elementary and middle schools have taken the position that well-designed heterogeneous classes can meet the needs of most intellectually gifted students. But many schools also provide special activities for high achievers either within the regular classroom or after school. Most schools report success with this approach - but only after considerable time and work with parents".

Advantages of Heterogenous Grouping

For students of lesser abilities, there is usually an advantage in being included in a heterogenous group rather than homogenous group. They don't have the risk of being stigmatized as part of a less-able group. This can become a self-fulfilling prophecy as teachers have lower expectations and may not challenge students to perform well. The students may also be given a curriculum that has few challenges, so they are not exposed to concepts they could, in fact, learn.

A heterogenous group gives advanced students a chance to be a mentor to their peers. All members of the group may interact more to help each other understand the concepts being taught (Pintrich, 1993; Mac Iver, 1993).

Disadvantages of Heterogenous Grouping

Students, parents, and teachers may prefer to work in a homogenous group or be part of a homogenous classroom grouping. They may think there is an educational advantage or they may feel more comfortable working with peers of similar ability (Erb, 1992). Advanced students at times feel they are forced into a leadership role they do not want when they are part of a heterogenous group. Rather than being able to learn the new concepts at their own speed, they are expected to assist other students or are held to learning at the rate of the whole class (Renzulli, 1994-1995).

Students of lesser abilities may fall behind in a heterogenous group and end up stigmatized for slowing the rate of the whole class or group. In a study group or work group, they may end up shunted aside or ignored rather than assisted. A teacher needs to identify when the heterogenous grouping isn't working for any level of student. They need to support the advanced students by supplying additional challenges and ensure the students who are falling behind are given the assistance they need to catch up. There is a risk for the students in the middle as well, who may not get the individual attention they need due to the teacher's concentration on the students at either end of the spectrum (Cohen, 1994; Oakes, 1985)

Conclusion

Heterogeneous groupings refer to whole classes of students of varying intellectual ability or within classroom groupings where 2-5 students of varying abilities learn together. The grouping practice is associated with efforts to eliminate a "dumbed-down" curriculum and to allow all students the benefits of access to high-level instructional practices. Research points to positive effects on achievement, self-esteem, intergroup relations, and greater acceptance of mainstreamed students, (Slavin, 1991). The majority of the literature on heterogeneous grouping is not "middle level" specific but applies across grade levels.

Special needs students, as well as all students, need interactions with peers, challenging exposure to higher level thinking, recognition of contributions, and equal access to quality instruction. Heterogeneous groupings centered on complex tasks meet these needs through a variety of strategies (see part A). Research of the effects of heterogeneous grouping on low-achievers indicate positive effects on achievement, self-esteem, and intergroup relations (Slavin, 1990), indicating the addressing of emotional, interpersonal, and intellectual needs. Braddock (1990) advocates a flexible criteria to allow slower students with high commitment to decide to take more challenging classes and to set specific, accessible prerequisites that allow any student who meets these requirements to qualify for advanced classes.

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COMMUNICATIVE GRAMMAR TEACHING IN EFL CONTEXT

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Abstract
There is a widely held view that grammar should not be taught as a part of English instruction; that grammar is against the modern principle of English learning, that teaching grammar is a waste of time. This views cause teachers to feel that they may be regarded obsolete if they teach or give grammar explanations. There is nothing wrong with those assumptions, because the reality is that the teaching of grammar usually ends up in forms focused activities without any connection to how those forms are implemented in communicative situations. Learners, therefore, get bored because they do not have any idea why they have to do meaningless grammar exercises. Nevertheless, considering English is a foreign language in Indonesia, the contact between the learners and English only takes place in class, which makes impossible for its grammar to be acquired and eternalized. With so little exposure to English other than than provided through classroom activities explicit grammar explanation should be provided. However, this grammar dealing should fulfill the communicative need in that grammar explanation should not be for its own sake. Grammar explanation has to cover form and meaning. Therefore, drills or exercises should not only result in automatic usage but also meaningful use of the structure or pattern being learned. This is easier said than done, because in addition to understanding the surface structure of a certain grammatical form, a teacher should be able to create exercises and or activities which enable students to understand what the form means and in what communicative situation it can be used.
Keywords: grammar, exposure, communicative, surface structure

A. Introduction,

In Indonesia, English is a foreign language which means that it is only used to communicate with foreigners and in the context of learning it is used only in the classroom. So, unlike people in Singapore, the Phillipine, Malaysia in which English is a second language and who are more exposed to it, people in Indonesia have to learn it because they cannot acquire it. Their contact with with English is only when they have English lesson. Therefore, the way English is taught Indonesia is different from that in those three countries. In those three countries grammar may not be given explicitly because students can acquire it through the eternalization from daily exposure to the language. Learners there do not need formal grammar instruction because through exposure to the language they can absorb and and make conclusion about how sentences or utterances are made to carry intended meaning, the same with Indonesians who do not need grammar instruction in order to speak, write, read and listen to Bahasa Indonesia because in the process people acquire instead learn the language. This can happen because people hear, listen to, read and speak in the language every day since early infant and through observation, trial and error, they come to implicit unspoken conclusions that certains forms of words can or cannot be used with another form of words in order to create a meaning. The exposure of Indonesian learner to English is very limited, so English grammar cannot be eternalized and cannot be acquired without formal explicit explanation or learning. This brings the need for explicit and formal grammar explanation. The question is what is it that constitute the grammar teaching and how it should be done?

B. Grammar within the text based instruction

It seems that nowadays no school adopts grammar based curriculum. This leads some teachers to assume that there is no need to present, teach or train students in grammar, while they know that grammar is like skeleton for human body, without which human body is just a lump of flesh with no shape. Without grammar an utterance or a sentence is like a random string of words without meaning or if any it is diffcult to discern.

The main input of English that students get at school is from reading text. Thefore, the classroom activities is based on the text given or assigned by the teacher. From the text learning activities are usually content oriented in the form of doing content based exercises or answering comprehension questions. It is true that when reading a text one including students has to understand what the text is about but since the students are learning a language there must be a growth in the mastery of the language in this case English. Therefore the activities which is based on the text should be balanced between the content and the language. The language aspect here is the grammar or structure and vocabulary. If the language aspect of the text is not addressed what students get from the English subject is an accumulation of information taken from a collection of texts some or maybe most of which may not be needed by the students. It should be borne in mind that the langauge in the text can be treated as models or template with which students may copy to express meaning. Therefore excluding the language aspect of the text eliminate the essence of language learning. In terms of grammar within the context of reading, a teacher should also design a grammar based activities by first identifying and selecting the grammatical items which appear in text and which student need to master. The selection may be on the basis frequency of appearance and necessity. After that the teacher need to prepare material including the exercies, strategy, technique and the suitable .media

C. Grammar, the declarative knowledge

Declarative knowledge, often referred to as *knowledge about* (Johnson in Bygate et all, 1994) is the form of knowledge in which one can state facts, definitions, explain things, process, events etc. It is a knowledge about the *what* of something. If someone can state that Bandung is the capital of West Java he or she can be said to have a declarative knowledge. In the context of grammar, we can say that someone has declarative knowledge of, for example the English passive verb if he or she can state that the English passive verb consists of a form of *be* and *past participle* verb, or that a *question tag* consist of an *auxiliary verb* with or without *not* followed by a subject. With this in mind we understand grammar teaching includes also the explicit explanation of the rules to provide a guide for the learner in producing words, phrases, clauses or sentences. For example upon hearing a student say *for we,* a teacher should find a suitable moment to give feedback or explanation that *for* is a preposition and that must be followed by *object pronoun* not *subject,* therefore it should be *for us.* When possible it is necessary to give kind of small drill in which students produce *for them, for me,* etc. Of course it is possible to directly corret the error by saying *for us* as long as we are sure that the error is not sytematic one. It is not a matter that explaining is wrong and not-explaining is right or the other way round. We have to bear in mind that mastering a language is not the same as being able to explicitly state the rules of its grammar. In the world of teaching there is no such thing as absolutely right nor absolutely wrong.

D. Grammar, the procedural knowledge

The other form of knowledge is the procedural knowledge, known also as implicit knowledge or *knowledge how to* (Johnson in Bygate et all 1994). This is the knowledge *how*, namely the ability to perform a specific skil or task. Someone who is said to be able to swim can actualy make him

or herself float on and move forward on the water, while he or she is possibly unable to explain explicitly how he or she does this. In the context of grammar, the learner's procedural knowledge of the English passive voice is the actual ability of producing, identifying, and understanding the English passive voice. With this in mind we can say that all English people knows the English grammar because they can speak it grammatically and all Indonesian people knows the Indonesian grammar because they speak it, although not all of these two people can explicitly explain the grammar of their respective language, because they do not learn their grammar, rather they experience their grammar, or they unconsciously learn their grammar. The relevant question is can learners in English-as-foreign-language countries like Indonesia acquire the English grammar without explicit grammar explanation? In general the answer is no. Of course there cases in which several students can listen, speak, read, write grammatically good English. But they must take a kind of course outside schools or involve themselves in a relatively-high-English- exposure situation. Another question is how can classroom learning move from declarative to procedural knowledge?

E. From declarative to procedural knowledge
It can be concluded that making learners know grammatical facts is not enough, we have to make them experience the grammar. What does it need for someone to experience grammar? As with any skill, in order to acquire a skill, one has to go through repetitive activities. For example, after a series of repeated trial and fall in learning to ride bicycle, one will acquire the skills of maintaining balance, increasing speed, turning (around), stopping, etc. These sub-skills of riding bicycle is acquired because there is strong need on the part of the learner to be able to ride a bicycle. If the context is shifted to the teaching of grammar, the need can be aroused through the simple, clear and, to some extent, brief explanation of the grammatical item being learned, added with interesting, factual and real-world examples.

F. The Explaining Stage
The objective of the explaining stage is to provide the fact, the theoretical aspect, the declarative knowledge of the grammar item to be taught. In the context of grammar teaching, the simplicity and clarity and brevity of teacher's grammar explanation will make students motivated to learn and practice more about the grammar item being taught. The students' understanding of the grammar item being taught also creates a sense of confidence and, more importantly, success. Students feels that they are smart, because they can understand teacher's explanation. To give clearer picture of the practical aspect of teaching of grammar, *passive voice* shall be used as an example of the grammar items.

1. Simplicity

"Simplicity is the ultimate sophistication." (Leonardo da Vinci)

Grammar explanation should be simple. By simple here means that a teacher should avoid as best as he or she can complicated concept or terminology in grammar. If he or she should use it he or she has to provide explanation. One way of avoiding that is to put examples and the sentence pattern in a grid. Therefore the structure of passive voice can be put as follows:

SUBJECT	BE	VERB 3	(adverb)
Habis Gelap Terbitlah Terang	was	written	by RA Kartini.
Sundanese	is	used	by people of west java.

By displaying the pattern and the examples it is expected that students get the understanding that there are three basic elements of a passive sentence, namely the *subject*, the *be* and the *verb 3*. Explanation should at least include that passive predicate consists of a form of *be* and *verb 3* or past participle. It is also expected that students understand that *am, are,* and *were* can also be used, but making it stated explicitly is preferable.

2. Clarity

" *Having knowledge but lacking the power to express it clearly is no better than never having any ideas at all.*" **(***Pericles***)**
"*You must first clearly see a thing in your mind before you can do it***."** (*Alex Morrison*)

We, Indonesian English teachers, teaching Indonesian students have more advantages over English native speakers especially when teaching grammar and to be more exactly when teaching passive voice, because we can use comparsion with the Bahasa Indonesia, and we can also use translation in the exercises part. In order for the explanation of passive voice to be clear, a teacher should make sure that the students understand the basic concept of passive voice or sentence in Bahasa Indonesia, that in a passive sentence the subject is acted upon which is indicated by *kata kerja* with *di* prefix. This should be accompanied with examples which, preferably, can be put in a grid as seen above, and power point application will help this very much. It is necessary to note that other passive verb form should be presented separately, such as passive voice using modal *can, will, should* etc. This is to avoid confusion and explanation should also be accompanied with examples in a grid. Explanation can also be in bahasa Indonesia. If English is used the teacher should make sure that the students understand by using the right speed of speaking, choice of words and structure.

SUBJECT	Modal	BE	VERB 3	(adverb)
The document	must	be	translated	into English
The meeting room	Can	be	used	now.

Providing more examples will be better. Students have to translate the examples in unison and individually to make them feel the from and the meaning. If possible example are taken from students sentences and put on the
grid. This will create a sense of pride on their part seeing his or her sentence used as examples, read and translated by the friends in the class.

3. Brevity

"Brevity is the soul of wit." (Shakespeare)
"*It is my ambition to say in ten sentences what others say in a whole book.*" (*Frederich Nietsche)*
Why should explanation be brief? Long explanation can make students bored and sleepy, causing them to lose interest in the topic being taught. Besides that the explaining stage will be followed by other activities in which students will have to say, write, read and listen to English passive sentences. For this purpose teacher should prepare and put almost everything needed for the explanation stage in power point, avoiding as much as possible writing on the whiteboard, not because it is wrong but because it is waste of time. The underlying principle here is that the form of passive should be understood by the students within the shortest time possible so that the rest of the time can be used for variuous kinds of exercises in which students experience the passive

voice. If calculation has to be made, the maximum time for establishing or explaining the concept of passive voice is a third of the whole time of lesson periode.

G. Automatization stage

"Do it over and over again until it becomes part of who you are."(*anonymous*)

At the explanation stage students are made to know the form or pattern of the English passive voice. In order for this knowledge to become part of the students' consciousness their should be a graded and systematic exercises or activities in which within a certain period of time students read, speak, write and listen to English passive sentences. By graded it means that exercises goes from the easiest to the most challenging, from form to message focused from mechanical to communicative drill. Because this stage is meant for automatization of the passive form the exercise must contain a lot of items so as to make sure that the form is firmly ingrained in the students' consciousness. By systematic it means that the exercise with passive sentences should cover the statements (affirmative and negative), question (verbal and pronominal), tenses (simple present and past, present and past continuous, present and past perfect, etc), and modal auxiliaries (will, can, may, must, should, etc.)

The following order of exercises may show the gradation of difficulties.

1. Identification exercise

    Students are given a number of sentences or text(s) and asked to underline the passive verbs and translate them.

2. True-false

    Students are given a number of passive sentences, mostly incorrect, asked to state if they correct or incorrect, and to correct the incorrect ones.

3. Jumble words

    Students are given sets of randomly-arranged words and asked to arrange them to make meaningful sentences and translate them

    e. g. English – be – the – translated - document – should – into ?

4. Transformation

    a. Students are given a number of active sentences and asked to change them into passive ones

    b. Students are given a text and are asked to change the active sentences (ones with transitive verb) into passive

5. Translation

    Students are given a number of sentences in Bahasa Indonesia and asked to translate them into English and vise versa.

6. Answering question

    Students are given a number of questions, both verbal (yes/no) and pronominal (wh), and asked to answer them in passive voice both in written or orally. Questions are preferably about national and international historical facts.

    e.g. When did the USA bomb Hiroshima and Nagasaki? (expected answer, *Hisroshima and Nagasaki were bombed in 1945*)

7. Asking and answering question

    Students are given tables consisting of facts of book titles, their authors, publishers, and year of publications, and asked to make questions in passive voice except question. This is a pair activity in which students have to change roles both as questioner and answerer. The table may also contains a list of Indonesian presidents and the year they were elected. To train

students to make questions in passive with *will,* teacher may give them or ask them to make Moto GP time table, so that they can produce *Where will the May race be held?* Etc.

H. Notes
1. Form the graded exercises it can be seen that the first five types are form focused whereas the stage six and seven are message focused
2. The exercises can also be used to enrich students' vocabulary. Sentences in the exercises can be filled with words which teachers think them new. For example while giving exercise on the passive, words related with historical facts may be introduced such as occupy, annex, colonize, invade, composed, formulate, discover, invent, etc.
3. To avoid confusion due to the numeorus drills, when using slide, it is better to display one type of exercise at a time. If students see those seven types of tasks, each consisting of ten items, at a glance they may get demotivated.
4. To guarantee success in doing the exercises, the first two number of each type of exercises can be done together.
5. Explanation of a grammar case should not be given for its own sake, or in isolation, it should be due to its appearance in a reading text or a piece of language in real use.

I. Conclusion
A teacher should not feel bound by a tenet that grammar is taboo to deal with. When he or she thinks it necessary to explain it then just do it. But it should be noted that it is not enough just to make students know about a certain grammatical item, but instead to make them have it, or make the grammar item part of his or her consciousness.

