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Improving the quality of english teaching through constructivist learning design

(A Classroom Action Research in SMK Gamaliel 1 Madiun)

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A Thesis by:

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Submitted to Fulfill One of the Requirements for the Completion
of Graduate Degree in English Education

GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

2008

IMPROVING STUDENTS' READING COMPETENCE THROUGH

APPROVAL

IMPROVING THE QUALITY OF ENGLISH TEACHING THROUGH CONSTRUCTIVIST LEARNING DESIGN

(A Collaborative Action Research in SMK Gamaliel I Madiun)

By
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This thesis has been approved by the Board of Consultants of Graduate Program of English Education of Sebelas Maret University, on July 17, 2008

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PRONOUNCEMENT

This is to certify that I myself write the thesis, entitled "IMPROVING THE QUALITY OF ENGLISH TEACHING THROUGH CONSTRUCTIVIST LEARNING DESIGN' (A Collaborative Action Research in SMK Gamaliel I Madiun). It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

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ABSTRACT

ARRI KURNIAWAN. *Improving the Quality of English Teaching through Constructivist Learning Design: A Collaborative Action Research in SMK Gamaliel I Madiun*. Thesis. Surakarta. English Education Department, Graduate School, Sebelas Maret University, 2008.

The objective of this research is to examine whether or not CLD can improve the quality of English teaching. Besides, this research is designed to study the effectiveness of constructivist learning design to improve the quality of English teaching and learning, and the consequences when constructivist learning design is applied.

The research was carried out at SMK Gamaliel I Madiun, East Java, from January to July 2008 (employing collaborative action research). The subject of the research is a teacher who teaches at 2 MA of SMK Gamaliel I Madiun. The data were obtained from several techniques including test, collaborative observations, interview, questionnaires, and document analysis. To analyze the quantitative data, the researcher applied descriptive statistics, comprising the following dimensions: highest and the lowest scores, and means. To analyze the qualitative data, the researcher applied constant comparative method as suggested by Glasser.

The findings reveal that the application of CLD in improving the quality of English teaching is successful viewed from some dimensions: First, the improvement of students' motivation and participation increases. Second, the application of CLD improves the teacher's professional competence. Third, CLD establishes students' thinking skills. CLD improves social communication among students and teacher and fifth, it improves students' English competence.

The research findings of this study imply that CLD is very important in improving the quality of English teaching. Therefore, it is recommended that: first, the teacher should understand the curriculum by making good preparation of the lesson, material preparation, suitable method, suitable evaluation, and a conducive learning environment. Second, the institution should send the teachers to join in workshop, seminar, and training to upgrade the teachers' competence. The discussion of new curriculum and its implementation should be maximized in order the understanding of curriculum will be increased. Third, the recommendation is for the students. The students should have motivation to study English. The ability of English competence is a must in globalization era. If they do not provide themselves with English competence, they will be left behind and get difficulty to compete in hard competition. Fourth, the next recommendation is for other researchers who want to apply CLD in other classrooms. Changing the traditional classroom into constructivist classroom will not happen overnight. It is a progressive process that requires doing and reflecting, more doing and reflecting, and then more doing and reflecting

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Praise be Allah the Almighty for His abundant mercies, grace, blessings, and guidance so that the writer can complete his writing thesis on due time. He realizes that there are many people who have helped him finish his study. His special thanks go to the director of School of Graduate Degree and the Head of Graduate School of English Education, who both have given opportunity and permission to write the thesis.

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His heartfelt thanks go to all of my friends in IKIP PGRI Madiun who have encouraged him to finish the study.

Finally, he wants to acknowledge a special gratitude to his beloved wife, Wempi Cholis Setiani and his son, Tangguh Pratama Kurniawan for their support. It is with a pleasure that to them he dedicates this thesis.

Surakarta, July 17, 2008

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TABLE OF CONTENT

TITLE i
APPROVAL ii
LEGITIMATION iii
PRONOUNCEMENT iv
ABSTRACT v
ACKNOWLEDGEMENT vi
TABLE OF CONTENT vii
CHAPTER I INTRODUCTION 1
A. Background 1
B. Problem Statements 11
C. The Objectives of the Study 12
D. The Benefits of the Study 12
CHAPTER II LITERATURE REVIEW 13
A. Theoretical Description 13
1. The Nature of English Language Teaching 13
a. The Meaning of English Language Teaching 13
b. The Meaning of English Language Learning 14
c. The Purpose of English Language Teaching and Learning 15
d. The Elements of ELT 17
2. Effective Language Teaching and Learning 19
3. Model of Learning Method 23
a. Content-Based Instruction 23
b. Task-Based Instruction 24
c. Participatory Approach 25
d. Cooperative Learning 26
4. Constructivism 27
a. The Meaning of Constructivism 28

b. Values Underlying Constructivism 29
c. Principles of Constructivism 31
d. CLD 41
CHAPTER III RESEARCH METHODOLOGY 46
A. Setting of the Research 46
B. The Subject of the Research 48
C. The Method of the Research 49
D. Procedure of the Study 50
E. Procedure of Data Collection 52
F. Research Instrument 52
G. Technique of Analyzing Data 54
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 56
A. Research Findings 56
1. Introduction 56
2. Cycle I 58
a. General Planning 58
b. Action 60
1) Introductory of CLD 61
2) Application to the Classroom 62
a) Meeting I 67
b) Meeting II 68
c) Meeting III 70
c. Observation 74
1) The Improvement of Students' Motivation and Participation 74
2) The Teachers' Awareness Raising for Professional Development 75
3) The Change of Attitude 75
4) The Improvement of English Mastery 76
d. Reflection 77