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EXPLORING PRE-SERVICE TEACHERS' ENGAGEMENT WITH *ORAI* IN PRESENTATION PRACTICE

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Abstract

Pre-service teachers are expected to master professional, pedagogy, personality, and social competence. In relation to the four, it is significant for them to have good public speaking, specifically presentation skills. The skill is vital for their workplace and life success as it is significant for teachers to have the ability to communicate accurately and clearly. In pre-service teacher training, the teachers have plenty of chance to have presentation practice. However, the number of student teachers in the class as well as limited lesson time hinder some of them to obtain more feedback regarding their presentation. Thus, they might use the widely available Mobile-Assisted Language Learning app to polish their presentation. Orai is one of them. This mini qualitative descriptive research is conducted to investigate pre-service teachers' engagement on the use of Orai in practicing presentations. The data were obtained from questionnaire as well as interview. The data were then analyzed and described based on the three components of engagement, i.e. cognitive, attitudinal, and behavioral perspectives.

Keywords: *pre-service teacher, presentation skill, Mobile Assisted Language Learning (MALL), Orai*

Introduction

There are four significant areas one needs to master in regard to 21st century skills, i.e. collaboration and teamwork, creativity and innovation, critical thinking and problem solving, and communication. It is significant for people to master those skills to survive in today's world as the workforce demands have significantly changed. Among the four areas, it is believed that the most in-demand skill is strong communication skills. Thus, both teachers as well as students are expected to have effective communication skills. They need to be able to communicate their ideas accurately, clearly and as intended. In short, this skill is important for workplace and life success.

Pre-service teacher education is a program aimed at bringing about porefessional teachers who are ready to face the real teaching situation in the future. As stated in the Act of Republic Indonesia number 12 Year 2005 about Teachers and Lecturers, a professional teacher should own four teacher basic competences such as pedagogy, professional, behavioural, and social in which every of the component is closely related and should be taken into account.

Regarding to the aims of pre-service teacher education, teachers obviously will face the demands to fulfill the 21st century skills. It has become the challenge for professional teachers to deal with. Among them, the mastery of presentation skill is in high demand. Presentation skill is vital for the pre-service teachers to do and master during the process of the training. The skill is in purpose to guide as well as prepare both students and teachers for life with all the possibilities it brings (Blyth & Meiring, 2017). Regarding to this, having good presentation skill is somehow helpful to lead teachers to be succesful in the real teaching situation.

Nowadays, mobile devices have been widely used by people from all walks of life. In regard to language learning, students and teachers can make use of the many available mobile assisted language learning (MALL) applications to help develop and improve their language learning. Orai is one among many mobile speaking applications specially designed by Danish Dhamani and Paritosh Gupta to help improve ones' presentation skills. The app gives instant

feedback on someone's speaking clarity, use of filler words, pace, as well as vocal energy. In the case of pre-service teachers, the app might help them improve their presentation technique.

Theoretical framework

1. Pre-service Teachers

Teachers are assumed to be the key to the classroom environment (Lloyd & Miske in Spear & Costa, 2018). To be a professional teacher, ones need to prepare for instance by joining teacher education. Moon, Leach, and Stevens in Chegani&Chegani (2013) assert that teacher education falls into three categories: (1) pre-service education and training, (2) in-service qualification upgrading, and (3) continuing professional development (CPD). There are significantly different requirement for each category, regarding, for instance to time and the technical implementation of the program.

Pre-service teacher training is defined by Richard & Schmidt (2002) as a course or program of study that should be completed by student teachers before they start to teach in the classroom. Their teaching practice is completely under supervised as well as guided. Through this program, the student teachers will have a good understanding about the basic and various teaching techniques as well as a broad general background in teaching, and also in their own subject matters that will be beneficial in the real teaching situation including the classroom complexity (Goodlad, 1990; Korthagen, Loughran, & Russell, 2006, in Chegeni & Chegeni, 2013). This program is also expected to be able to engage prospective teachers to be involved in various types of activities which are likely to prepare them to learn about the students in their real future class situation (Lucas, et al., 2008, in Chegeni & Chegeni, 2013).

There are four teacher competence that a professional teacher should take into account, i.e. professional, pedagogy, personality, and social competence. In regard to social competence, teachers are expected to have the ability to communicate well both in oral and written communication. On the other hand, the professional competence comprises some aspects such as: developing materials, mastering basic competences, doing reflective teaching, as well as taking the benefit from the use of ICT (Information and Communication Technology) to foster their skill and competence.

2. Public Speaking Skills

Salim & Joy (2016) state that public speaking is the process of performing a presentation which focuses on a live audience in a structured and deliberate manner. Further, this skill is aimed at informing or even influencing audiences. It involves a person talking face-to-face to a group of listeners. It is closely associated to the term "presenting" as well. Salim & Joy promote several strategies to be a successful presenter, i.e. appropriate plan, regular practice, audience engagement, attention to body language, positive thinking, nerve handling, and attention to the recording of the speech. Presentation itself refers to a requisite tool for one to present their ideas, thoughts, or opinions, in an effective and attractive ways using a variety of tools and mediums (Comfort, 1995; Gupta, 2008, in Phuong, 2018). Nowadays, presentation skills based on a certain topic has been practiced in educational institutions to develop students' presentation skill.

3. Mobile Assisted Language Learning (MALL)

MALL is related to the use of mobile technology in the teaching and learning of language (Miangah and Nezarat, 2012). In addition, Yang (2013) argues that MALL is a rapidly growing subdivision of computer assisted learning. Viberg and Grönlund (2012) mention that the benefits of mobile technologies for learning are such as flexibility, low cost, small size, as well as user-friendliness. Thus, there have been some research on MALL in language learning such as MALL in higher

learning institutions (Rionaldi, 2012), the use of MALL flashcards in teaching pronunciation (Miqawati & Wijayanti, 2017), and the use of MALL in learning speaking (Dwiaji, 2016).

In relation to the presentation skills of pre-service teachers, this mini projects focuses on exploring the pre-service teachers' engagement with *Orai mobile app* in practicing presentation. In general, *Orai* aims to help people become more fluent and confident speakers through consistent practice and feedback. The app gives feedback on speaking clarity, use of filler words, pace, and also vocal energy. Thus, teachers as well as students can make use of this app to improve their presentation skills. To use the app, one needs to register for free using their email. The app has five different lesson options, i.e. Self-Assessment, Power of the Pause, Correct Pacing, Vary your Energy, and Ready for Success? (See Table 1). Users are free to choose which lesson to do. There are four main components in which *Orai* focuses to point out. The first is the use of filler words. It is believed that unnecessary fillers make a speaker sounds nervous and unprepared. It might also inhibit the speaker from thinking and breathing. Thus, a presenter needs to avoid having too many fillers in their presentation. The next ones are vocal energy and speaking pace. A speaker speaking in a flat monotone pace might sound boring and thus, listeners will find it hard to understand the intended meaning. On the other hand, if the pace is too fast or slow, it is difficult for the listeners to stay engaged. Thus, a speaker needs to make sure to speak in effective pace. The last one is speech clarity. A speaker is expected to speak distinctly and clearly articulate their words. If their voice is unclear, the listeners might be confused and lost interest. Therefore, a presenter needs to speak clearly. In *Orai*, each recording and the feedback is available for saving. Thus, users can always recheck their previous recording practices.

Table 1. Lesson Options

No	Lesson	Description (as stated in *Orai* app)
1	Self-Assessment	There are four exercises in this section. They are designed to familiarize users to the features and functionalities of the app.
2	Power of the Pause	Pauses benefit listeners the same way punctuation does in written communications. Thus, it is easy to hear when one thought starts and another end begins. It makes it easier for listeners to understand.
3	Correct Pacing	Speaking at an appropriate pace enables listeners physically understand what the speaker is saying. An effective speaking pace ranges between 120 - 160 words per minute (WPM).
4	Vary your Energy	A speaker speaking in a flat, emotionless, monotone voice will bore the listeners and make it hard for them to understand the intended meaning of the speaker. A speaker needs to intuitively learn to vary their energy – vocal tone, inflection, and volume- to create interest and convey the intent.
5	Ready for Success?	This lesson is designed for users to practice how to confidently engage listeners quickly and improve their communication outcomes.

4. Pre-Service Teachers' Engagement as a Language Learner

Ellis, 2010, in Han & Hyland, (2015) define engagement as the ways ones respond to something. In addition, Harper & Quaye, (2009) in Trowler (2010) argue that engagement is more than involvement or participation – it involves feelings and sense-making as well as activity. There are three proposed aspects to examine engagement proposed by Fredricks, Blumenfeld, and Paris (2004) based on Bloom (1956), i.e. cognitive, emotional, and behavioral engagement. In this project, cognitive engagement refers to how pre-service teachers attend to the use of *Orai* app in practicing presentation. Meanwhile, the emotional perspective refers to the pre-service teachers'

affective responses to *Orai* and attitudes. On the other hand, the behavioral perspective deals with the pre-service teachers' uptake on *Orai*.
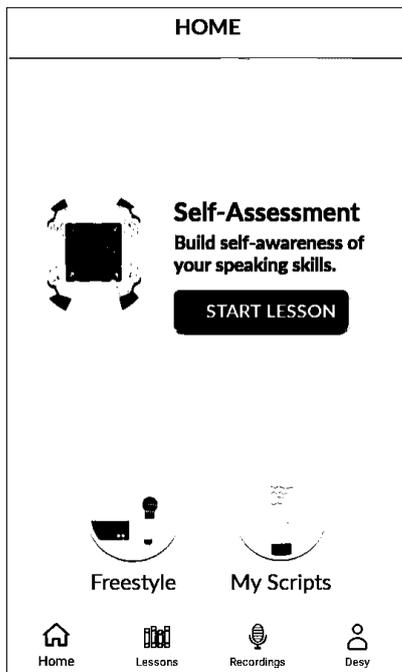

Figure 1. *Orai* Home Screen Preview
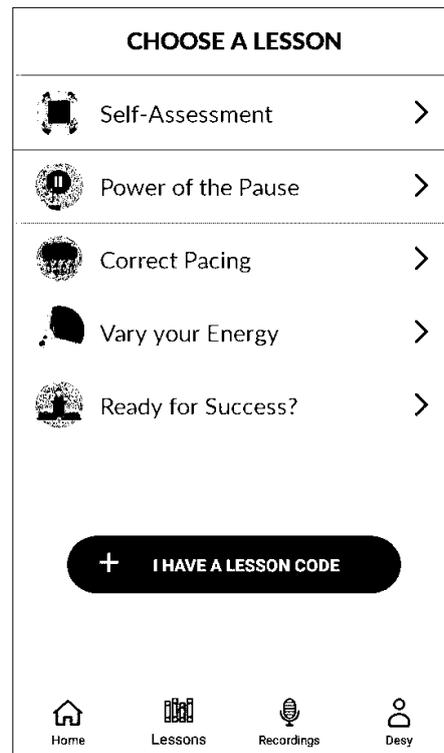
Figure 2. *Orai* Lesson Preview

Method

This mini project investigates pre-service teachers' engagement with *Orai* through descriptive method. There are three pre-service teachers involved. They are currently participating at the English Education PPG program at Universitas Negeri Yogyakarta. The data are obtained from questionnaire focusing on the aspects of engagement, i.e. cognitive, affective, and behavior components, as well as interviews.

Findings

The findings are displayed based on the three main aspects of engagement and their relation to presentation practice using *Orai*. The three aspects are cognitive, attitudinal, and behavioral. After the data description and analysis, a conclusion is drawn on the strengths and weaknesses of the app.

1. Cognitive Aspect

a. Knowledge on Presentation Aspects

All respondents agree that they learn about the components of presentation, i.e. fillers, pace, speech energy, and speech clarity from *Orai*. Previously, they might know some of the important things in presentation yet they learn to dig deeper on the four aspects through this app.

b. Presentation Skills Strengths

66,6 % of the respondents strongly agree that they manage to know their strengths in presentation technique, related to fillers, pace, speech energy, and speech clarity from *Orai*. The

other 33,3 % simply slightly agree on the same statement. In brief, the app does help people realize the important aspects of presentation technique.

c. Evaluation on Presentation Skills Strengths

The three respondents agree that after knowing their presentation technique strengths, they know better what aspects to keep in the next presentations. Thus, they are able to improve and do better presentations next time.

d. Presentation Skills Weaknesses

All respondents learn to know their presentation weaknesses from *Orai*. Thus, they know what to improve in the next presentation practices. The feedback is significant since they rarely get similar feedbacks from their lecturers or peers regarding the specific components of fillers, pace, speech energy, and clarity.

e. Evaluation on Presentation Skills Weaknesses

After knowing the weaknesses, the respondents keep in mind what not to do in the next presentations. Thus, the app helps them to avoid doing the same mistakes regarding presentation delivery techniques.

f. Understanding of Good Presentation Technique

66,6 % of the respondents agree that they manage to learn better on how to deliver good presentation. On the other hand, the other 33,3 % feel that the app does not particularly help them know how to have great presentation. They argue that it is due to the fact that the feedback is given in the written form. They prefer to obtain thorough oral feedback in which they are capable to ask and confirm.

2. Affective Aspect

In regard to affective aspect, it is found that most of the respondents are interested in using *Orai* for presentation practice.

a. Interest in using *Orai* for Presentation Practice

Based on the result of the questionnaire, the data shows that 66.6% of the pre-service teachers are highly interested in using the app to practice presentation, while the other 33.3% of the respondents are fairly interested in using the app. It can be concluded that the pre-service teachers are in general interested in using *Orai* to help them practice presentation.

b. Enjoyment in using *Orai* for Presentation Practice

All respondents agree that they enjoy the experience of using *Orai* in practicing presentation. However, they do not particularly mention that the app is highly enjoyable for them. It is possibly because the app covers only four aspects of presentation, i.e. fillers, pace, energy, and speech clarity. Thus, there are many other aspects of presentation that the app does not cover yet.

c. Willingness to use *Orai* for Presentation Practice

The result of the questionnaire concludes that 100% of the respondents are fairly willing to use *Orai* to practice presentation. The respondents somehow do not feel highly motivated to keep practicing presentation using the app. It is however important to note that they do feel that they are quite motivated to use *Orai* after they tried it for the first time.

d. Benefits of using *Orai* for Presentation Practice

66,6 % of the respondents highly agree that the app helps them learn and practice presentation. Meanwhile, the other respondents simply agree that the app is helpful. Overall, it can be concluded that the app provides some assistance for the users to learn more and practice presentation.

e. Presentation Confidence after using *Orai*

The three respondents have varied answer on this point. One of them agrees that they gain more confidence after practicing presentation on *Orai*. Another one simply agrees that the app helps

them to be more confident. However, one respondent states that the app does not significantly help develop their confidence. He argues that the app does not quite provide emotional supports he normally obtains from his lecturers or peers.

3. Behavioral Aspect

In regard to behavioral aspect, it is found that *Orai* helps the pre-service teacher respondents to keep practicing presentation since they are provided by some feedback on the app. Respondents also look at presentation components on the app such as filler, pace, energy, and speech clarity to reflect the result of their practices. Besides, the app also helps them do better in the next presentation practices.

a. Continuous Presentation Practice using *Orai*

Based on the result of the questionnaire, 33.3% of the respondents state that they are eager to keep practicing presentation using *Orai*, while the other 66.7% of the respondents are less eager to keep practicing presentation using the app. It can be concluded that the use of *Orai* mobile app influences the interest of the pre-service teachers in practicing presentation.

b. Recordings of Presentation Practice on *Orai*

The result of the questionnaire shows that 33.3% of the respondents save the recordings after practicing presentation using the app. On the other hand, 66.7% of them do not save the results of the recordings. The application enables its users to review the recordings they make through the recordings. The need to save the recording or not depends on the need of the users. If they feel that it is significant to keep the recordings then they are free to do so, and vice versa.

c. Note-Taking on Presentation Components after Presentation Practice

The data shows that 33.3% of the pre-service teachers take some notes during/after practicing presentation using the app. Meanwhile, the rest 66.6% of the pre-service teachers do not do so. From this data, conclusion can be drawn that some of the respondents feel the need to take notes during/after practicing presentation using the app on the components of filler, pace, energy, and speech clarity. Meanwhile, most of them do not particularly feel that it is important to take notes. It might be because they can always refer to the recorded practice on the app to see the feedback on their presentation.

d. Having More Presentation Practices after obtaining Presentation Feedbacks on *Orai*

The data of this section shows that 33.3% of the pre-service teachers do more presentation practices right after referring to the feedbacks of their first practice, while the other 66.7% slightly agree that they have more presentation practices. It can be concluded that pre-service teachers are eager to do more presentation practices after referring to the feedbacks given in the application.

e. Presentation Practice Improvement based on *Orai* Feedbacks

According to the result of the questionnaire, 33.3% of the respondents are very eager to do better in practicing next presentations. The improvement is based on the feedbacks from *Orai*. Meanwhile, 66.7% of the respondents do try to give better performances in other presentation practices. It can be said that the application helps the users to do better presentation based on the feedback given in the application.

f. Carefulness in Other Presentation Practices on *Orai*

The questionnaire shows that 66.7% of the respondents agree that they are somehow become more careful in the next presentation practices. Meanwhile, the other 33.3% of the respondents less agree. It can be concluded that overall the application helps its users to be more careful in practicing other presentations on the application.

Conclusion

In brief, it can be concluded that some of the benefits of *Orai* are related to the improved knowledge of good presentation as well as understanding of ones' strengths and weaknesses in presentation. In addition, the app helps the users develop interest, enjoyment, motivation, assistance, and confidence in presentation. Moreover, the app encourages the users to do a lot more well presentations. On the other hand, some of the weaknesses of *Orai* is related to the technological flaws. To use the app, one needs internet connection. Thus, they have to make sure that decent connection is available. In addition, some respondents state that the app does not provide them with emotional supports which they might obtain from lecturers or peers. Overall, it can be concluded that *Orai* is a great app which some pre-service teachers find useful to help them practice presentation.

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STUDENTS' EXPERIENCE IN LEARNING ENGLISH THROUGH MOBILE PHONE

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Abstract

English was a frightening subject lesson for students especially in speaking, they are afraid and shy in speaking English because they never practice in daily life, they just learn and speak English at school where English lesson taught. The aimed of this research is to know the students experience in learning English through mobile phone. Subjects at this research were ten students of Bahasa Indonesia study program in STKIP PGRI Lubuklinggau, southern Sumatra. This research is designed in qualitative method by descriptive approach, focus group discussion is used as the technique in collecting the data to get the information deeply. The result shows that all students felt confident in speaking English through *zello,* although not perfectly spoken, and enjoyed learning English using mobile phone because everywhere they can learn English. So, mobile phone could be one of the best media to learn English for students; but teachers or lecturers need to prepare some materials that can be easily accessed by students.

Keyword: Students' Experience, Speaking English, Mobile Phone.

A. Introduction

English is International language that uses to communicate between people in the world who have different background of language, by mastering English people can easy to do relationship with other at over sea in several fields such as economic, government, and education. Lot of information about knowledge written in English through books or online, so English is very important language that must be master by people who not native language. Like in Indonesia, English is a foreign language that learned at the school since elementary till university level. It is indicate that government of Indonesia obligate for citizen to mastery English well since children.

Learning English is not easy because students must understand the important thing in English like grammatical, vocabulary and pronunciation because between Indonesia and English is different so students must learn from basic. Based on interview to the several student of senior high school in SMA PGRI Lubuklinggau they said that English is frightening subject lesson because they difficult in understanding the meaning from their teacher speaking in giving instruction. Not only students at senior high school, some of student at Indonesia study program at STKIP PGRI Lubuklinggau also said that English is very difficult, more than 6 years learn English since Junior high school until now they not yet mastery English well.

Based on the observation above, it was evident that English is very difficult for EFL students, they learn English long time but they cannot apply in their daily life so they forget and all of knowledge lost. It cause of In Indonesia English not use for society in daily life, so students can not practice English well. English used in particular place such as at international conference and at the school when English lesson is teaching.

One of strategies to build English environment in Indonesia is using technology. Now day technology cannot split in human life, without technologies human feel cannot do anything, one of technology in daily life which very closes with human actives in daily life is mobile phone. Mobile phone is one of communication tool that help human to do communicate with other everywhere without limitation of distance and time. Recently it used by human since children, they had introduced by their parents but limited usage just for playing game and watching film.

So in this research the researcher used zello application as media to build English environment for student of Indonesia study program semester II at STKIP PGRI Lubuklinggau. The aimed of the research was to know students experience in learning English speaking through zello application. The research design through qualitative method by using narrative approach. Qualitative method is a method to observe naturally to the human habit. The qualitative approach seeks to understand phenomena, whereas the quantitative approach seeks to explain them. This means that: (a) The goal of qualitative research is emic: to describe and analyse the world as it is experienced, interpreted and understood by people in the course of their everyday lives. (b) It is frequently micro-analytic. (c) It is often (although not always) focused on a specific problem in a specific situation. (Cropley, 2015). This focuses on people's narratives/stories either about themselves or a set of events. Instead of looking for themes that emerge from an account, it concentrates on the sequential unfolding of someone's story so there is an emphasis on employment and characters. It is time-consuming and usually includes a very small number of cases. (Hancock, 2006). In this research the researchers uses focus group discussion. These are conducted with more than one respondent at a time, i.e., in a group setting.(Cropley, 2015). Focus groups are sometimes referred to as "group interviews", the moderator does not ask question of each focus group participant in turn, but, rather facilitates group discussion, activities encouraging group member to interact with each other. (Silverman, n.d.).

B. Theoretical review

1. Teaching And Learning Speaking

English chooses as international language to do relationship between one to other at oversee, without English we cannot do communicate easily. In Indonesia English is one of foreign language that teaches since primary school until university with the aim all young generation able to uses English well to faced globalization era that allow all foreigner enter in other country especially in Indonesia to trade and do relationship with citizen, so by mastering English well, Indonesian able to receive the situation well. English has four skills that must be mastered by students, they are: Listening, Speaking, Reading, and Writing. It is very different with Indonesia although pronunciation, written, and grammatical, so make Indonesian's students have difficulties in learning English. The most difficulties that faced by students in learning English is speaking, they tend to shy and afraid to create mistakes in spoken although pronunciation and grammatical. To omit the students' problem needed a suitable in teaching and learning strategies in speaking. Teaching is process transferring knowledge from the teachers to student to reach the goal that measuring. Teaching and learning are considered complex processes, influenced by different multiple factors, including use of media or instructional aids, which results active involvement of students and makes teaching more interactive. The importance of interactive learning or academic engagement is reflected from the following quote from killen Roy:

"Instructional activities must be arranged so that students have appropriate opportunities to engage in meaningful learning (as opposed to rote learning). Academic engagement will be evident when students are on task, focused on important issues and consciously striving to learn. Students need to be seriously engaged in learning in order to achieve deep understanding. Academic engagement is closely linked to students commitment and motivation and to the nature of interactions within class room social systems"(Killen, 2003:19)

In order to make learning experiences more concrete and realistic, teachers must prepare specific teaching materials. Teaching aids certainly amplify teacher's effortful presentation more into influencing instructions. The use of variety of teaching aids has successfully transformed most classrooms from traditional setup, where teachers do most of the talking and students are

passive listeners, into participatory learning centers facilitating productive learning. (Thomas, 2008:106)

Teaching and learning process in the classroom need a good feedback between teachers and students, if it not happen in the teaching process in the classroom, it will not reach target that needed. As in teaching speaking skill, classroom activities did not happening because it needs the students' interaction. According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc), While speaking mean using of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiency.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) it mean that speaking is process sending message between one people to others that do by verbal or non verbal language. According to Brown,1994; Burns & Joyce, 1997 said that Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is as evident that speaking well is mastery vocabulary and grammatical rule. Based on (NCLRC. The Essential of Language Teaching. http://www.nclrc.org/essentials/speaking/spindex.htm) said that Language students need to recognize that speaking involves three areas of knowledge: Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. From the statement above show us that there are important thing that must be learned and understanding by learner in learning speaking.

2. Mobile Phone As Medium In Learning English Speaking

Language is a habitual, It means that someone who learning a language need a practice every time to make fluent them spoken. One of the obstacle that faced by Indonesia learners are no space to practice, English used in particular place such as school. One of the solutions to solve the problem is medium to help the learners practice speaking in daily life. A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver. Definition of media focus on use of technologies plus concepts and contexts (Dewdney & Ride, 2006, Flew, 2004, Heinich, 1996). Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. Whole of mediums above give contribution to the learners based on the teachers' participation to create the success.

One of medium which help to the learners to improve their English speaking is technologies that used in daily life, wherever the developing of information and communication technologies grow rapidly that able to use by people, one of them is mobile phone. "Human beings' main means of communication, it is inconceivable that language could be left untouched by changes that affect

communication". Kenning (2007: 61). It means that technologies have important effect in language changing. Information and Communication Technology refers to technologies which giving access to information by telecommunication, it similar to Information Technology (IT), focuses mainly on communication technology. This includes the internet, wireless, network, mobile phone, and other communication mediums. ICT has provided society with fast array of new communication capabilities, for instance: people can communicate in real time with others in different countries using technologies namely: instant messaging, voice over IP (VOIP), and video conferencing. Social networking website like facebook allow user from all over the world to remain in contact and communication on a regular basic. All of them can use by people in one medium, that is mobile phone.

Mobile phone is one of medium that able to used as facilitate to improve speaking ability. It uses by people in daily life. Mobile phone offered several of operation systems namely: android, apple, Blackberry and windows phone. They offered the advantages that giving satisfactory to the people, so it also become a new place to practice in speaking English every day because in there able to installed one of software to talking some one to others without limited distance in same user that is zello. Zello is an application startup located in Austin, Texas, behind the creation of Zello applications. The applications are push-to-talk (PTT) walkie-talkie for consumers and business and available for Android, iOS, Blackberry, Windows Phone, Windows PC, rugged mobile devices and two-way radios. Zello is free while the Zello@Work application is free for up to 5 users. it is an application to call a contact, change Smartphone become walkie talky. Beside able to call, it's also able to send picture to the other contact in line and its can work within internet's network. The facilities that offered namely: adding channel to talk (chat room), managing account status, typing status and saving history of conversation. The user can connect to other user in other world every time.

C. Discussion

In this research the researcher took the data from 10 student's of semester II at Bahasa Indonesia Study program, subject took based on the students' progress so long lecturing in general English. In data collecting process through focus group discussion, the researcher as moderator open discussion and asked about the students experience in learning English through phone media.

1. Students experience writing and reading

Students said that English very difficult and scary in learning because they have problem so long learning English at high school, the first meeting they very serious in the class but they did not understand what should they done. So one of the methods was giving them support and motivation and in teaching process set in interesting situation.

All of students said that they felt enjoy learning English in the classroom and motivated them to learn more. In this semester they said that in learning English they have new knowledge in ICT through mobile phone, they know how to create blog and written English about information through tenses make them new experience in learning English. They also interesting learn English by using mobile phone through portal online because they can instant in do exercise and know where were their mistake in do the test. In these media they fill enjoy in learning English because they easy to understanding English in two skill writing and reading. Such as Rima said learning English through mobile phone is interesting, by do exercise through quiz online I can knoe directly where is my mistake because I feel low in writing.

2. Listening and speaking

Speaking became one of skill that frighten, they shy and afraid when speaking English, it caused by less vocabulary and pronunciation. They also did not understand what other people said; it

conveyed almost all the respondent. When discussion doing they said interesting learn English because they have group to learn English, they can do conversation with classmate without fear because did not face to face. Like Adri said that "learning English through mobile phone very interesting because everywhere I can speak to other people in zello application. I felt enjoy learn speaking English end I have progress in speaking even though my pronunciation not to good but I more brave to speaking English because without face to face.

In practice speaking through zello also became complete skill not only speaking and listening but writing and reading, it said by lecturer give a task to create sentence and speak in group, The first I must write the sentence, look at the grammar book for cellist my sentence correct or false. Than after finish write the sentence I speak in group zello and then get respond from my friend. Zello make me. They also able gave question and answer to other people directly, one of the most interesting they can speaking directly with native who come in the group.

All of students agreed that zello application make them brave in speaking English because they did not face to face in speaking and able to prepare question and answer before. They also said satisfied learning English through mobile application.

3. Disadvantage learning English through mobile phone

From the ten students they said application was help them in learning English specially to improve speaking. All of the advantages spoken to them and just two students said that there were disadvantages in learning. Such as zelika said that they pass the question or conversation in zello if her mobile phone did not connect to the network and in silent mode. While Rima said that the best problem when mobile phone did not connect to the network when she go home to the village.

D. Conclusion

Based on the data took through focus group discussion about the students experience in learning English through mobile phone. It can be conclude that they very interesting in learning English in the classroom and using mobile phone. They have new knowledge about ICT in create blog and how to write English in blog that can be access by people in the world. They also said that application zello helpful them in building confident and practice in speaking English to their friend and native who greeting them in the group.

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ENGLISH TEACHER'S BELIEFS AND THEIR SOURCES OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN INDONESIAN EFL CONTEXT

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Abstract
Technology develops rapidly in recent years which inevitably influenced English teaching and learning process. However, although Computer Assisted Language Learning (CALL) has been invented almost 60 years ago, in Indonesia, CALL course or subject for higher education especially in preparing future English teachers has not fully developed yet. This research aims to find out what teacher's beliefs on CALL in general and what factors influencing the beliefs. It is descriptive qualitative research. Data obtained in this study are from questionnaire, and interview. The result showed that English teacher has positive beliefs toward CALL and they are influenced by several factors. This study is expected to give reflection dealing with the teacher's beliefs and practices on CALL for university students.
Keywords: CALL, Technology, Teacher's Beliefs, EFL, Higher Education

Introduction

As stated by Ghasemi and Hashemi (2011, p. 3099) that "using ICT gives the learners real-life contact with, and exposure to, the cultures of the peoples and countries where the new language is spoken and enables children to access and research information worldwide. The opportunity for children to develop an interest in the culture of other nations through comparison with their own is an integral part of primary languages entitlement." It makes ICT to be integrated in teaching and learning process, especially English teaching and learning. Further, Bilyalova (2017, p. 177) emphasizes "the use of ICT in learning a foreign language helps to intensify and personalize learning, promotes interest in the subject, makes it possible to avoid subjective assessment. In addition, the ICT contribute to overcoming the psychological barrier of students to the use of a foreign language as a means of communication". Then one of the ICT that can be used in language teaching and learning is computer, or specifically computer assisted language learning (CALL).

On the other hand, although CALL has been invented almost 60 years ago, in Indonesia, CALL course or subject for higher education especially in preparing future English teachers is not fully developed yet. Different from Indonesia, in 2014 at South Korea, CALL has been implemented and Chan Nim Park & Jeong-Bae Son have conducted research about factors affecting English as a foreign language (EFL) teachers' use of computers in their classrooms and EFL teachers' perceptions of computer-assisted language learning (CALL) and ways to improve CALL practice in school settings. The results of the study indicate that "the teachers have positive and favorable attitudes toward the use of the computers. They consider computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts. It is also reported that external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks and lack of administrative support negatively influence the implementation of CALL in the classroom. Internal factors such as teachers' limited computer skills, knowledge about computers and beliefs and perceptions of CALL also seem to significantly affect teachers' decisions on the use of CALL" (2009, p. 80). Seeing this phenomena, how teacher's beliefs about CALL is important to be investigated in EFL context of Indonesia.

Literature review / Theoretical background

Computer assisted language learning (CALL) means "the search for and study of applications on the computer in language teaching and learning" (Levy, 1997, p.1). Papadima-Sophocleous (2012, p. 174) states that "Computer assisted language learning (CALL) is a field which has been constantly evolving since the early 60s, in terms of both pedagogical changes and technological advances". Hashemi and Aziznezhad (2011, p. 833) propose that "CALL offers modern English language teachers many facilities and novel techniques for teaching and learning". Several advantages of CALL have been investigated such as "(1) it helps to generate autonomous learners who will experience freedom of choice, and (2) it gives a new role to teaching materials. Moreover, as explained by Ghasemi and Hashemi (2011, p. 3100), for language learning purposes, "it provides text in authentic language, unlike the contrived language usually found in books".

To adjust to the development of technology, English teachers need to have ability in integrating technology in the classroom. Queiroz (2003) insists "lecturers or teachers need to go through a continuous process of competency improvements to meet the demands of lifelong learning for their professional development. Without this, teachers may be complacent and merely duplicate their practices electronically. If this happens, learners would not benefit from the technological advancements happening around them". According to Sally Bowman Alden (2000 in Starr 2003, p. 2), "If we are to gain the many benefits technology offers our children in learning and their futures, our teachers must be provided with on-going opportunities to develop their understanding of the value of technology to themselves personally and professionally and effective uses in the classroom". So that, "the CALL classroom should not be conceived as a room in which every learner is studying in isolation in front of his/her computer. Teachers must think of activities that enable group work/human interaction and computers to be compatible" (Hashemi and Aziznezhad, 2011, p. 833).