1) The Result of CLD 77
2) The Strength of CLD 78
3) The Problem left to be solved..... 78
4) Recommendation 79
3. Cycle II 79
a. Revised Planning 79
b. Action 80
1) Meeting I 80
2) Meeting II 82
3) Meeting III 84
c. Observation 86
1) The Improvement of Students' Motivation and Participation 86
2) The Teachers' Awareness Raising for Professional Development 87
3) The Change of Attitude 87
4) The Improvement of English Mastery 88
5) The Improvement of Technical Terms Mastery 88
6) The Establishment of Self Confidence 89
7) The Establishment of Cooperation and Collaboration 89
d. Reflection 90
1) The Result of CLD 90
2) The Strength of CLD 92
3) The Problem left to be solved..... 92
4) Recommendation 92
4. Cycle III 93
a. Revised Planning 93
b. Action 94
1) Meeting I 94

2) Meeting II 96
3) Meeting III..... 98
c. Observation..... 100
1) The Improvement of Students' Mastery of describing process 101
2) The Improving of Critical Thinking..... 101
3) The Improvement of Social Communication 101
d. Reflection 102
1) The Result of CLD 102
2) The Strength of CLD..... 103
3) The Problem left to be solved..... 103
B. Discussion..... 103
1. The Improvement of Students' Motivation and Participation..... 104
2. The Improvement of Professional Competence 105
3. The Establishment of Thinking Skills..... 106
4. The Improvement of Social Communication 109
5. The Improvement of English Competence..... 107
CHAPTER V CONCLUSION, IMPLICATION, AND RECOMMENDATION..... 111
A.....Conclusion 111
B.....Implication and Recommendation 112
Bibliography
Appendix

APPROVAL

IMPROVING THE QUALITY OF ENGLISH TEACHING THROUGH CONSTRUCTIVIST LEARNING DESIGN

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CHAPTER I

INTRODUCTION

A. Background of the Study

On the basis of teaching English, teachers need to refer to the national curriculum in which the aims of English teaching, aspects, and function of English are stated briefly there. Based on SMK Curriculum 2004 Edition, students of SMK (Vocational High School) are expected to be able to use English interpersonally and transactionally in formal and informal situation which relates to daily life, job, and profession. This ability covers four integrated skills: listening, speaking, reading and writing.

Education in SMK must emphasize on the relationship between materials presented and the needs of real world because the graduates of SMK are hoped to work in certain fieldwork and be able to develop professional attitude. In such concept of education, the result of teaching and learning process should be meaningful for the learners. This concept, therefore, brings some consequences. First, the teachers must be qualified, understand the content of the curriculum and try to relate it with the needs of real world. Second, the students must understand the meaning of learning, the significance of learning, their role and how to achieve the goals of learning. If they are aware that learning is meaningful for them, they will pose themselves as someone who needs provision for their life. Third, the learning process must be natural in the form learners work and experience. Learners should construct knowledge by working and

experiencing tasks. Learning is not transferring knowledge from teacher as source of knowledge to learners as the receiver of knowledge. In this case, the teacher is not as the only one source of knowledge. There are many sources of knowledge like internet, newspaper, radio and television and the material of learning should be authentic. In this concept, the teacher can facilitate the learning process which enables the learners learn. Fourth, the institution must provide the facilities and equipment in order to support the teaching and learning process. Based on the explanation above, it can be concluded that quality of teaching is influenced by the institutional factors, the teacher factors, the teaching factors, and the learner factors as stated by Richards (1998: 198)

The condition of English teaching in SMK Gamaliel I Madiun is far from what is expected in 2004 SMK Curriculum. The quality of English teaching is low. The indicators of the low quality of English teaching can be viewed from several aspects. The students have low achievement in English. The average score of English is 6.30, the lowest score is 6.00, and the highest score is 73. They are not able to use English in real communication. When they have to read manual of machine process, write the procedure, listen to procedure and explain the procedure, half of them are not able to do it. They have low motivation and participation in English lesson. If the teacher asks them to answer the question, they tend to be silent.

In some English teachers' discussion of SMK Gamaliel I Madiun, we are three English teachers discuss some problems in teaching and learning process and some related topics. The discussion takes place in the library where some of the teachers spend their time to take a rest during break time. The discussion includes curriculum of

SMK 2004 edition, teaching method, students' achievement, teaching material, facilities etc. Based on the discussion, all of the teachers include the writer, who has been teaching in SMK Gamaliel I Madiun for 4 years, have the same problems stated above.

The application of curriculum 2004 edition arises some problems for teachers. Some teachers feel that this curriculum forces school to design the lesson which is suitable with the students' characteristic and the students' needs. Teacher is supposed to be someone who knows and understands the needs and the characteristics of their students. In 2004 Curriculum, there is no suggested teaching method. Teachers should choose the best method of teaching which is suitable with their class. But in real condition, teachers are confused by the application of the curriculum. One of the teacher BS says:

> Saya sendiri gak paham dan gak pernah mempelajari isi kurikulum SMK secara mendetail. Malah tambah bingung. Buat lesson plan dan silabus hanya untuk memenuhi tugas wakasek. Daripada dipanggil kepala sekolah. Repot. Nggawe yo ora tahu dinggo. Sing penting ngajar kalau nuruti lesson plan malah tambah bingung aku.

Another teacher says:

> Saya sendiri blas gak pernah membaca kurikulum. Kalau buat lesson plan tinggal nyonto Bu Desi. Bu Desi khan rajin membuat. Daripada repot tinggal ngopi dan paste aja dari computer. Paling-paling kalau udah di kelas nanti materinya juga beda.

Some of the teachers never read the curriculum 2004 edition in detail. They make syllabus and lesson plan is just to fulfill the administrative requirement. When they go to classroom and teach the students, they never refer to syllabus and lesson plan they made.