Whereas, actions and behaviors which teachers carry out in the classroom and the effect of these on learners are described as teaching. Teaching is a very complex process (Richards & Lockhard, 1994, p. 29). It deals with many different tasks, such as learning activities selection, new learning preparation, learning activities presentation, until reviewing and re-teaching when it is necessary, and many others. In order to understand how teachers deal with these teaching dimensions, it is necessary to examine the beliefs which underlie their classroom actions. What teachers do reflects what they believe (Fauziati, 2015, p. 53).

In figure 1, Borg (1997 in Borg, 2003, p. 81-82) indicates that "teachers have cognition about all aspects of their work, and list recurrent labels used to describe the various psychological constructs which he collectively refers to here as teacher cognition". The diagram also outlines relationships suggested by mainstream educational research among teacher cognition, teacher learning (both through schooling and professional education), and classroom practice. In brief, there is ample evidence that teacher's experience as learners can inform cognitions about teaching and learning which continue to exert an influence on teachers throughout their career; there is also evidence to suggest that although professional preparation does shape trainee's cognition, programs which ignore trainee's prior beliefs may be less effective at influencing these; and research has also shown that teacher cognitions and practices are mutually informing, with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognition.

Further, Kindsvatter, Willen, and Ishler (1988 in Richards & Lockhard, 1994, p. 30-31) explain "the sources of teacher's beliefs: their own experience as language learners; experience of what works best; established practice; personality factors; educationally based or research-based

principles; and principles derived from an approach or method". These sources will affect teacher's beliefs toward certain thing.
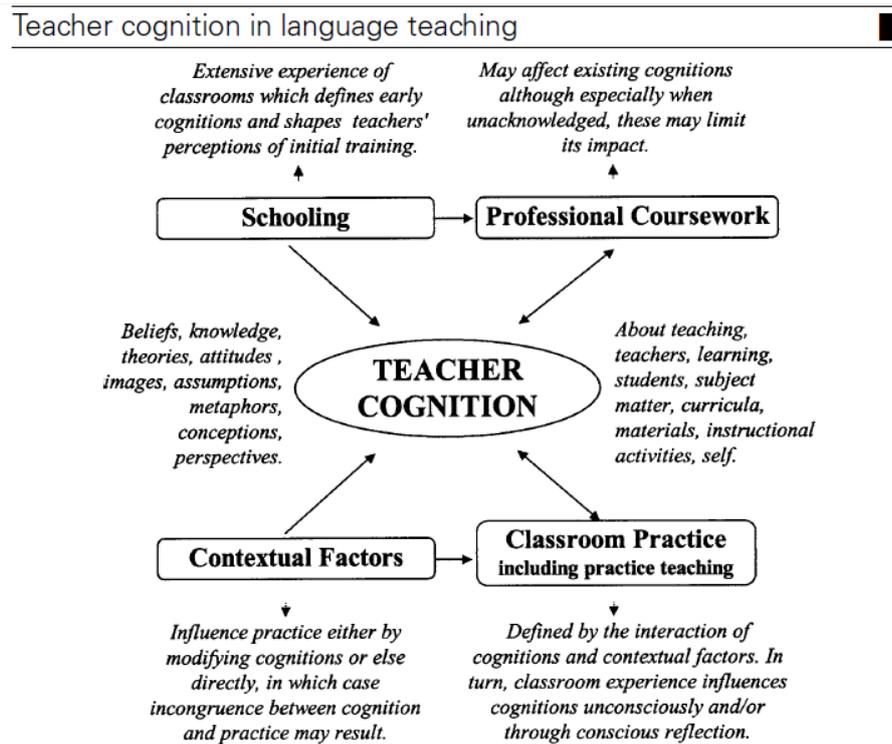

Figure 1 Teacher cognition, schooling, professional education, and classroom practice (Borg 1997)

Thus, there are many different terms and conceptualizations to refer to teacher beliefs, such as attitudes, values, perspectives, cognition, BAK (beliefs, assumptions and knowledge), etc. Most definitions of belief propose that "beliefs dispose or guide people's thinking and action" (Fauziati, 2015, p. 53). These beliefs are important for understanding and improving teaching and learning process. They can be used guidelines for language teachers to adopt their classroom practices and to cope with daily language teaching problems. Teacher's beliefs also influence teacher teaching attitudes, teaching methods and teaching policy. So that, how teacher's beliefs about CALL and practices are important to be investigated in EFL context of Indonesia

Research questions

In this present study, researchers only focus on teacher's beliefs about CALL and practices to answer:

What are teacher's beliefs on CALL (Computer Assisted Language Learning)?

What are factors influencing teacher's beliefs on CALL (Computer Assisted Language Learning)?

Method

This study used descriptive qualitative research which analyzes on teacher's beliefs about CALL and practices in the context of English as foreign language.

Participant

The participant of this study is English lecturer in faculty of English Educational Department in one of State Islamic Universities in Indonesia.

Instrument(s)

In obtaining the data, this research used a questionnaire adapted from Jaafar& Allahverdi (2014) consisted of three main parts. They are personal information; competence of teachers; and perceptions toward CALL. Also, interview and observation have been done to deepen the data.

Data collection procedures

Researchers distributed questionnaire consisted of three main parts. English teacher has been interviewed to deepen the data about his beliefs toward CALL and what possible factors influencing the beliefs.

Data analysis

In analyzing the data, researchers used interactive model data analysis proposed by Miles and Hubberman (1994) including data reduction, data display and conclusion drawing/verification.

Results

The result showed that English teacher (ET) who is currently teaching university students has attended training course, workshop, or seminar on using computer before. He has computer or PC or laptop and internet access for his computer. He also has joined at least one CALL seminar or conference. By his background, he confessed to have much competence in operating hardware such as using printer, computer keyboard, etc. He is also able to install new software on a computer, operate a word processing program (e.g. Word), a presentation program (e.g. Powerpoint), use the internet for communication (e.g. E-mail, chatroom), use the World Wide Web to access different types of information. Moreover, he is able to solve simple problems in operating computers, select and evaluate educational software, and teaching his students with a readily available CALL materials.

ET is very interested in CALL. He said that using computers is enjoyable and he likes using computers in teaching English. Computers have many benefits such as computers save time and efforts in EFL lessons; computers would motivate students to the more study; computers can enhance students' learning; computers can improve education of English language; and computer technology can not improve the quality of students' learning. He added that teaching with computers offer real advantages over traditional methods of instruction.

However, although he has attended at least one CALL seminar or conference, he said that this is the first time he encounter the concept of Computer-Assisted Language Learning. CALL means to him as students learning a language using computers in the presence of a teacher. His beliefs of the roles the computer taking in language learning are as a tool, a surrogate teacher, a useful provider of mechanical language practice, a manager of tasks, and an aid to communication (e.g. e-mail). He stated that CALL are appropriate with every aspects of language such as Grammar, Reading, Speaking, Writing, Listening, Pronunciation, Vocabulary teaching, Teaching with games, Comprehension, and Presentation skills. ET uses CALL materials in EFL classroom to reinforce classroom lessons, for independent study, and for developing particular language skills.

Discussion

From the data obtained, it can be seen that ET has positive beliefs or perceptions toward CALL. However, because it was the first time CALL has become subject in the study program, ET confessed that this is the first time he encounter the concept of Computer-Assisted Language Learning. This belief was because ET has not had experience of what works best before. It is also because there was no established practice before (Richards & Lockhard, 1994, p. 30-31).

Whereas, because he is considered young teachers who always wants to seek information and knowledge best for his class, he read a lot of researches about CALL (Richards & Lockhard, 1994,

p. 30-31). In his classroom, he used several sites and applications such as Duolingo, BBC Learning, FluentU, Canva, ABCYA.com, manythings.org, Storynory, etc. It is influenced by personality factors (Richards & Lockhard, 1994, p. 30-31) that some teachers have a personal preference for a particular teaching pattern, arrangement, or activity because it matches their personality.

Conclusions

English teacher has positive perceptions or beliefs toward CALL. They are influenced by several factors: no experience of what works best, no established practice before, and personality factors. The implication of this study is expected to give reflection dealing with the teacher's beliefs and practices on CALL for university students.

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USING *AUGMENTED REALITY* AS THE MEDIA FOR FLIPPED TEACHING

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Abstract

The advancement of technologies leads to the use of computer-assisted language learning supporting the creativity in education. Various ways of students' knowledge building are also coloured by the appropriate technological introduction in the learning scenarios. The present study is aimed at determining the feasibility of using augmented reality in supporting the application of the flipped classroom approach, especially in the EFL context. The idea is to allow the students to preview and analyse the materials prior to classroom meetings in order to increase their learning engagement, confidence, motivation, and ultimately their mastery. Based on the review of previous studies, the use of augmented reality in the EFL context facilitate the application of the flipped classroom approach as it improve students' confidence and mastery of the materials as well as allowing the students to preview and analyse the materials prior to classroom meetings. Points to note that extra duties for searching the correct materials to be reviewed by the students prior to the classroom meetings, uploading the materials to the Aurasma studio, and making sure that the materials are accessible for the students. The handouts are also needed to focus the students' attention on the targeted materials.

Keywords: the flipped classroom approach, augmented reality, EFL

A. Background

The development of technology in the present era leads the teachers to prepare their students to be well civilized. The outside world of the classroom is also changing along with the advancing technologies and this demands the teachers to create more developed learning environment adjusting this progression. The technologies developed nowadays provide various tools that can lead to the better learning achievement. Using the advances is also believed to support creativity education (Persefoni & Tsinakos, 2016). In addition, applying technology in the teaching and learning processes provides a very positive learning experience by which the students are able to interact with the real world that is considerably far from the traditional teaching methods with face-to-face instruction and controlled situation (Pimienta-Gómez & Malagón, 2017).

Since the current learning processes are much influenced by the chances and variety of information and communication technology (ICT), the students are allowed to access and even create textual and audio-visual contents. Using their smartphones, they are able to access a large scale of stuffs contributing to their learning achievement. This makes the teachers possible to develop educational activities employing the advantages of technology to improve students' learning activities. Trends in teaching models should also be recognized by the teachers in order to incorporate the teaching strategies with the current curriculum. One of the technology is the use of augmented reality provided by Aurasma Application embedding digital information on the layer of physical world. The technology can be assimilated into lessons.

The use of technology has been introduced in the educational context allowing various ways of students' knowledge building. It also creates challenges for the teachers to find the appropriate technological introduction in the learning scenarios (Sampaio & Almeida, 2016). One of promising scenarios is flipped teaching.

B. Reviews of Previous Studies

1. The Flipped Classroom across Disciplines

The term 'flipped classroom' was first introduced by Baker (2000) gaining popularity in recent education due to the advantages served by such a teaching model. The core of flipped learning approach is that learners are guided to prepare materials for learning in order to have more engagement in the classroom lessons. Indeed, there have been many studies in the domain of the flipped classroom approach from various disciplines (Yeung and O'Malley (2014), Butt (2014), Osman, Jamaludin, and Mokhtar (2014), Shafique and Irwin-Robinson (2015), Sung (2015), AlJaser (2017), Mensah, Yeboah, and Adom (2017), Fatima, Arain, and Enam (2017), Afrilyasanti, Cahyono, and Astuti (2017)).

Yeung and O'Malley (2014) determine improvement on the students' confidence in their writing abilities and it is proven to be promoting the further learning since the students have their own time in reviewing, analysing, and understanding presented materials. Butt (2014) notes that flipped the classroom approach make it easier for the teachers to give opportunity for the students to practise what they are learning. However, the initial preparation is time consuming due to the ensuring the accordance of the materials will be given in the classroom (Butt, 2014). Further, Osman et al. (2014) realise some hinders in applying the flipped classroom approach namely the lack of facilities instead of positive attitudes towards it in terms of availability of time for the lecturers on problem-solving tasks during the lesson, students' effective participation because of prior knowledge gained from the videos before class, and motivation in mastering the materials.

Research by Shafique and Irwin-Robinson (2015), AlJaser (2017), Mensah et al. (2017), and Fatima et al. (2017) show that students' achievement and attitudes affirm the use of the flipped classr oom strategy indicated by scores on the students achievement and the self-efficacy level they have. In terms of the readiness of the stakeholders in performing the flipped classroom approach, Mensah et al. (2017) emphasise on the availability of gadgets and the internet connection for the students in order to improve the success of such an internet-based model. Findings of Fatima et al. (2017) are more likely on students' engagement in learning and the possibility of students' giving feedback on the given materials.

From the above studies, it can be summarised that the flipped classroom approach brings many advantages in terms of students' confidence and mastery of the materials. It also promote learning allowing the students to preview and analyse the materials prior to classroom meetings. Instead, the teachers should have ample preparation before flipping the classroom to adjust the materials. The availability of gadgets and the internet connection is also an important scaffold of the success of the approach.

2. The Flipped Classroom Approach in the EFL Context

In the domain of EFL flipped classroom, Afrilyasanti et al. (2017) attain students' perception on the use of the flipped classroom model a writing class. The students find the model meaningful and helping as they have already owned sufficient prior knowledge and short explanation on the materials is considered adequately clear for them. This is in line with the study by Sung (2015) in which the students were directed to previews the materials in the forms of reading texts and videos. He determines that the students are more engaged in the classroom learning through sharing and discussing the results of previewing materials even with minimum level of lectures. Despite the advantages, Sung (2015) finds that huge amount of assignments in the flipped classroom approach needs adaptation to the class at the beginning and there should also be cycle learning in and outside the classroom throughout the semester. Things like test-oriented

practices, different learning styles, and the target language proficiency is perceived as the obstacles in applying the flipped classroom approach.

The above studies infer that students' prior knowledge on the materials leads to the engagement to the learning process. The students are more motivated to share and discuss what they have previewed. Learning motivation is a critical aspect since learning more than one language requires extra efforts. It is simply said that the successful foreign language learners are those who have proper motivation. Cognitively, motivation is seen as an individual's decision on what goals will be achieved, what approaches should be carried out, and efforts he/she will use in terms of achieving those goals. Since the students are in the early stages of learning, they are encouraged to find their own motivation in learning foreign language and that they can strive for excellence, autonomy, and self-actualization (Brown, 2000, pp. 160-166) through the use of the flipped classroom approach.

3. Augmented Reality in Education

There have been research studies in the field of augmented reality in education. Bower, Howe, McCredie, Robinson, and Grover (2014) state that using technology for learning does not guarantee the success of it, yet, the poor use of emerging technology could result in lower learning outcomes. It has always been the teachers' challenge to make use of the technology to support the students' ultimate growth and higher order of thinking skills. Further research by Persefoni and Tsinakos (2016) indicates that the use or augmented reality has positive effects on educational processes and improves the students' progress and participation by turning traditionally boring subject matters into alive and joyful for the students. Indeed, the extensive use of augmented reality in education can be applied to those with learning difficulties and personal needs of each student.

The findings of Sampaio and Almeida (2016) are in concordance with the previous studies. Their research is aimed at determining learning scenarios suitable for the strategies exploring the use of technology. They find that students have extra motivation in task completion using the augmented reality integrated in the school materials since it help them understand the subject contents better allowing solving exercises of the contents.

C. Urges on the Use of Augmented Reality in the EFL Context

Teaching EFL involves many aspects, especially students' motivation. Teacher will get difficulty in teaching less motivated students as motivation is the base of learning activities. Without the willingness to learn, the students will find it hard to acquire the materials given in the classroom.

The English teachers need to maintain learners' confidence and motivation through working on the language (Carter, 1997, p. 9). Learning motivation is a critical aspect since learning more than one language requires extra efforts. It is simply said that the successful foreign language learners are those who have proper motivation. Cognitively, motivation is seen as an individual's decision on what goals will be achieved, what approaches should be carried out, and efforts he/she will use in terms of achieving those goals.

However, motivation is not the absolute factor in the success of teaching learning process. Teacher's roles are also taken into account. In this case, the way teacher is transferring the knowledge affects a lot on students' understanding towards the materials given. Snow, Burn, and Griffin (1998) state that the factors contributing to learning include biological deficits that make the processing of sound-symbol relationship difficult, factors within the individual, factors in the home, social and cultural environments, and factors in the school environments such as school curriculum and teaching methods. That is why, teacher should be more creative in enhancing

their teaching strategies since we understand that students need more joyful classroom environment. The teacher is demanded to be creative and interactive in learning atmosphere in which it can motivate students to engage in the teaching learning process.

In the area of the flipped classroom approach, the use of technology supports the success of the scenario (Mensah et al., 2017). As mentioned by Osman et al. (2014), the problem of availability of the facility should be consideration on applying the flipped classroom approach. Therefore, accessible materials and availability of supporting facilities are eminent in the application of the flipped classroom approach.

Referring to the discussion on previous studies, the use of augmented reality in the EFL context facilitate the application of the flipped classroom approach ultimately aiming at improving students' confidence and mastery of the materials and allowing the students to preview and analyse the materials prior to classroom meetings. The better mastery of the materials prior to classroom meetings leads to students' motivation in task completion, as mentioned by Sampaio and Almeida (2016). Furthermore, using an augmented reality is more attractive and fun for students. The following section discusses procedures in using augmented reality in the EFL context as well as the notes on it.

D. Procedures of the Use of Augmented Reality in the EFL Context
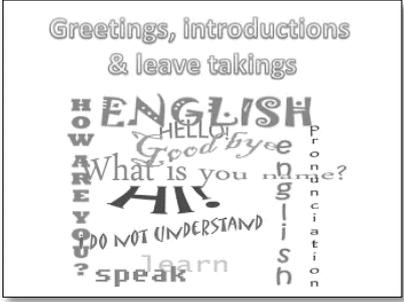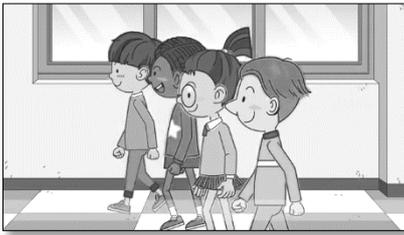
As mentioned by Butt (2014), the initial preparation needs extra efforts in applying the flipped classroom approach. Indeed, making the students get along with the approach is also a need to accomplish for the success of the teaching. Therefore, preparation for applying augmented reality as the media for the flipped classroom teaching is an important part of the success of such a teaching approach. Below are the steps in preparing the augmented reality for the flipped classroom teaching adapted from Persefoni and Tsinakos (2016), Gómez and Malagón (2017), and Pimienta-Gómez and Malagón (2017).

1. Preparation

Considering that the students have no ideas on augmented reality and the flipped classroom approach, the initial step is to direct the students to know about the use of augmented reality in the flipped classroom approach. Make sure that the students install an application to scan for QR-codes (*Aurasma*, for example) which is used to solve the assignment linked to multimedia content related with materials. The procedure on the use of augmented reality in the flipped classroom approach should be well conveyed to the students.

In addition to the students' readiness in using the augmented reality, the readiness of the materials should be well prepared. There should be needs analysis and an instructional design project that includes the use of the technology to support the use of the flipped classroom approach. The regulation of Minister of Education and Culture number 24 year 2016 about basic competence and core competence in the Curriculum 2013 sets the standard competence of graduation as the threshold level of competence should be mastered by the students. Therefore, the materials for the instruction using augmented reality to support the use of the flipped classroom approach should be adjusted to the basic and core competences set in the regulation. The materials are reinforced through *Aurasma* created flashcards, overlaid with videos previewed through the flipped classroom approach.

The example of mapping of the materials is as follow.

Week	Materials	Layout Trigger
1-2	Greeting, leave taking, thanking, and apologising	
3	Self-introduction and asking for and responding to an introduction	
4-5	Days, months, time in the forms of number, date, and year	
6-9	Naming and numbering animals, things, and public spaces	

2. Initiation of Augmented Reality for Flipping Classroom

Aurasma is chosen as the application for augmented reality because it is an online platform that lets the teacher create and publish their own augmented reality information in an intuitive and user friendly environment. It does not required any programming knowledge and every teacher can easily upload trigger images that can be associated to videos, images, 3D objects or other information. To set the materials for the flipped classroom approach, the following actions need to be accomplished.

a. Go to Aurasma Studio online at https://studio.aurasma.com/ and sign up for the free account. Login.

b. Click on the Help link in the upper right corner of the Aurasma Studio page. View the very clear and easy videos as needed.

c. The process is: Create Trigger Image. Add Overlay. Finalize Aura (the connection between the trigger image and the overlay). Share.

In order to support the use of the flipped classroom approach using Aurasma, there should be prior notices for the students to use their mobile phones to access the materials so that they can review the materials. The students are provided with the layout triggers for the specific materials reviewed for the coming classroom meeting.

3. Points to Note

Even though applying the flipped classroom approach, as well as using augmented reality in supporting the approach, is believed to be effective in teaching EFL, its implementation demands extra duties. It requires the teachers to spend extra time for searching the correct materials to be reviewed by the students prior to the classroom meetings, uploading the materials to the Aurasma studio, and making sure that the materials are accessible for the students. The handouts accompanying the previewing tasks are also needed to focus the students' attention on the targeted materials.

E. Conclusion and Suggestion

With no doubts that we are in the middle of paradigm shifts of technology which eventually changes the way the teachers teach and the students learn, particularly in the EFL context. Thus, based on the reviews and discussions above, the technology in the forms of electronic tools should be included in the instructional designs to strengthen the students' language mastery and enhance their language competence.

Using augmented reality to support the use of the flipped classroom approach requires thorough preparation. Familiarity to the use of *Aurasma* is considered as an important factor in the success of applying the flipped classroom approach using the app. In addition, preparing the materials to be reviewed before classroom meeting requires extra effort as the materials should contain the intended knowledge supporting the flipped classroom approach. The administrative units should also support such a teaching-learning environment and should prepare the required be prepared for the system.

F. Acknowledgement

The present study is limited to the review of studies. It is therefore recommended that studies may be conducted by other researchers experimenting on the use of augmented reality for the flipped classroom approach and giving a lengthy treatment session, to confirm the effectiveness of the approach along with the media of augmented reality. Further research could be in the domain of designing and developing instructions using augmented reality supporting the use of the flipped classroom approach.

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DESIGNING SUPPLEMENTARY SPEAKING MATERIALS
USING TASK BASED LANGUAGE TEACHING
FOR SMA STELLA DUCE BANTUL

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Abstract

The objectives of this study are (1) to design supplementary speaking materials using task based language teaching for SMA Stella Duce Bantul and (2) describe the strength and the weakness of the supplementary speaking materials using Task Based Language teaching for SMA Stella Duce Bantul. This research belongs to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall's model (1983). The six steps are as follows. (1) conducting need analysis, (2) constructing the course grid, (3) developing course grid based 2013 curriculum combined with the result of the need analysis. The supplementary material was designed based on the principal of Language Curriculum Design proposed by Nation & Macalister (2010) and task based language teaching proposed by Willis (2003) (4) the tryout of the course grid in the 11th grade students of SMA Stella Duce Bantul, (5) evaluation and revision of course grid by the experts, and (6) final product. The finding shows that the product relies much on pertaining the KD of 2013 curriculum and the teacher expected that the students needs to improve speaking skill since they have opportunity to speak English. The supplementary speaking materials are in line with students wants. The strengths of this product helps students to improve their speaking skill especially the vocabularies, the language function and the grammar used in spoken language. The tasks can attract the students to actively involve the teaching and learning process.

Keywords : Supplementary Speaking Materials, Teaching Speaking, Task Based Language Teaching

Background

Most people know that English is an international language used in communication among people from different nations, languages, or cultures. English is a global language spoken in many countries both as a native, second or foreign language.

EFL occurs in countries where English is not actually used or spoken very much in daily life. English is typically learned at school, but students have little opportunity to communicate in English outside the classroom. Indonesia is one of countries which use English as the foreign language. English becomes one of the required subjects.

The goal of teaching English should improve the students' communicative skills; because in that way, they can express themselves and learn social and cultural rules appropriately in every communicative circumstances. Objectives of English language teaching include skills or competence to be achieved by learners. Most curriculums conceive the skills of listening, speaking, reading, and writing as the objectives of the language teaching. Some author refer them as macro-skills – listening, speaking, reading, writing. Speaking becomes one the four basic language skills that should be learned by the students in any level, because it is used by someone to deliver students' opinions, thought, and feeling to others. In order the messages can be clearly received by the listener, nowadays, sufficient speaking skill is required.

Meanwhile, the government regulation focusing on the teaching English for the four skills especially receptive and productive. They focus on reading and writing since it is assessed in the national examination, while listening and speaking are not. In the relation of that phenomenon,

teaching speaking seems to be put aside. It seems happen in a large number of schools in Indonesia. Teaching speaking needs a task providing the speaking skills. According to Richards and Rodgers (2001), TBLT proposes that the task is pivot point for stimulation of input-output practice, negotiation meaning, and transactionally focused conversation.

From the preliminary observation, SMA Stella Duce Bantul also focuses on reading and writing. They do not really pay attention for speaking skills because it is not used in daily life and not to be evaluated in the examination. They seemed not to try to improve the teaching and learning process by using variation of language teaching. They have not been used TBLT for teaching and learning speaking. They give less task for teaching and learning process. Besides, the task is important for speaking skills to get input-output practice and negotiation meaning.

Therefore, speaking material should be designed for the school. The speaking material must fulfill the curriculum requirements. The Ministry of Education in Indonesia designed Curriculum 2013 as the newest curriculum in Indonesia. It is stated in *UU nomor 20 tahun2013; PP nomor 19 tahun 2005* that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as the orientation of teaching and learning implementation in order to reach the goal of national education.

This research aimed to design speaking materials using task based language teaching for SMA Stella Duce Bantu. This study has two research questions. First, what speaking material using Task Based Language Teaching that can fulfill the 2013 curriculum contains of *Kompetensi Inti* and *Kompetensi Dasar* and based on needs analysis are. Second., what the strengths and the weaknesses of the speaking material using TBLT are.

Literature Review
A. Teaching Material

Teaching materials are a key component in most language program. There are several definitions of materials proposed by some experts. According Tomlinson (1998) material here are anything which are used to help language learner to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

According to Richards (2006:251) that materials generally serve as the basis for much of the language input learners receive and language practice that occurs in the classroom. Material helps among teachers and students much, for the teacher material provide the idea on how to plan and teach lessons as well as formats that teachers can use. In other situation, materials serve primarily to supplement the teachers' instruction. For the students, material can be as the basic source of contact they have with the language apart from the teacher.

Cunningsworth (1995:7) summarizes the role of materials (particularly course books) in language teaching as :
1. a source for presentation materials (spoken and written)
2. a source of activities for learner practice and communicative interaction.
3. a reference source for learners on grammar, vocabulary, pronunciation, and so on.
4. a source of stimulation and ideas for classroom activities.
5. a syllabus (where they reflect learning objectives that have already been determined)
6. a support for less experienced teachers who have yet to gain in confidence.

Not all of English materials are good and appropriate in a languange program. Commercial textbooks can seldom be used without some adaptation to make them more suitable. Good

materials do many things that teacher would normally do as part of his or her teaching. According to Richards (2006 : 252), they should :

1. raise the learners' interest
2. remind them of earlier learning
3. tell them what they will be learning next
4. explain new learning content to them
5. relate these ideas to learners' previous learning
6. get learners to think about new content
7. help them get feedback on their learning
8. encourage them to practice
9. make sure they know what they are supposed to be doing
10. enable them to check their progress
11. help them to do better

Tomlinson (1998: 5-22) proposes fifteen principles for materials development which are derived from second language acquisition research and experience. Of these I would focus on the following six as those which drive ELT material development.

The materials should :

1. expose the learners to language in authentic use
2. help learners to pay attention to features of authentic input
3. provide the learners with opportunities to use the target language to achieve communicative purposes
4. provide opportunities for outcome feedback
5. achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
6. stimulate intellectual, aesthetic and emotional involvement

B. Teaching Speaking

There are five principles for teaching speaking as stated by Nunan (2003: 54-56) : (a) be aware of differences between second language and foreign language; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional speaking. Having understood the principles for teaching speaking, the writer can now design suitable activities by taking the principles for teaching speaking into consideration.

C. Task Based Language Teaching

According to Ellis (2003 : 30), task-based language learning (TBLL) is also known as task-based language teaching (TBLT) or task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Task-based language teaching is an approach to teach a foreign language which developed from communicative language teaching approaches.

The word 'tasks' has been used in many books which the meaning is similar to 'exercise'. In task based learning, tasks are activities where the target language is used by learners for communicative purpose in order to achieve an outcome (Willis, 1996 : 23). It means that the tasks always have a specified objective that must be achieved and the tasks are the learning tasks that students are involved in. In other words, it focuses on understanding meanings in order to do the tasks successfully. Language has to be acquired as a result of some deeper experience than the concentration on grammar point.

To have good language learning tasks, some criteria are needed. According to Candlin and Murphy (1987 : 9), the tasks created must be :

1. motivating : requiring participation, interesting, challenging, rewarding, valuable
2. co-operative : developing social and management skills for learning
3. strategic : stimulating personal strategies for language learning
4. differentiated : varied for different levels, skills, styles, objectives of learners
5. focused : unambiguous, targeted, relevant to the needs and goals of learners
6. open : extendable, accessible by/to learners
7. structured : gradable, variable, orderable, organized for learners' time, place and availability
8. critical : evaluative, formative, offering feedback.

According to Willis (2003:40), "task based learning is not just about getting learners to do the one task and then another". For task promote learning and improvement, we should see it as just one component in a larger framework that consist of three phases: pre task, task cycle, and language focus. The explaination is as follows :

1. Pre-task

Pre-task phase introduces the class to the learning topic. Teacher should help learners recall and activate words and phrases that will be useful both during the tasks and outside the classroom. In addition teacher should introduce the words and phrases that students are unlikely to know. The students note down the usefull words and phrase from the recording.

2. Task cycle

The students have opportunity to plan and report a dialog. IntThis phase, the students should work in pair and whole class. When the learners start working in small groups or in pairs to achieve the goals of the task. Teacher should encourage learners to work independently and to communicate on their own to achieve the set goals by keeping minimum interference on learners' work. Therefore, there is often little concern for grammatical accuracy. Willis (1996) as cited Richards (2001) added posttask listening in the task cycle. The activity is students listen to a recording of fluent speakers doing the same task, and compare the ways in which they did the task themselves.

3. Language focus

This phase allows a closer study of some specific features such as unfamiliar words, structures, or pronunciation that naturally occur in the task cycle. Thus the study of this form is clearly contextualized through the task itself. After reviewing the feature, learners then practice what has been discussed during the language analysis activities to improve their language form. For the final phase, teacher can give learners a reflective note to end the teaching cycle so that learners can review once again what they have learned before.

Methodology

The study used is the Educational Research and Development (R&D) method proposed by Borg and Gall (1983). It is a process used to develop and validate educational product. Borg and Gall (1983 : 772) stated that "Educational Research and Development is a process used to develop educational product such as material object including textbooks and methods for teaching and learning process". The goal of R&D is to produce a product which function to solve learning problems. The R&D cycle enabled the writer to adapt relevant findings and translate them into suitable materials.

This study used Borg & Gall's model in developing the supplementary speaking materials, but it was simplified into three phases.

1. *Exploration phases*

The result of the needs analysis was used to develop a course grid as the framework to design the materials each units. The course grid covers severals aspects. They are unit, Basic Competence (KD), learning objectives, topic, language functions, vocabulary, grammar, and type of task.

 2. *Developing phase*

This step is developing a course grid into speaking material that meets the need of the grade 11th students of SMA Stella Duce Bantul. The researcher used theory of Nation and Macalister (2010), Brown (2007), and the task material followed the theory of Task Based Language Teaching from Willis (2003).

 3. *Evaluation phase*

The revision of this product was made based on teachers' perception and expert's judgement to create the final product. Three main parts of this revision are (1) content revision, (2) language revision, and (3) lay out revision.

The final product is the product that has been tried out, reviewed and revised. Each chapter was revised based on the result of the try out and the experts' judgment. Eventually, this product can be used.

Finding and Discussion

This study presents two research findings; 1) The designing supplementary speaking material using Task Based Language Teaching for the 11th grade students of SMA Stella Duce Bantul, 2) The strengths and the weaknesses of the supplementary speaking materials. The explanation of each stage in the research is as follows.