In teaching learning process, most of the teaching processes are conducted in classical teaching. It is dominated by traditional concept that knowledge is fact that must be learned by heart by the students. One of the teachers says:

> "pokoknya diterangkan bab ini, rumusnya apa lalu suruh menghafalkan dan dikasih tugas supaya dikerjakan 2 jam pelajaran baru dibahas. Yang penting anak-anak itu diberikan bacaan, kemudian diberikan kata-kata sulit lalu suruh menterjemahkan ke dalam Bahasa Indonesia. Setelah itu diberikan pertanyaan dan dikumpulkan.

The teaching learning process focuses on teachers as source of knowledge. The teacher transmits the knowledge to the students. This enables the learners as passive listeners. The teachers always use classical teaching. They explain the material to the students from the beginning to the end of the lesson. Some students sleep, make a noise, and do not pay attention to the lesson. The teachers give pattern of structure that must be memorized by the students. They give many tasks to the students and never give feedback. This kind of teaching learning process will create students who are able to learn by heart the pattern but not be able to use their knowledge in real context.

In the presentation of the material, the teacher are lacking of suitable materials. The teachers take the material as they like to and teach it to students. They do not think whether it is suitable or not for students. Teachers seldom find the material from other sources like internet, newspaper, encyclopedia and other sources. Some teachers say:

> "bagaimana mungkin bisa mencari sumber atau referensi, kalau jam mengajar penuh sesak seperti ini. Daripada repot paling enak pakai buku Mastering American English. Tapi ya susah juga, anak-anak itu kalau disuruh beli buku males. Jadi ya nyatet aja. Ambil buku yang penuh soal seperti Mastering American English khan *gampang.*

Most of the teachers have many teaching hours. BS has 40 teaching hours, JS has 40 teaching hours, DM has 46 teaching hours, AK has 18 teaching hours, HE has 36 teaching hours, and BD has 12 teaching hours. The teachers sometimes do not refer to the syllabus or lesson plan when giving the materials. They tend to give the material which they master.

The other problems appear from the students. The input of the students is not good. Most of them come from low level junior high schools. Many of them have to join the second national examination because they failed to pass the first national examination. It is clear that they have problems in education before entering SMK Gamaliel I Madiun. From the social and economic background, they are in middle to lower background (about 75%). Their parents work as farmer (30%), trader (30%), employee (30%) and other jobs (10%). They live outside Madiun area such as Ngawi (30 km from Madiun), Caruban (21 km from Madiun), Pagotan (15 km from Madiun), and Kare (26 Km). Some of the students often come late because they go school by bike or public transportations. Some of them are afraid of coming into the classroom when they are late because they will get punishment. So they play truant.

The motivation of the students to study English is low. When we had a small talk in the break time in the library, one of the teachers (BS) said

> Ngajar kelas mesin susah, diterangkan blas gak nyanthol sama sekali. Tak terangkan simple present aja susahnya minta ampun. Padahal kata kerja sudah tak berikan tinggal menambah s atau es. Padahal mereka itu kelas unggulan lho.Kok gak punya niat belajar sama sekali. Diterangkan malah tidur…ngomong sendiri. Buku gak bawa dan sebagainya. Padahal Bahasa Inggris khan penting sekali pada waktu ujian nasional. Kalau gak lulus nanti yang disalahkan gurunya. Katanya gak bisa ngajar…gurunya males…gurunya gak kompeten.

Supporting the teacher's difficulty in improving the motivation, the other teachers also have the same problem. It was expressed at the cafeteria. He said:

> Anak anak itu kok blas gak duwe semangat belajar ya. Padahal bahasa Inggris khan penting. Kalau diterangkan pertama ngerti tapi besok dah lupa lagi. Mereka mau mengerjakan kalau tugas dikumpulkan dan diberi nilai. Padahal pekerjaan siswa gak pernah diperiksa oleh guru.

In connection to the problem above, the headmaster also showed similar thing when we had a meeting with him. It was conducted in the office. He explained:

> Bapak dan ibu yang saya hormati, saya tahu bapak dan ibu sudah berusaha semaksimal mungkin untuk melakukan proses KBM, tapi memang itulah anak anak kita……mereka kurang menyadari pentingnya bahasa Inggris. Kita jangan menyerah melihat anak anak kurang punya motivasi mari intropeksi bersama apakah bapak ibu betul-betul telah mengajar dengan baik. Mari kita menjadi guru yang kreatif dengan menciptakan pembelajaran yang menyenangkan. Dan perlu diingat juga, kelas mesin itu unggulan sekolah kita mari kita bekali mereka dengan ketrampilan yang menunjang ketika mereka lulus nanti terutama bahasa Inggris. Seperti yang kita ketahui untuk test recruitment dari perusahaan di Surabaya menggunakan Bahasa Inggris yang tentu saya bahasa Inggris teknik.

The students are not enthusiastic to join English class. They think that English is a difficult subject. A student says:

> "…….bahasa Inggris isine kok rumus-rumus thok ngalahke matematika……sing bentuk siji, bentuk loro, bentuk telu. Apalagi yang simple present tense, past tense, dan lain-lain apalagi guru ngajar …..menjelaskan sedikit lalu di kasih tugas dan ditinggal di perpus atau di kantin. Saya kok belum pernah tahu guru menjelaskan dengan bahasa Inggris.