1. *The designing supplementary speaking materials*

The designing supplementary speaking materials was conducted based on 10 stages from Borg and Gall (1983) that was adapted into 6 stages, while the designing materials was based on Nation and Macalister (2010) and Willis (2003). The 6 stages of designing supplementary were presented as follows :

a. Conducting needs analysis

According to Nation and Macalister (2010) needs analyis consists of necessities, lacks and wants. The 11th grade of SMA Stella Duce Bantul is still using KTSP 2006 curriculum. The English material source is taken from workbook with the title **"LOOK AHEAD (an English Course)"** pubished by Erlangga. It uses Genre Based Approach for the Language Teaching Methodology. All the units present including speaking material. Based on Cunningsworth (1995), the book lacks examples of pronounciation, vocabulary, grammar section and the dialogue is only presented in the text but not in recorded. It is in line with teacher's interview that the KD for speaking was still not reached by the students. The students like learning by using TBLT. They learned enthusiastically with 5 kinds of task. They are 1) listing, 2) comparing, 3) problem solving 4) sharing personal experience and 5) creative task. Based on students' wants analysis, the material could be designed with the topic about hobbies, funny story, tourist resort, fiction and love. While the teacher suggest the topics of food and health, love, entertainment, fashion, and education. The language functions that students' wants are asking and giving opinion, asking and giving advice, expressing hope, and giving solution. The teacher said that the researcher could find vocabulary and grammar which is suitable with the topics and language used in the material.

b. Course grid

The course grid was developed from the result of the needs analysis as the framework to design the materials each units. The course grid covers severals aspects. They are unit, basic competence (KD) of 2013 curriculum, learning objectives, topic, language functions, vocabulary, grammar, and type of task.

c. Developing preliminary product

The developing of the materials was adapted on the KD of K13 combine with result of the needs analysis, while the design of task development was adapted from components of task proposed by Willis (2003). Based on the finding needs analysis, the content of the preliminary material provided the tasks with appropriate topics, language functions, grammar and vocabulary for 11th grade of SMA Stella Duce Bantul.

d. Tryout of the preliminary product

Tryout is the activty to test the effectiveness of preliminary product in the classroom activity. The finding of try out showed overall the tasks in the preliminary product could be applied and understood by the students. All the learning objectives were reached by the students.

e. Evaluation and revision of preliminary product

Based on the expert judgement, the content of the preliminary material were in line with the learning objectives that were determined from basic competence of 2013 curriculum. The tasks and the activities also could be understood by the students. However, there were three main aspects revised in this prototype product, they are :

1) Content revision

The content has three times revision. First, the revision is for the task instruction, when and where it should be begun. Second, the revision is for task instruction of fill in the blank with the provided word into match the words with the similar meaning and note down the words that students hear from the monolog. The third revision is that there is only one example of the conversation. The revision is on pre task cycle (Let's Begin) and task cycle (Preparing).

2) Language revision

Language revision is the activity to revise the using of an inappropriate words choices as well as grammatical error that is exist the material. The language that already revised in this product such as misstyping and improper word choices.

3) Layout revision

Layout revision is the activity to revise the pictures. There were some pictures that were not appropriate with the age of the students.

f. Final product

The final product is the designed material that was revised based on the feedback of the tryout and the experts' judgement. The final product meets the criteria of good textbook that was adapted from Alan Cuningsworth (1995).

2. *The strengths and the weaknesses of the supplementary materials*

The strengths of the final product of the supplementary materials are appropriate with the criteria of good textbook proposed by Alan cunningsworth (1995). The brief description of the strengths of this supplementary materials are as follows :

a. The content is accordance with the students' needs of 11th grade of SMA Stella Duce Bantul.

b. The topics are relevant with the students' needs of 11th grade of SMA Stella Duce Bantul and the KD of 2013 curriculum.

c. The materials cover the explanation of language function and grammar that needed for speaking.

d. The materials cover vocabulary and pronunciation-learning tasks that relevant with the topic of the unit.

e. The language used in the instruction is appropriate with the students' cognitive development.

f. The presentation of the supplementary materials are accordance with the steps of Task Based Language Teaching proposed by Willis (2003).

g. The layout of the supplementary materials uses proportional instructional illustrations and pictures.

There are some limitations of this supplementary material. First, it must be presented by using multimedia such as computer, LCD proyektor and recording. It would be rather difficult since it is applied in the school that doesn't have multimedia as the facilitation of teaching and learning process. Second, it seems that the materials would not appropriate to be implemented in other school especially for vocational high school because it is designed based on students' needs of 11th grade of SMA Stella Duce Bantul. The limitation also comes from the incapacity of teacher in implemanting TBLT. The teacher seems have less knowledge of TBLT and the students haven't been taught by using this methodology.

Conclusion

The design supplementary of speaking materials has KD's of 2013 curriculum as the goal. Speaking skill is taught because the students would have more opportuity to speak English with the foreigner since Yogyakarta has so many tourist resorts.

Based on needs analysis, lacks are found from the document, students, and teacher. The lacks are : a) it is not found example of pronounciation from the textbook since there is no example of conversation in recording; b) the students could not pronouce words properly when they speak; c) the teacher has less knowledge about task based language teaching.

The strengths of the supplementary speaking materials using TBLT helps students to improve their speaking skill especsially the vocabularies, the language function and the grammar used in spoken langugae. The tasks can attract the students to actively involve in the teaching and learning process. While the limitations of this product are : first, it must be presented by using multimedia such as computer, LCD proyektor and recording. It would be rather difficult since it is applied in the school that doesn't have multimedia as the facilitation of teaching and learning process; second, it seems that the materials would not appropriate to be implemented in other school especially for vocational high school because it is designed based on students' needs of 11th grade of SMA Stella Duce Bantul; and the last is that the limitation also comes from the incapacity of teacher in implemanting TBLT. The teacher seems have less knowledge of TBLT and the students haven't been taught by using this methodology.

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FUNLISH: DESIGNING MOBILE APPS FOR ENGLISH LANGUAGE LEARNING

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Abstract
As we welcome the 21st century, with the growth of sophisticated technologies, such as Internet, tablets, and smartphones, there are more innovative ways to learn English. Further, people can use technologies to send messages, present ideas or share information anytime, anywhere. The paper presents a mini study and aims to develop a mobile app to improve grade VII students' English skills. The researcher designed five practices for students according to the syllabus used in the school. Students were expected to learn the four English language skills by using the app. In addition, questionnaires were used to collect students' opinions toward the app. During this study and with the use of mobile app, it was expected that students' learning motivation would increase and the self-study habits could be built.
Key words: English learning, mobile apps, MALL

Introduction

Currently, when people get a new smartphone, most of them will download apps (applications) straightaway. Therefore, the educators sense this phenomenon and start to design thousands of apps for people to use during the learning process. For the past two decades, there are a lot of applications of educational activities on the Internet. Teachers and students in different areas can interact on the Internet ubiquitously. Because of the huge impact of information technology, the learning style and learning environment have been changed. Lambert and Cuper (2008) states that order to teach these digital natives, teachers need to understand how to inspire their learning motivation instead of forbidding them using tablets or smartphones.

In response to the global information era, countries all over the world are encouraging language instructors to use computer-assisted devices for educational purposes. Nevertheless, people start to question why it is important to use digital resources in language learning. The first reason is that, it provides an easier connection between teachers and students. In the traditional classroom, teachers and students only communicate in the classroom. Furthermore, with the development of the Internet, they can communicate through instant messaging software. Additionally, learning environment has been changed from the computer to the cloud computing. In the past, the multimedia with visual or audio functions are enough for teaching and learning. However, since the emergence of smartphones, there are more choices of teaching and learning. With the development of cloud computing and tablets, the course management system has also been developed. For example, there are many teachers use Blackboard or Moodle to integrate the handouts, syllabus, or students' learning portfolio.

For English teachers, the appropriate digital resources can be adapted into language teaching. Hence, using apps in language learning is in line with current educational trend. Because the apps are portable and students can use them on their smartphones, it is easy to use without environmental limitation. Therefore the study aimed to develop an English learning app for junior high school students grade VII.

Literature review

Mobile learning is a student-centered approach, which also involves the theory of constructivism and cognitive theory in multimedia learning (CTML). Henceforth, in this section MALL, the constructivism, and CTML will be discussed.

A. Mobile-Assisted Language Learning (MALL)

When the mobile devices were invented for the first time in 1973, one never really expect that someday they would become an important part of routine life. As soon as the mobile phones became an inseparable part of our daily lives, a need for using them in language learning tasks started to emerge.

These days mobile devices such smartphones, tablets, and other handheld devices, are used everywhere for doing everything ranging from voice calling to making short message, video chat, listening to audio, web surfing, shopping, and the like. Apart from these benefits, mobile devices have increasingly grown toward becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible. Moreover, the emerging of internet made open and distance learning a means of receiving education from all parts of the world. In a short period, the attractiveness of distance learning led to the realization that various mobile devices provide a very effective resource for education. This way, many researchers tried to make mobile devices a rich resource for teaching and learning. It was, in fact, a challenging affair to cover learning tasks by a mobile phone (Kukulska-Hulme & Shield, 2008).

According to Miangah and Nezarat (2012), MALL deals with the use of mobile technology in language learning. Students do not always have to study a foreign language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered a main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs.

Some researchers say MALL refers to learning a language while moving around or using mobile devices to learn foreign languages. That is, no matter where the students are, if they have mobile devices, they can study ubiquitously. According to (Chu, Hwang & Tsai, 2010), in summary, there are some advantages of using mobile devices in learning. Those are:

1) It is easier to share information: when people find any information, they can share it on the Internet.
2) Learning without space constraints: learning can be done ubiquitously. For example, students can study inside or outside the classroom.
3) Learning in the real context: students can observe or receive information and then interact with their peers on the Internet.
4) Recording students' learning portfolio: students' learning process can be recorded and this can be provided as a reference for individual learning.

Hence, we can understand that the classroom is no longer the only learning environment. Instead, the mobility makes students be part of the context and interact with their peers. So, for teachers, they need to apply mobile devices and design teaching strategies to help the students. Finally, students' individual knowledge can be built, and he cannot only develop the critical thinking ability, but also enhance learning motivation and increase learning outcomes.

There are many researches and developments towards the use of wireless technology for different aspects of language learning. Areas of MALL are diverse among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

B. Constructivism

According to the concepts of constructivism, the purpose of education is to train students to be independent and self-directed (Patten, Sanchez, & Tangney, 2006). Vygotsky pointed out the scaffolding theory, which emphasizes that teachers need to support students to accomplish

the tasks (Shabani, Khatib & Ebadi, 2010). There are three phases in the scaffolding theory, including modeling, support building and support fading. When students go through the three phases, they can build confidence, enhance comprehension ability, and increase their ability in independent learning and application. Moreover, when students use mobile devices to study, they also solve problems on their own. Therefore, the paper applies Vygotsky's idea and helps students to establish their language learning styles.

C. Cognitive Theory in Multimedia Learning (CTML)

The so-called cognitive theory in multimedia learning (CTML) refers to the process of sensory memory to working memory (Mayer, 2001). There are two possible ways: 1) from audio sounds to verbal representation and 2) from visual images to pictorial representation. The assumptions of cognitive theory in multimedia learning and limited-capacity are the same, and they refer to a limited amount of working memory. That is, the visual working memory can only hold one limited image, and the audio working memory can only hold one limited sound. Moreover, the assumptions of multimedia learning cognitive theory are consistent with active treatment, including active processing, selecting words, selecting images, organizing words, organizing and integrating images (Mayer & Moreno, 2003).

Teaching design plays an essential role in the curriculum. It needs to include the learning goals, learning outcomes, teaching methods and assessment methods. Nowadays, there are more and more multimedia being applied in teaching and some researchers indicate its relation with cognitive psychology (Bishop & Cates, 2001). There are some important elements of multimedia learning proposed by Mayer (2001), and they are summarized as follows:

1) The content of the material.
2) The use of teaching methods to help students' learning.
3) Application of media, such as texts or images to deliver content and methods.
4) Establishment of new knowledge or skills to achieve individual learning goals.

Research Design

In this section, the design of the FUNLISH app, and the questionnaire to investigate students' attitude toward the app are introduced.

A. Designing FUNLISH App

In order to encourage students' English learning motivation, the researcher designed an app with practices that they commonly find in daily leaning process in the classrooms. The platform used was the AI2 App Inventor. A total of five practices were designed with different language skills focus in each practice. The Google's Android operating system was used in the app design in this research. The prototypes was shown in Figure 1.
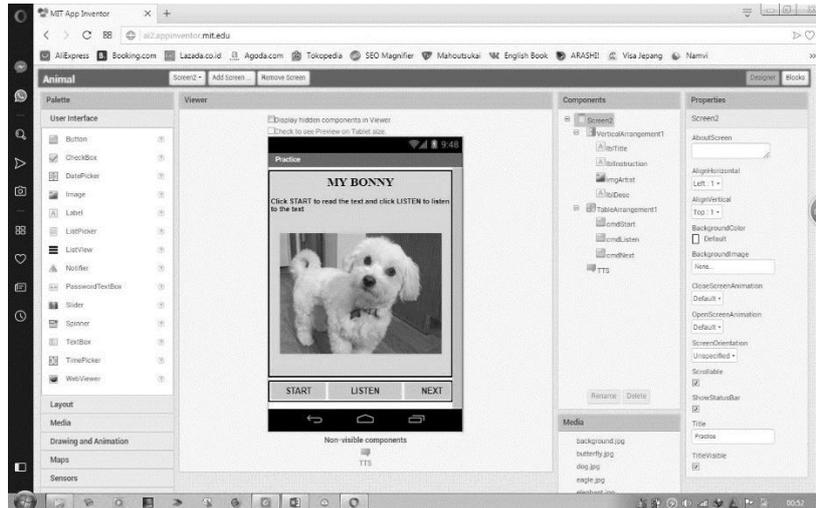
Figure 1. Prototype of the Application

With the AI2 platform, the researcher could customize the look of the app. Hence, the researcher designed the homepage which includes the brief introduction of the app. The homepage is presented in Figure 2. After that, the researcher worked on the content and built the practices which is shown in Figure. 3.
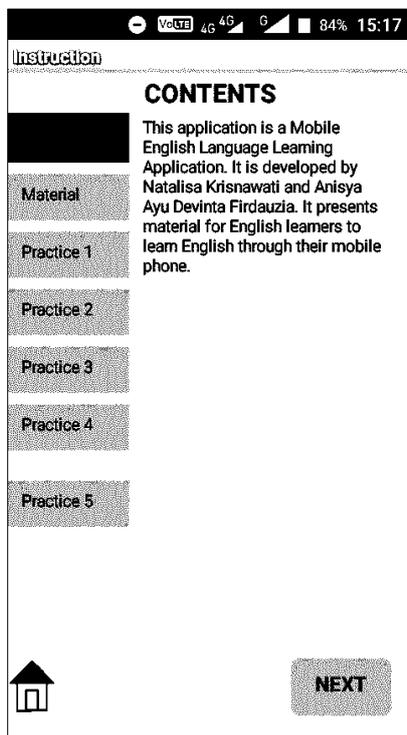

Figure 3. The Building of the Practices in FUNLISH

Figure 2. The Homepage of FUNLISH displayed in the Smartphone

B. The Questionnaire of Students' Attitude toward the App

The initial test was done in the researcher's English classroom, and a total of 20 students participated the study. In addition, the questionnaire for the students was designed by the researchers, and it consisted of 8 items (Table 1) to measure students' attitudes toward the use of FUNLISH app. Seven of the questionnaire items were 5-point Likert type scale (with "5" corresponding with strongly to "1" responses strongly disagree) while item number eight is an open-ended question. The 20 pilot study questionnaires were collected and analyzed using SPSS 12.0. The Cronbach reliability of the questionnaire was 0.798, which indicated good reliability of the questionnaire.

Table 1: The Questionnaire of Students' Attitude toward the App

Items	Descriptions
	I had more chance to learn English by using the app.
	It was easy to use the FUNLISH app.
	I was happy when I used the FUNLISH app.
	I felt relaxed when I use the FUNLISH app.
	I will find some time to use the FUNLISH app every day.
	I think I will use other educational app in the future.
	I am satisfied with the FUNLISH app.
	After using the FUNLISH app, I have the following comments:___

The study wanted to test four factors: students' willingness to use the app (items 1 & 2), students' affective factor toward the app (items 3, 4 & 7), students' active use of the app (items 5 & 6) and students' opinions toward the app (item 8).

The overall averages of the study ranged from 3.32 to 4.09, which indicated students' positive attitudes toward the app. The statistics of the questionnaire are presented in Table 2.

Table 2: Statistic of the Questionnaire

Items	Mean	SD
1	4.09	0.31
2	3.93	0.37
3	3.32	0.41
4	3.91	0.34
5	3.78	0.36
6	3.80	0.35
7	3.68	0.37

Discussions

The usage mobile devices in learning is very popular currently because it is portable with high mobility. In addition, when mobile devices are combined with the internet, teaching can be extended to outside the classroom, and learning can be done ubiquitously. Moreover, students are able to learn in a real context instead of receiving knowledge in the textbooks. Through social websites, like Instagram or Twitter, students can ask questions or interact with teachers more quickly. Initially, the designs of mobile apps were not for educational purposes. However, with the appropriate design, the apps can be teacher's teaching aid, and students' learning can be conducted in more various ways.