The researcher also interviewed some students. They said:

> Pak BS kalau ngajar mulek. Senengane nerangke bar kuwi ditinggal di perpustakaan. Setengah jam kembali …..bahas soal lalu dikasih tugas lagi sampai ganti pelajaran. Tapi kalau pingin menerangkan pelajaran terus ngomong terus…….tapi gak pernah ngomong bahasa Inggris

Another student said:

> Pak BS kalau ngajar senengane mencatat bacaan lalu diterjemahkan dan menjawab soal. Begitu terus sampai jam pelajaran selesai. Kalau mencatat terus kapan bisa ngomongnya. Tahunya hanya yes dan no saja. Listening aja gak pernah. Ada komputer di kelas aja gak pernah dipakai terus buat apa. Mbok sekali sekali pakai komputer.

According to the conversation above, the students complained about how Mr. BS teaches English. He always talks in front of the class and never uses the media provided in the classroom. Several classrooms are equipped with a set of computer that can be connected to LCD projector and a set of big TV. The students rarely go to the laboratory. In fact, the library was equipped with good facilities.

Actually this school is facilitated with good equipment like English laboratory, representative computer laboratory, Internet laboratory, library, and multimedia classroom. English laboratory has 28 seats and is located in second storey. This laboratory is not enough for one class. Usually each class consists of 30-40 students. So if the teacher wants to use this laboratory, he must divide the class into two sections. But the problem appears when the first section is using the laboratory; the second section will go outside classroom and make noise. So it makes the English laboratory is rarely used by the teachers and the students. Another reason is the air conditioner in this room does not work so the room is very hot and not comfortable. As stated by DM:

> "……..bisa terbakar rasanya lama-lama di lab karena AC nya gak boleh dinyalakan takut listrik gak kuat…..". apalagi anak-anak itu khan jarang yang pakai kaos kaki, jadi kalau masuk lab bau kakinya seperti obat bius. Rasanya gak tahan berlama-ama di ruang lab bahasa. Mending tape dibawa ke kelas.

Equipment provided by school is computer and internet laboratory. This place is rarely used by the teacher to find the material from internet because they have limited

time to access internet. If they have spare time, they tend to use the time for taking a rest. BD says:

> " mending buat istirahat lha istirahat cuma 10 menit. Kalau jam mengajarnya sedikit gak papa tapi sehari sampai 8 jam ya udah capek dan disamping itu saya juga gak bisa computer dan internetan".

This school is also provided with library but the collection of the books is not so complete. This library is usually used by the teachers in break time. The teachers read newspaper and get relax for a while in this room. The collection of the library consists of automotive books, machine books, newspaper, etc.

Besides the equipment stated above, there are three multimedia classrooms. Each classroom is equipped by a 29-inch television, a set of personal computer, LCD Projector, two speakers, and CCTV camera. The teachers who use these classrooms never use this equipment because they are unable to use it. They are not familiar with the modern equipment. They tend to use handout and write the materials on whiteboard. In addition to the facts above, the class visit done by some teachers also proved some problems we encountered. We found that some teacher still taught grammar and translation rather than communication.

Based on the condition above, the writer intends to change the condition. This is done in order the quality of English teaching and learning process in SMK Gamaliel I Madiun will be better. The first component is teacher's understanding toward SMK curriculum 2004 edition and teachers' preparation in teaching. Second component is the application of suitable method of teaching and learning process. Third component is the students' motivation and participation to study English at school. The fourth is the

improvement of students' capability in English. From these points, the writer proposes to apply constructivist learning design to improve the quality of English teaching.

As a matter of fact, the process of English teaching in SMK Gamaliel I Madiun focuses on structure mastery. It is contrast with the goals stated in vocational high school curriculum 2004 edition that the objectives of English teaching learning covers listening, speaking, reading, writing. These four integrated skills must be mastered by all students in all levels of education including in SMK. The students know the structure very well but they cannot use English in real world context. The context they may encounter after they graduate like in the factory, hotel, restaurant, company, office, supermarket, airport, market, etc. The finding on empirical observation indicates that the most of vocational school graduates are not able to adapt to the development of science as well as technology (Departemen Pendidikan Nasional, 2004: 1). This is due to the fact of the poor ability of student in English. The English teaching and learning does not emphasize on how language is used in real communication but rather than what language is. Teacher tends to dominate the teaching learning process by applying classical teaching and giving tasks and drill without involving cognitive, affective, and psychomotor aspects. This kind of teaching model creates passive students.

The students need to learn and get in touch with the real world. The teaching learning process should enable the students work and experience the task they must face in the future. There are some reasons why constructivist instructional design can be effective in improving the quality of English teaching and learning process. Constructivist learning design enables the learners to build the knowledge based on their

experience, to fulfill their curiosity, to use their brain by solving the problem individually or cooperatively. Constructivist learning design will make the teaching learning process more active and meaningful. Marlowe and Page (1998: 10) states constructivism is a theory of how we learn. The main proposition of constructivism is that learning means constructing, creating, inventing, and developing our own knowledge. Others can give us information, we can find information in books, and we can get information from media, but as important as information is and it is very important-receiving it, getting it, and hearing it does not necessarily equal learning. Moreover, they explain learning in constructivist term is

1) both the process and the result of questioning, interpreting and analyzing information
2) using this information and thinking process to develop, build, and alter our meaning and understanding of concepts and ideas; and
3) integrating current experiences with our past experiences and what we already know about a given subject.

Moreover Fosnot (1995: 92) states that:

> Constructivist framework challenge teachers to create innovative environment in which they and their students are encouraged to think and explore. For conceptual learning to occur, however, it is not enough to organize a classroom with language arts activities in which problem may be encountered. First, learners must play on active role in selecting and defining the activities, which must be both challenging and intrinsically motivating. Second, there must be appropriate teacher support as learners build concept, values, and problem solving abilities.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. It usually means encouraging students to use active techniques like experiment, real world problem, discussion, presentation, game, and analysis. Constructivist learning design modifies the role of teacher to help the

students to construct knowledge rather than to produce a series of facts. The constructivist teacher provides tools such as problem solving and inquiry-based learning activities which students formulate and test their ideas, draw conclusion and inferences in a collaborative learning environment.

From the explanation above, the writer identifies several problems concerning the teaching learning process in SMK Gamaliel Madiun. How can constructivist learning design improve the quality of English teaching learning process?, in what ways the constructivist learning design can improve the quality of English teaching and learning process?, and how intensive is constructivist learning design applied to improve the quality of English teaching?.

B. Problem Statements

The writer will not handle of the problem above. He will study:

1. Can constructivist learning design improve the quality of English teaching and learning?
2. How effective is constructivist learning design to improve the quality of English teaching and learning?
3. How intensive is constructivist learning design applied to improve the quality of English teaching and learning?

C. The Objectives of the Study

The objectives of the study are (1) to find that constructivist learning design can improve the quality of English teaching and learning; the effectiveness of constructivist learning design to improve the quality of English teaching and learning; and (3) the consequences when constructivist learning design applied.

D. The Benefits of the Study

The results of the study can give benefits. For the students, constructivist learning design can make the students enjoy learning English. This kind of instruction design will be meaningful for the students. The students will learn through experiences, discussions, analysis, and role plays. For the teachers, it will improve their method of teaching and can apply this approach in their classroom. For school, it will support the school culture to use constructivist learning in instruction.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical description underlying the research, rationale, and action hypothesis.

A. Theoretical Description

1. The Nature of English Language Teaching

a. The Meaning of English Language Teaching

Even though in the Indonesian system, English is a compulsory subject in the secondary School, it is not used as a medium of instruction. Like in Thailand, in Indonesia English is a foreign language; students us English in the classroom. (Huda, 1999: 118). It means that they communicate in the national language outside the classroom.

Teaching a language does not mean teaching what the language is, but how language is used in communication. Larsen and Freeman (2000: 128) state that the goal of English teaching is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings, and function. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose form among these the most appropriate form, given the social context, and the roles of interlocutors.

The role of English teacher in language teaching is as a facilitator. The teacher facilitates communication in the classroom. He/she must be able to promote communication. During the teaching learning process, a teacher acts as an adviser, answering students' questions and monitoring their performance. The role of the teacher is less dominant than in a teacher-centered method. Students are seen as more responsible managers of their own learning. (Larsen-Freeman, 2000: 129).

The teacher is the most powerful person in the classroom. There are some important things that should be taken care of by teachers that:

1) Learners must feel their activity is purposeful.

2) If the learners feels save, they will be more able to take part in the lesson.
3) Learners are motivated if the lessons are interesting.
4) Learners should be told new things.
5) Learners need new things and how to do new things.
6) Learners need guidance.
7) Learners should be encouraged (Edge, 2001: 9).

b. The Meaning of English Language Learning

The most obvious characteristics in language learning is that students use the language a great deal through communicative activities such as games, role play, and problem solving tasks (Larsen and Freeman, 2000: 129). Learning a language is not just matter of mastering the structure of a language. Language is for communication. The students have to interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group. Richards (2001: 161) gives three elements in language learning. The first element is communication principle. The activities that involve real communication promote learning. A second element is the task principle. Activities in which language is used for carrying out meaningful tasks promote learning. The third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language pattern.

c. The Purpose of English Language Teaching and Learning

The main function of language teaching is for communication. All English instructions enable their students to communicate in the target language. Richards (2001: 36) states that communicative language teaching as a broad approach to teaching that resulted from a focus of communication as the organizing principle rather than a focus on mastery of the grammatical system of the language. While Brown (2001: 42) explains

> Beyond grammatical and discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for "real life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just accuracy that so consumed our historical journey.

Based on the explanation above, it can be concluded that the language teaching is not focused on grammatical system but focused on communication

The objective of English instruction at school is to enable the learners to reach communicative competence. The term "communicative competence" was first coined by Hymes (1972) as a reaction against the concept of Language competence proposed by Chomsky (1965). If Communicative competence is higher than linguistics competence, how do we develop this? Can we give students structure drills or pattern practice?. Structure drills may be useful in developing linguistic competence (i.e., producing grammatical sentence); but it is not effective to develop communicative competence. In Hymes' view, the communicative competence refers to the knowledge and the use of language with respect to

1) Whether (and to what degree) something is formally possible.
2) Whether (and to what degree) something is feasible in virtue of the means of implementation available.
3) Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to context in which it is used and evaluated.
4) Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Some characteristics of communicative language teaching are stated by Richards and Rogers (2001: 160-161). They state that

1) Language is a system for the expression of meaning
2) The primary function of language is to allow interaction and communication.
3) The structure of language reflects its functional and communicative uses.
4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The more comprehensive characteristics of communicative language teaching are given by Brown (2001: 43). The characteristics of CLT according Brown are as follows:

1) Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At time fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4) Students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip students with skill necessary for communication in those contexts.
5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of the appropriate strategies for autonomous learning.

6) The role of the teacher is that of facilitators and guide, not all knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

d. The Elements of English Language Teaching

Edge (2001: 9) states that the main elements of English language teaching are (1) people; (2) the processes of language learning and teaching; (3) aspects of language itself; (4) the language learning materials that are usually available; and (5) the classroom environment and kinds of equipment that you might use.

1) People

The people here refer to learners and teachers. Some characteristics of good language learners are:

a) They have a positive attitude about the language they want to learn and about speakers of the language.

b) They have a strong personal motivation to learn the language.

c) They are confident that they will be successful learners.

d) They are prepared to risk making mistakes and they learn from the mistakes.

e) They like to learn about the language.

f) They organize their own practice of the language

g) They find ways to say things that they do not know how to express correctly.

h) They get into situation where the language is being used and they use the language as often as they can.

i) They work directly in the language rather than translate from the first language.