In this study, the designed English language learning app aimed to make students be more active in learning, control their learning progress and review what they have learned and this corresponds to the advantages of using technology in language learning. This kind of "student-

centered" teaching approach emphasizes the "real context" is very important in learning. In addition, in the constructivist classroom, the focus tends to shift from the teacher to the students, that is, students collaborate to discuss or share their ideas with the classmates. The learning environment is more important than the teaching environment. Hence, the study designs the app which is expected to help students master their English and enhance their English ability. With the proposed English language learning app, students can choose when and where to learn. The whole process is a student-centered learning. They can decide their learning path and review the weakness parts with the app.

According to Table 2, it was found that students had more opportunity to learn English using the app (M=4.09), followed by "I feel relaxed when I use the FUNLISH app" (M=3.93). This may indicate that students have positive attitude toward the app. No wonder item 6 "I think I will use other educational app in the future" reached the third position (M=3.80) because their English learning motivation has been improved and then they can become active learners to learn the language. However, item 3 reached the lowest score (M=3.32), and this may be that students were relaxed to use the app, but they don't want to learn the language; hence, they are not happy to use the app. For most of the students, the main purpose to learn English would be passing the exams. Therefore, they were not happy. In the questionnaire, item 8 is an open-ended question, "After using the FUNLISH app, I have the following comments:___." The following are some excerpts of the comments.

In the news section, I wish the teacher can add some supplementary information, such as jokes, slangs or songs. (S1)

I think it's very convenient because I can use my smartphone to study the words. (S3)

I like to slide my finger on the screen and learn the words. (S5)

The interface is not very attractive. I don't like the color. It's too plain. (S7)

I think the pronunciation of the words and sentences can be added to the app because I like to listen to the pronunciation. (S10)

The sentences would show up after I tap the words, which is very interesting to me. (S12)

I found that I learned more and I am more interested in learning English now. (S14)

I hope the teacher can make a game for us to practice the words in the app. (S17)

I wish the teacher can let us know each student's progress, and show us how many times we have tapped on the same words. It will help us review the words more efficiently. (S19)

As a passive learner, I feel happy to learn English words with the app. (S20)

Conclusions and Suggestions

The study used the proposed English language learning app and the questionnaire to investigate student's attitude toward English vocabulary learning. This is just a mini study, and the conclusions and suggestions for future research are introduced as follows.

A. Conclusions

This paper proposed the self-developed English language learning app for junior high school students grade VII. The researcher designed interesting interface and provided practices for the target group. The conclusions of the study can be summarized as follows:

1) Increase students' use of educational apps

The proposed English app encouraged students' motivation in learning English skills. Besides, they are more relaxed to learn with their smartphones.

2) Cultivate students' self-learning habit

The app helped students think more and use their smartphones to improve their self-learning habit.

3) Provide ubiquitous learning environment

According to the results of the study, students felt that they could learn without space constraints.

4) Develop students' confidence in language learning

Based on the open-ended question, most of the students liked to use the app, and they thought it was interesting to use it. Moreover, some students felt it's more efficient to use the app in language learning. This also corresponds to the spirit of MALL.

5) Achieve CTML goals

The design of the study is in line with the CTML theory. That is, the app helps students' language acquisition, and the texts in the app can deliver content to students.

B. Suggestions

In the study, FUNLISH app was distributed and used directly by the students. Based on the results, there are some limitations and suggestions for future research of the study.

1) It takes a lot of time to design a prototype for an app, especially for English practitioners who are not really familiar with the mentioned platform. Therefore, a designer to be need to provide sufficient time to be able to design an app

2) In the future, it will be helpful to provide more interactive practices and quizzes, and dynamic assessment system to the app.

Acknowledgment

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ESP INSTRUCTIONAL MEDIA:
DEVELOPING VIDEO DEMONSTRATION FOR JOB INTERVIEW

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Abstract

Teaching English for Job Interview requires media showcasing demonstration of content, context, language, gesture, and facial expressions, the ones that text-based material is lack of. Elaboration of communication modes, both visual and auditory, is required for learners to comprehend and connect muti-faceted features of job interview discourse. Abundant video demonstration and tutorials from Youtube could be a handy solution for this need. However, it is necessary to select the ones relevant with context and specific needs of foreign language learners as most of the videos are designed by and intended for speakers of English as first language. This study reports a process of instructional video production of sixteen job interview questions resulted from the researchers' experience in teaching this course. Four Indonesian students with excellent speaking ability were selected as talents with intensive preparation of script reading, language fluency-accuracy, and gesture-facial expressions. After the production phase, the instructional videos were implemented in an English for Job Hunting class for students of Information Technology.
Keywords: video, job interview, material development

Introduction

Effective instruction in English for Specific Purposes (ESP) program requires elaboration of classroom material that combines multimodal communication depicting its use in real-life situations. This need could particularly be accommodated by means of multimedia-based material as it combines both visual and auditory mode of communication simultaneously. Abundant media from streaming-video websites often does not match specific needs of foreign language learners culturally and in terms of the language styles as most of the speakers are native.

A job interview class could be categorized as an ESP (English for Specific Purposes) as it facilitates language training pedagogy and the communication purposes they perform real-world situations. Dudley-Evans and St John (1998) point out that one of the main concerns of ESP deals with preparing learners to communicate effectively in the tasks prescribed by their study or work situation. Accordingly, Basturkmen (2010:8) states that in an ESP situation, it is understood that "learners would want to achieve 'real world' objectives, the ones requiring specific linguistic competencies".

This study, therefore, focuses specific needs of providing students with video media enabling them to learn multi-aspects of job interview sessions. Mainly it addresses the needs of performing well in job interview sessions, ranging from strategy of answering types of the questions, illustration of specific situations, and introduction to the language style used in the discourse.

Multimedia to Facilitate Multimodal Learning

Human communication is multimodal. Kress (2010: 22) states that multimodality is "representations in many modes, each chosen from rhetorical aspects for its communicational potentials". Fortanet-Gómez & Camiciottoli (2015: 1) view multimodality as an approach to communication studies, by stating that it is "an approach used to understand the contribution of various semiotic resources (e.g., verbal, visual, aural, spatial)". It could be seen that both views consider human communicative purposes to use multiple modes. For instance, a study conducted

by Matthiessen (2017) depicts that gestures are indeed used in association with other modes of expression such as words to create meaning. This indicates that studies on multimodality are relevant for research in language learning. As digital audio-visual media has enabled teachers to bring various modes of communication into the classroom, it appears relevant propose multimedia as source of multimodal learning for today's language instruction.

As the name suggests multimedia combines a variety of communication channels into a co-ordinated communicative experience for which an integrated cross-channel language of interpretation does not exist (Elsom-Cook, 2001 in Mishra & Sharma, 2005). In accordance with this notion, Reddi (2003) proposes multimedia as an integration of multiple media elements (audio, video, graphic, text, animation, etc.) into one synergic and symbiotic whole that results in more benefits for the end users than any one of the media elements can provide individually. Both agree that multimedia combine various media and types of communication to bring more benefits than one of them can offer.

It has been acknowledged that multimedia has been widely elaborated with more traditional methods of education such as lectures and tutorials, especially to address clearer illustration of complex objects, accommodating different learning styles, improving retention and recalling memories, and facilitating non-verbal learners (Wright, 1998 in Mishra & Sharma, 2005). Moreover, it has been acknowledged to facilitate language learning as it facilitates different modalities of learning, one of which is the coding of verbal and non-verbal communication as stated in Berk (2009). Similar to real life conversation, these modes of communication inevitably interact. Non-verbal clues through body language or facial expression play very essential roles of completing information of verbal language. Other clues depicting context and visual information from a piece of communication discourse in a video scene also complements the verbal language, eventually facilitating comprehension.

Theoretically, Baddeley (1986) and Paivio (1986) in Mishra (2005) propose two distinct channels in human cognitive system for representing and manipulating knowledge: a visual pictorial channel and an auditory verbal channel. Moving pictures in videos enter the cognitive system through the eyes and may be processed as pictorial representations in the visual pictorial channel. Spoken words enter the cognitive system through the ears and may be processed as verbal representation in the auditory verbal channel. It is further claimed that meaningful learning occurs when learners engage in active processing within the channels, including selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and with appropriate prior knowledge (Mayer, 1999; Wittrock, 1989 as stated in Mayer, 2009)
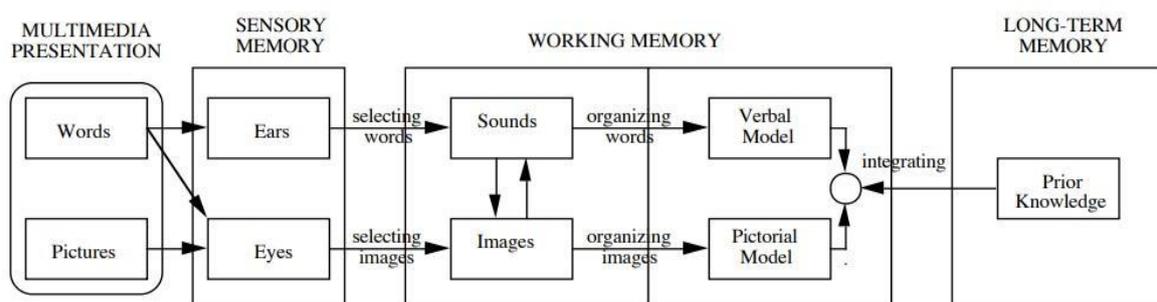
Picture 1: Cognitive theory of multimedia learning (Mayer, 2009)

Designing Audiovisual Media for Job Interview

Prior to the media development, videos for job interview simulation and tutorial from streaming video sites were classified according to types of interview questions. They deal with personal questions assessing the candidates' types of personality, work style, work ethic, strengths and weaknesses. Questions such as "tell us something about yourself" or "what are your strengths and weaknesses" are very common. Then, employer fit questions aim to examine how the candidates fit for the company and if their personality traits match for the company culture. Interviewers could address this need by asking such as "why do you want this job" or "why are you the best candidate for this position".

The next one deals with questions to find out the candidates' past experiences, how they have interacted with fellow learners, co-workers, former supervisors, and teams. In this way, employers could get a better idea of how they probably behave in these situations. Experience questions are closely related and sometimes are combined with behavioral-based questions. These types of question are based on the idea that the candidates' past behavior is useful in predicting future performance. Typically, these questions center on how they have handled past situations where skills, abilities, and teamwork have been demonstrated. The areas could include project work, relevant work experiences, difficult situations, accomplishments, and leadership roles. Lastly, HRD (Human Resource Department) questions which mainly deal with the company policy in human resource management such as salary, rules and conducts, and facilities.

After preparing the script and selecting the talents, the next stage was the reading process. There were four talents coming from different departments in Duta Wacana Christian University, different hometown, different accents but all has the required level of English proficiency. They had a session to learn how to read and act accordingly. A thorough discussion was also conducted to improve their pronunciation, intonation, facial expression, gesture, etc. Each talent was assigned to perform demonstration of eight questions to answer.

Picture 2: Production phase

The production phase mainly deals with the filming or recording process. All scenes from the scenario in the pre-production phase were captured. Technically, two cameras covered two different angles, one LED TV displayed the script for the talents, and one laptop showed the script for the director. Moreover, lighting appliances to aid the framing and other properties to work on composition were prepared. Since the setting was in a room with lots of glass cupboard, it required a certain kind of arrangement that would prevent the glass reflecting the dialogue on

the LED screen. The talents had a lot of practice to make it all look as natural as possible including to add filler in the dialogue.

After all the footage had been recorded, the editing process started. Professional editing software was used to enable the editor combine scenes, synchronize them with audio recording, and have the shots zoomed, cropped, color adjusted, and captioned. All the process of shooting and editing process took approximately two weeks. Consulting the video result both on the progress and at the final stage is necessary to ascertain the end result

Video Implementation

To implement the video and measure the impact, the lecturers had a session in the English for Job Hunting (EFJH) class for the review and final test preparation. In this session, a quick review of all material and focusing on the preparation for job interview started the lesson. After viewing the sample videos, students were shown the scripts to familiarize themselves with the discourse of job interview communication and to notice the language expressions used. As for the production phase, students in that class were asked to do a short role play with one student acted as the interviewer while the other student acted as the interviewee.

No	Points of evaluation	Mean
1	Was the content of the video generally useful?	4.54
2	Were the videos relevant with the need for job interview practice?	4.62
3	Did the videos cover variations and types of major job interview questions for your practice?	4.38
4	Was the video content (on demonstration of interview answer) well presented?	4.23
5	Did the video inspire you you improve your job interview preparation?	4.85
6	Did the video allow for learner reflection? (when you are watching the video, did you compare it with your current understanding of job interview?)	4.62
7	Did the video meet the learning objectives of this class?	4.69
8	Do you think the videos appear to be well planned, organized, and structured?	4.08
9	Did the visual quality of the video appear to be appropriate for instructional media?	4.46
10	Did the audio quality appear to be appropriate for instructional media?	3.54
11	Were the audio & visual combined well?	4.15
12	Did the talents demonstrate clear and understandable speech?	3.69
13	Did the talents demonstrate fluent speech?	4.15
14	Did the talents use specific use of language expressions for job interview, e.g formal use of words?	4.15

Table 1: Students' evaluation of the video media

Upon implementation of the video in the class, a questionnaire adapted from Instructional Video Evaluation Instrument assessed the students' perception on the content (usefulness, relevance, and coverage), intructional plan (content presentation, learner application, learner reflection, and objective attainment), technical production (video design characteristics, visual quality, audio quality, and audio-visual relationship) and language use (language clarity, language fluency, and language expressions). As can be inferred in table1 using Likert scale 1-5, learners admitted that the video mostly meet their criteria on the above items. Audio quality and clarity of speech of the talents were admittedly not as fulfilling as the other items. Responses to open ended questions suggested hardware to be the source of the problem. Speed of the speech was also considered too fast halting the student comprehension. Positive responses especially on the video relevance for job interview purposes and for the instructional goals were identified. It is rewarding to note that the video inspired students to improve their preparation for job interview.

Berguna karena bisa membantu untuk belajar jawaban tentang job interview
Ya, sangat relevan untuk membantu latihan interview
Ya konten videonya sangat bagus
Speaker tidak terlalu baik
Salah satu video terlalu cepat saat menjawab.
Some of the interviewee eyes loook like reading texts
The class audio not so good, so we can't hear clearly what the interviewee talk about.

Need a body language
The interviewers need to be more louder
Use indonesia or USA accent not UK
Suara kurang jelas, sehingga kurang dimengerti

Sometimes to fast
Ada talent yang berbicara terlalu cepat sehingga membutuhkan waktu lama untuk dimengerti
Sometimes, the interview did not speak clearly and a little bit fast
Mungkin artikulasi dan intonasi nada biacara perlu dikembangkan lagi

Quantitative and qualitative findings of this study will be particularly useful in to improve the qulity of the video material as this ongoing research attempts to seek for formulation of ideal video-demonstration production for ESP programs. Notes for improvements for this video will deal with Speech improvements, particularly on articulation, pronunciation, and intonation.

Conclusion
Teaching English for Specific Purposes (ESP) requires comprehensive assessment of real-life language use and its contexts for material and media design. As real communication denotes more than one modality to signify meaning, multimedia material appears to match the need for ESP instruction. In the context of English for Job Interview, demonstrations of conversation between an interviewer and a candidate during the selection session reflects real-life situation, that this study attempts to produce. Procedures of pre-, while-, and post-production followed by pilot implementation were conducted. Evaluations from student participants provide useful data for further improvement of the media on its subsequent study.

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Workshop on Developing ICT-based Tailored English Audio Listening Materials

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Abstract

One component that supports the effective and successful language learning is teaching material. Especially in listening skill, the materials provided are not always appropriate to the students' needs and context. With the advance of technology together with the internet access, teachers are facilitated both as user and creator of the teaching materials. However, a minimum exposure for teachers in developing a technology-based teaching material hinders teachers to do so. Accordingly, improving teachers' ability to develop teaching materials which are appropriate to the applied curriculum and are suitable to the students' needs is necessary to be conducted. Therefore, this workshop is intended to improve the English teachers ability in developing ICT-based English audio listening materials in order to facilitate students in the learning process. In this workshop, *Text-to-speech* and *Audacity* are used as the software to produce English audio listening materials.
Keywords: English listening skills, audio listening materials, material development, Information and Communication Technology (ICT)

Introduction

In learning a language, listening plays a significant role to someone's language proficiency development. Listening facilitates the emergence of other language skills. Rost (2011) argues that the key to be competent in speaking is by developing competence in listening. A research conducted by Feyten in Vasiljevic (2010) also reported that listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability. In short, listening gives a premise to all aspects of language learning, and plays a central role in communication as well as in the learning process.