2) The process of language learning and teaching.

   The language learning and teaching process should focus on communication.

3) Aspects of language itself.

   The aspects of language here refer to word, grammar, pronunciation, and discourse.

4) The language learning materials that are usually available

   The materials should be attractive, reliable, and user-friendly.

5) The classroom environment and kinds of equipment that you might use.

   The classroom environment should consider size, shape, light, environment, and noise while equipment deals with technology, the board, the overhead projector, and videocassette player.

2. Effective Language Teaching and Learning

The quality of effective teaching can be achieved not only as a consequence of how well teachers teach but through creating context and work environments that can facilitate good teaching. Richards (1998: 198) explains there are some important factors influencing effective teaching namely: a) Institutional factors; b) teachers factors; c) teaching factors, and d) learner factors.

a) The Institution Factor

Language teaching institutions vary greatly in terms of how they view their educational mission. Morris in Richards (1998: 198) mentions the indicators of the quality of a school or educational institution.

1) There are clearly stated educational goals.

2) There is a well-planned, balanced, and organized program that meets the needs of its students.
3) Systematic and identifiable processes exist for determining educational needs in the school and placing them in order of priority.
4) There is a commitment to learning, and an expectation that students will do well.
5) There is a high degree of staff involvement in developing goals and making decisions.
6) There is a motivated and cohesive teaching force with good team spirit.
7) Administrators are concerned with the teachers' professional development and are able to make the best use of their skills and experience.
8) The school's programs are regularly reviewed and progress toward their goals is evaluated.

b) Teacher Factors

Language teaching institutions vary greatly in the type of the teachers they employ. In some situations, there may be a choice between native speaker of English and nonnative speakers of English with varying levels of English language proficiency. Richards gives core components of teacher knowledge as follows: (1) practical knowledge; (2) content knowledge; (3) contextual knowledge; (4) pedagogical knowledge; (5) personal knowledge; and (6) reflective knowledge.

(1) Practical Knowledge

Practical knowledge is the teacher's repertoire of classroom techniques and strategies.

(2) Content knowledge

Content Knowledge covers teacher's understanding of the subject of TESOL e.g., pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching.

(3) Contextual knowledge

This knowledge includes familiarity with the school of institutional context school norms, and knowledge of the learners, including cultural and other relevant information.

(4) Pedagogical knowledge

This knowledge is the ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise.

(5) Personal knowledge

It consists of the teachers' personal beliefs and principles and his or hr individual approach to teaching.

(6) Reflective knowledge.

It includes the teachers' capacity to reflect on and asses his or her own practice.

c) Teaching Factors

Quality teaching cannot simply be assumed to happen. It results from an active, ongoing effort on the part of teachers and administrators to ensure that good teaching practices are being maintained. The following statements describe the teaching philosophy supporting a secondary school:

(1) There is a consistent focus throughout on learning English in order to develop practical and functional skills, rather than as an end in itself.

(2) Students are engaged in practical tasks than relate to real world uses of English.

(3) Realistic and communicative uses of language are given priority.

(4) Maximum use is made of pair and group activities in which students complete tasks collaboratively.

(5) There is an appropriate balance between accuracy-focused and fluency-focused activities.

(6) Teachers serve as facilitators of learning rather than as presenters of information.

(7) Assessment procedures reflect and support a communicative and skill-based orientation to teaching and learning.

(8) Students develop an awareness of the learning process and their own learning styles, strengths, and weaknesses.

(9) Students develop the ability to monitor their own learning progress and ways of setting personal goals for language improvement. (Richards, 1998: 216)

d) Learner Factors

Learning is not the mirror image of teaching. The extent to which teaching achieves its goals will also dependent on how successfully learners have been considered in the planning and delivery process. The following factors may affect how successfully a course is received by learners.

1) It is important to ensure that the learners understand the goals of the course, the reason for the way it is organized and taught, and the approaches to learning they will be encouraged to take.
2) Learners enter a course with their own views of teaching and learning and these may not be identical to those of their teachers. ``
3) Learners' learning style may be an important factor in the success of teaching and may not be necessarily reflect those that teachers recommend.
4) It is also important to find out what the learners' motivations are for taking the course.
5) Support mechanism provide for the learners are another component of course delivery. These include the kinds of feedback learners will get about their learning and opportunities that are provided for faster or slower learners.

3. Model of Learning Method

a. Content-Based Instruction

Content-based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. It most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. (Richards 2001: 204). The special contribution of content-base instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter (Larsen and Freeman,

2000: 137). While Brown (2001: 49) explains CBI is the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter with the form and sequences of language presentation dictated by content material. Such an approach contrast sharply with many practices in which language skills are taught virtually in isolation from substantive content. When language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern. Language takes on the appropriate role s a vehicle for accomplishing a set of content goals.

2. Task-Based Instruction

Task-based instruction refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. (Richards, 2001: 223). As with content-based instruction, a task-based instruction aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and at times, they have to seek clarification.

The principles of this instruction given by Richards (2001: 223) are:

a. Activities that involve real communication are essential for language learning.
b. Activities in which language is used for carrying out meaningful tasks promote learning.

c. Language that is meaningful to the learner supports the learning process.

The key assumptions of task-based instruction are as follows:

a. The focus is on process rather than products.
b. Basic elements are purposeful activities and tasks that emphasize communication and meaning.
c. Learners learn language by interacting communicatively and purposefully while engages in the activities and tasks.
d. Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.
e. Activities and tasks of a task-based syllabus are sequenced according to difficulty.
f. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

3. Participatory Approach

In some ways the participatory approach is similar to the content-based approach in that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content. What is strikingly different through is the nature of the content. It is not the content of subject matter texts, but rather content that is based on issues of concerns to the students. (Larsen and Freeman, 2000: 150).

The principles of the participatory approach are as follows:

a. What happens in the classroom should be connected with what happens outside that has relevance to the students. The teacher listens for themes in what students say that will provide the content for future lesson.
b. The curriculum is not a predetermined product, but the result of an ongoing context-specific problem-posing process.
c. Education is the most effective when it is experience-centered, when it relates to the students' real needs.
d. When knowledge is jointly constructed, it becomes a tool to help students find voice and by finding their voices, students can act in the world. Students learn to see themselves as social and political beings.
e. Focus on linguistic form occurs within a focus on content. Language skills are taught in service of action for change, rather than in isolation.
f. Students can create their own materials, which, in turn, can become texts for other students.
g. A goal of the participatory approach is for students to be evaluating their own learning and to increasingly direct it themselves.(Larsen and Freeman, 2000: 153-154)

4. Cooperative Learning

Richards (2001: 192) states that Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Larsen and Freeman (2000: 164) explain cooperative or collaborative learning essentially involves students learning from each

their in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together. In cooperative learning, teachers teach students learn how to learn more collaboratively or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied. In second language teaching, Cooperative learning has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of communicative language teaching. It is viewed as learner-centered approach to teaching held to offer advantages over teacher-centered classroom method. The goals of this approach in language teaching are:

a. to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
b. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classroom, mainstreaming)
c. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
d. To provide opportunities for learners to develop successful learning and communication strategies.
e. To enhance learner motivation and reduce learner stress and to create a positive effective classroom climate. (Richards, 2001: 193)

4. Constructivism

During the past 100 years, there were three views of learning: learning as response strengthening, learning as knowledge acquisition, and learning as knowledge construction. The third view, learning as knowledge construction, is based on the idea that learning occurs when learners actively construct a knowledge representation in

working memory. This view emerged in 1980 and 1990s, and was based largely on the study of human learning in increasingly realistic settings. The shift of instructional design from behaviorism to cognitivism was not as dramatic as the move into constructivism appears to be, since behaviorism and cognitivism are both objective in nature. Behaviorism and cognitivism both support the practice of analyzing a task and breaking it down into manageable chunks, establishing objectives, and measuring performance based on those objectives. Constructivism, on the other hand, promotes a more open-ended learning experience where the methods and results of learning are not easily measured and may not be the same for each learner.

Educational curricula and teaching methods are changing. One component of the current development of all subject area curricula is the change in focus of instruction from the transmission curriculum to a transactional curriculum. In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. In a transactional curriculum, students are actively involved in their learning to reach new understandings.

a. The Meaning of Constructivism

There are so many definitions given by experts about constructivism. Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. It is stated by Jonassen (1999: 217) that constructivist conceptions of learning assume that

knowledge is individually constructed and socially co-constructed by learners based on their interpretations of experience in the world. Since the knowledge cannot be transmitted, instruction should consist of experiences that facilitate knowledge construction. Experience includes both the physical context in which a person works and the tasks both cognitive and physical that a person engages in while in that environment. That is, both the physical context for learning and the activities of the learner determine how something is understood.

Mayer (1999: 143) says constructivist learning occurs when learners actively create their own knowledge by trying to make sense out of material that is presented to them. According to this view, the learner is a sense maker, whereas the teacher is cognitive guide who provides guidance and modeling on authentic academic tasks. The instructional designer's role is to create environment in which the learner interacts meaningfully with academic material, including fostering the learner's processes of selecting, organizing, and integrating information.

Honebein, Duffy, and Fishman (1993: 88) state basically, constructivism proposes that knowledge or meaning is not fixed for an object, but rather is constructed by individuals through their experience of that object in a particular context. Constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels, and Hyde (1993) tell that learning in all subject areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can construct their own understandings.

b. Values Underlying Constructivism

Mayer (1999: 156-157) mentions some values underlying instructional goals of the knowledge construction approach as follows:

1) Focusing on process as well as product

The constructivist approach is based on the idea that there is value in considering what goes on inside the learner's head rather than considering only what is presented. The focus on the process of learning is a central value of the constructivist approach.

2) Enabling transfer as well as retention

The constructivist approach is also based on the premise that students should be able to use what they have learned rather than simply to be able to remember it. One of the motivating values of the constructivist approach is that meaningful learning is often preferable to rote learning, and deep understanding is better than senseless memorization.

3) Promoting how to learn as well as what is learned

Finally, the constructivist approach values knowing how to learn (and think and remember) as well what to learn (and think and remember) an important part of learning involves learning strategies in which students develop component processes, such as selecting, organizing, and integrating, as well as techniques for coordinating and monitoring these processes.

c. Principles of Constructivist Instruction Design

Fosnot (1989) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process. He recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development" in these areas.

Knuth and Cunningham (1993: 164*)* explain that instruction is more a matter of nurturing the ongoing processes whereby learners ordinarily and naturally come to understand the world in which they live. In this view, knowledge is active process of construction, not the receipt of information from external sources. The role of teaching and other instructional media shifts form one that seeks to maximize the communication of fixed content and/or skills to one in which students are led to experience the knowledge construction process; to construct interpretations, appreciate multiple perspectives, develop and defend their own positions while recognizing other views, and become aware of and able to manipulate the knowledge construction process itself.

An important aspect of this approach is the insistence that learning takes place embedded in the context to which it is most relevant in everyday life and with which the students are personally involved.

Furthermore Knuth and Cunningham (1993: 166-174) state some principles of constructivism.