Though the importance of listening, eventually, it has been neglected for many years, for example in Indonesia (Cahyono & Widya, 2017). First, most students are from various minority regions where the schools do not provide language labs to facilitate students practicing their listening skills. Students become not familiar with listening activity as they receive minimum exposures to it. Second, Indonesian students start to learn English through reading, instead of listening. This can be seen from the English textbooks used in most schools where dialogues are presented in terms of transcript rather than audio. The instruction is then, "Listen to your teacher, and repeat after him/her". Finally, if the two former barriers are provided, the listening materials which are provided and available are not always appropriate to the students' needs. Some of the contents are also not relevant to the Indonesian context. The students may have different background knowledge on foreign countries and cultures.

Accordingly, teaching listening needs much energy and innovation for most teachers. Teachers have a big responsibility in selecting and using the most appropriate materials and tasks to improve their students' listening skills. According to Celce-Murcia (2001), language teachers should select suitable materials and tasks for their classes. Teachers should know what to do and what to use in their language classes to make language teaching and learning more interesting, motivating, and successful. Thus, developing listening materials which are suitable and tailored to the students' needs and context is undeniably valuable. This workshop aims to introduce technologies used for developing tailored English audio listening materials.

Need Analysis

Based on the background above, the following states become the writers' consideration to conduct a workshop on developing ICT-based tailored English audio listening materials:

1. The importance of teaching materials which are designed based on the students' needs and interests and the demands of English language curriculum
2. The available English audio listening materials either from the books or from the internet that are not tailored to the students' needs and characteristics
3. The limited ability of teachers in developing ICT-based English audio listening materials which are appropriate to the students' needs. Most of the times, teachers are limited as the users of the available teaching materials, instead of as the creator.
4. The limited opportunities for teachers to develop their skills in developing English learning materials, especially the English audio listening materials.

Objectives

The objectives of the workshop are:

1. To introduce web-based and application-based technology which can be used to support the teaching of English listening skills.
2. To enhance the English teachers' skills in developing ICT-based English audio listening materials.
3. To develop ICT-based English listening teaching materials which can be used for an input session and for the listening comprehension test.

Method

In order to achieve the objectives, the writers decided to conduct a workshop on developing ICT-based tailored English audio listening materials. According to Richards (2015), workshop is '*an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills*' (p.23). The workshop is conducted in three stages, including an input session, a guided practice, and an independent practice.

The technology being used in this workshop include a web-based and an application-based technology, which are *Text-to-Speech* and *Audacity*. The *Text-to-speech* belongs to an audio generating software, while the Audacity is an audio recording and editing software.

a. Audio generating software: ***Text-to-Speech***

Text-to-Speech is a web-based software which can change text into audio. This software can articulate words or sentences using voice-generating machine in which the voice is already synthesized to make the sound produced similar to human sound. The *Text-to-Speech* software introduced in this workshop is an open source. The following is the tutorial:

1. Open the link: http://www.fromtexttospeech.com/

Convert text to speech

Ads by Google (Text to Speech) (Convert to MP3) (Voice Recorder)

Simply copy and paste your text in the box below :

50000 characters remaining

Select language: US English   Select voice: Alice

Select speed: medium

Create Audio File

Box to place your text

Language Selection: US English, British English, French, Spanish, German, Italian, Portuguese, Russian.

Voice Selection: There are 5 voice options (3 females, 2 males)

Speed Selection: you can adjust the speed you need

Button to create the audio file

2. Copy the text which you want to convert into audio. You can either copy line by line, or directly copy the whole dialogue. Note: If you decided to copy the whole dialogue, make sure to enter (↵) each line, and to use punctuation marks, either comma (,) or full stop (.) in order to have some pauses between the lines. Also, do not use name(s), only the expressions

3. Make some selections: a. Select a language: either US English or British English; b. Select voice: either female (Alice, Daisy, Jenna) or male (George, Jone); c. Select speed: slow, medium, fast, very fast.

4. Click the "Create Audio File" Button

5. Wait while the audio is being processed. It will be ready in approximately 1 minute.

6. Once the process is finished, the screen will show this:

Convert text to speech

Ads by Google (Text to Speech) (Convert to MP3) (Voice Recorder)
Listen to the MP3 file :

Click to use Flash ➡

Download audio file

Right-click the link.
Select "Save target as" or "Save link as."

To play the audio file, click this button

To save the audio file, follow the instruction

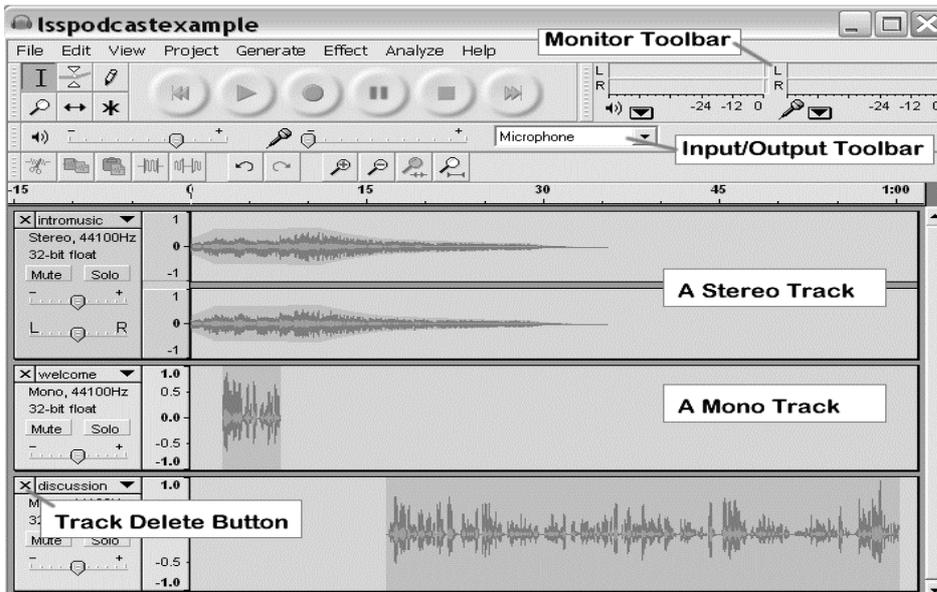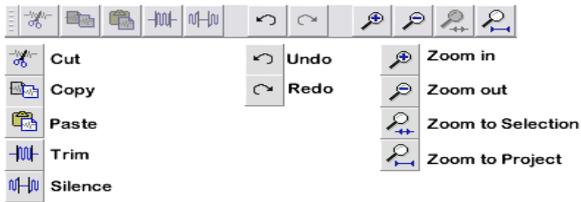b. Audio recording and editing software: **Audacity**

Besides *Text-to-Speech*, another software being used in this workshop is *Audacity.* It can be used to record, edit, cut, and merge audio files. This is an open source software which can be accessed through http://audacity.sourceforge.net/. The following is the tutorial adopted from the *LSS quick guide to Audacity* (Worsham, 2005)

1. Audacity Toolbars (a)

Main Toolbar

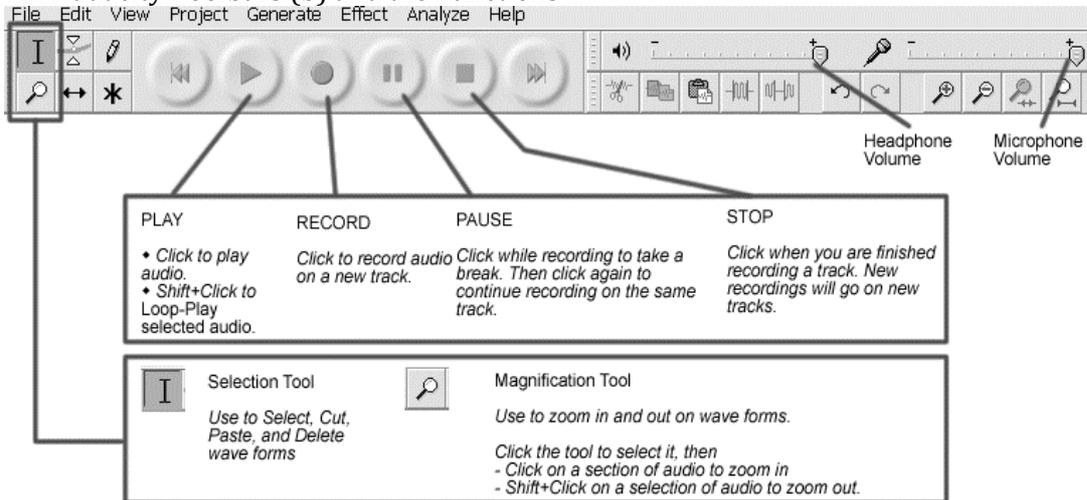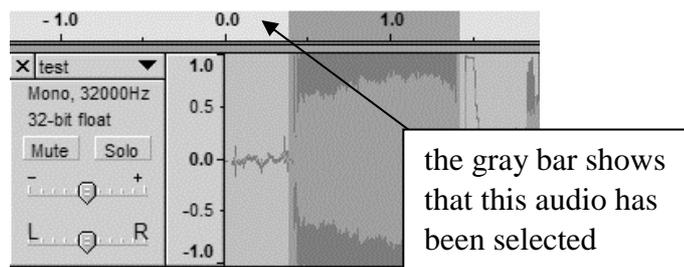|	
I	Selection Tool
✂	Envelope Tool
↔	Time Shift Tool
🔍	Zoom tool

⏮	Cursor to Start
▶	Play
⏺	Record to new track
⏸	Pause
⏭	Cursor to End
⏹	Stop

Edit Toolbar

✂	Cut
📋	Copy
📋	Paste
┼╫┼	Trim
╫┼╫	Silence

↶	Undo
↷	Redo

🔍	Zoom in
🔍	Zoom out
🔍	Zoom to Selection
🔍	Zoom to Project

lsspodcastexample

File Edit View Project Generate Effect Analyze Help

Monitor Toolbar

Input/Output Toolbar

Microphone

A Stereo Track

intromusic
Stereo, 44100Hz
32-bit float
Mute   Solo

welcome
Mono, 44100Hz
32-bit float
Mute   Solo

A Mono Track

discussion

Track Delete Button
Mute   Solo

2. Audacity Toolbars (b) and the Functions

File Edit View Project Generate Effect Analyze Help

Headphone
Volume

Microphone
Volume

PLAY
- Click to play audio.
- Shift+Click to Loop-Play selected audio.

RECORD
Click to record audio on a new track.

PAUSE
Click while recording to take a break. Then click again to continue recording on the same track.

STOP
Click when you are finished recording a track. New recordings will go on new tracks.

I Selection Tool

Use to Select, Cut, Paste, and Delete wave forms

🔍 Magnification Tool

Use to zoom in and out on wave forms.

Click the tool to select it, then
- Click on a section of audio to zoom in
- Shift+Click on a selection of audio to zoom out.

3. Deleting Audio
- Click and drag to select the audio to be deleted.
- 2. Press *backspace* or *delete* to delete this section of audio

test
Mono, 32000Hz
32-bit float
Mute   Solo
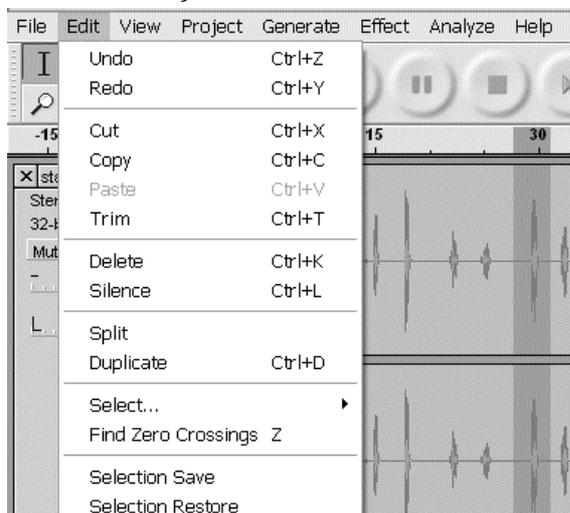
the gray bar shows that this audio has been selected

4. The Edit Menu
- Click and drag to select the audio to be modified.
- Select an option from the Edit menu.

Edit Menu Options include:
- Cut, Copy, and Paste
- Trim (delete all audio except the selection)
- Delete (the selected audio)
- Silence (replace the selected audio with silence)
- Duplicate (copy the selected audio to a new track)

Note: Audacity provides three ways to delete the audio, which are: deleting, silencing, and trimming. Select the audio which are not needed for Deleting and Silencing, and select Trimming for the audio that are needed.

5. Importing Audio and Working with Multiple Tracks
- From the project menu, select Import Audio.
- Browse for the audio file to be imported (Note - Audacity imports WAV, AIFF, AU, MP3, and OGG formats.)
- Click Open.

Import your theme music
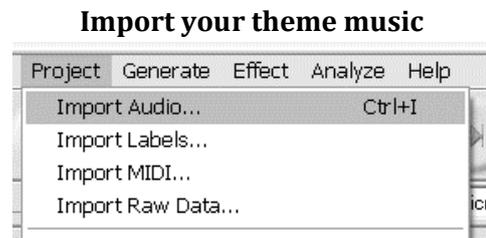
Use the project menu to import audio.

6. Renaming Tracks (optional)
Working with multiple tracks can get confusing. To stay organized, changing the name of each track sounds a good idea.
- Click on the down arrow next to the current name of the track.
- In the dialog box, change the name of the track to something easily recognizable (e.g., *intro music, welcome message, interview …)*

Re-naming a track
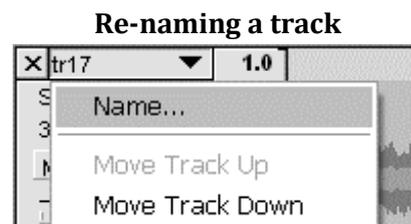
Changing the name of a track to something easily recognizable is a good way to stay organized.

7. The Time Shift Tool
If there are more than one track in the project, but each track should be started in different timing, the Time Shift Tool (the slider) is a help!

- Click the Time Shift Tool ↔ (from the Main Toolbar).
- Float the mouse over the welcome message.
- Click and drag to move the welcome message to the right of the theme music. Or, click and drag to move the theme music to the right of the welcome message.
- Click Play ▶ to listen to the recording.
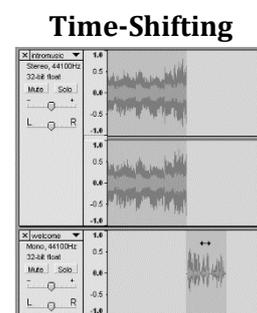
Time-Shifting

*Arranging tracks with the time-shift tool.*

8. Creating Simple Fades
Audacity makes it easy to create fades, or gradual changes in the volume of a track. The Fade In effect makes a track start out quiet and gradually increase to full volume. The Fade Out effect does the opposite, gradually reducing the volume at the end of the track to silence.
  i. Fading In   **The Effect Menu**

- Select the audio at the start of the track. For a short fade, select a short segment of audio; for a longer fade, select a long segment of audio.
- From the Effect Menu, choose Fade In.

ii. Fading Out
- Select the audio at the end of the track. For a short fade, select a short segment of audio; for a longer fade, select a long segment of audio.
- From the Effect Menu, choose Fade Out.
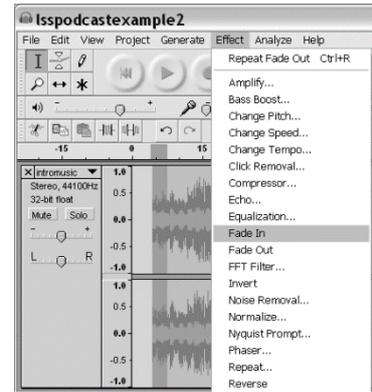
Audacity makes fades easy.

9. Saving Files

There are several options to save the file. The options include to save the file as an Audacity Project, export them in .wav, or .mp3 formats. Most of the times, exporting the file into .wav or .mp3 is favorable.

10. Exporting as .wav

Audacity enables the audio on each track to be combined or mixed into a single track, if the project consists of more than one track.

- Click File and choose Export as WAV
- Choose a destination and a name for the file.
- Click OK.

References

Cahyono, S.P., & Widya, V. (2017). Improving students' listening skill through multimodality approach. *Proceedings of the 6th UNNES International Conference on English Language Teaching, Literature, and Translation* (pp. 481-486). Semarang, Indonesia: Universitas Negeri Semarang

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Vasiljevic, Z. (2010). Dictogloss as an interactive method of teaching listening comprehension to l2 learners. *English Language Teaching*, *3*(1), 41-52.

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Link to workshop materials for participants: http://bit.ly/WorkshopJETA

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