1) All knowledge is constructed

One goal of instruction derived from this principle might be to allow or encourage the experience of the ”constructedness” of our knowledge of the world, a feature that is usually invisible to us in our ordinary daily interactions. By inviting students to adopt the perspectives and roles of a variety of individuals, we attempt to show them that different people can have different views of a situation and that these views can have a sense or logic independent of their own views.

2) Many world are possible, hence there will be multiple perspectives

In constructivist instructional design, our aim is to find a way forth worlds with others that accommodate or at least reflect the views of others. Instruction designed under constructivist influences should again reveal the constructedness of knowledge, that any ‘truth” begin with a set of untested assumption that can be examined to evaluate the adequacy of the position taken.

3) Knowledge is effective action.

Knowledge is effective action. This is the key point. We regard an action as effective in a particular context. There is no real distinction between knowing and doing. Behavior is a result of the organism’s attempt to conserve its autopoietic

organization. The environment does not cause behaviour, it only triggers it based upon the structural coupling between the unity and the environment.

4) Human learning is embedded within social coupling

In a very real sense, human learning is human languaging, the exchange of conversation and dialogue. Even where language is not present in an interaction, its influence is still present in the distinctions and differentiations that are used in the interactions.

5) Knowing is not sign dependent

Learning and cognition, and ultimately living, is always embedded within a social context mediated, in part through language. Language is one of the most powerful means through which humans become structurally coupled to each other, each acting as perturbations for the other, in addition to language, however, human interaction also involves the formation and interpretation of other complex sign system (e.g., speech, gestures, writing, music, etc.). We use many sign systems to socially construct our world.

6) World views can be explored and changed with tools

According to this definition, the object of tool use is always external to the user. Although using a tool certainly affects the user psychologically (for instance, with experience a hammer becomes a transparent extension of the arm), the purpose of tool use is to affect the physical world.

7) Knowing how we know is the ultimate human accomplishment

This is perhaps the most important principle all and has naturally arisen in discussion of previous goals. Providing experience in the knowledge construction process in important goals, but the outcome we hope will eventually occur is awareness of the constructedness of much of our knowledge and active control over that construction process: to know how we know. While Robert and Simsons give six core characteristics of constructive learning as follows:

> ….*(*constructive) learning is an active, constructive, cumulative, and goal directed process……it is active in that the student must do certain things while processing incoming information in order to learn the material in a meaningful manner. It is constructive in that new information must be elaborated and related to other information in order for the student to retain simple information and to understand complex material. It is cumulative in that all new learning builds upon and/or utilizes the learner's prior knowledge in ways that determine what and how much is learned. It is goal oriented in that learning is most likely to be successful if the learner is aware of the goal (at least in a general sense) toward which he or she is working and possessed expectations that are appropriate for attaining the desired outcome (1993: 277-278).

Two additional characteristics of constructive learning are diagnostic and reflective. This means that learners should undertake activities like monitoring, self-testing and checking that help them diagnose and judge whether they are still pursuing the goal they had set.

Marlowe and Page (1998: 10) states constructivism is a theory of how we learn. The main proposition of constructivism is that learning means constructing, creating, inventing, and developing our own knowledge. Others can give us information, we can find information in books, and we can get information from media, but as important as information is – and it is very important- receiving it, getting it, and hearing it does not necessarily equal learning. Learning in constructivist term is

4) both the process and the result of questioning, interpreting and analyzing information;
5) using this information and thinking process to develop, build, and alter our meaning and understanding of concepts and ideas; and
6) integrating current experiences with our past experiences and what we already know about a given subject.

Although some teachers call traditional education methods efficient in that they (the teachers) can transmit much material to the students in a short amount of time, they do not consider how ineffective this delivery is in term of students' understanding, retention, and application. If a student repeats information, as often happens in a traditional class, it does not mean she understands anything or can apply this information in any way. It does not demonstrate learning or understanding. It simply demonstrates ability to repeat information. In a constructivist classroom, students demonstrate their learning and understanding through various means. They might develop new critical questions, they might write a script for a video, they might summarize key ideas in their own words, they might produce or create something, and/or they might frame and solve problems. Although information is important, passively accumulating disconnected information is not learning. Passively receiving ready made knowledge from someone or something else is not learning. To learn, a student has to be mentally and often physically active. Marlowe and Page (1998: 16) give some proposition of constructivist learning theories:

1) Students learn more when they are actively engaged in their own learning.

2) By investigating and discovering for themselves by creating and re-creating and by interacting with the environment, students build their own knowledge structures.
3) Learning actively leads to an ability to think critically and to solve problems
4) Through an active learning approach, students learn content and process at the same time.

Brooks and Brooks in **http://www.sedl.org/scimath/compass/v01n03/1.html** explain that in a constructivist classroom:

1) Student autonomy and initiative are accepted and encouraged.

   By respecting students' ideas and encouraging independent thinking, teachers help students attain their own intellectual identity. Students who frame questions and issues and then go about analyzing and answering them take responsibility for their own learning and become problem solvers.

2) The teacher asks open-ended questions and allows wait time for responses.

   Reflective thought takes time and is often built on others' ideas and comments. The ways teachers ask questions and the ways students respond will structure the success of student inquiry.

3) Higher-level thinking is encouraged.

   The constructivist teacher challenges students to reach beyond the simple factual response. He encourages students to connect and summarize concepts by analyzing, predicting, justifying, and defending their ideas.

4) Students are engaged in dialogue with the teacher and with each other.

   Social discourse helps students change or reinforce their ideas. If they have the chance to present what they think and hear others' ideas, students can build a

personal knowledge base that they understand. Only when they feel comfortable enough to express their ideas will meaningful classroom dialogue occur.

5) Students are engaged in experiences that challenge hypotheses and encourage discussion.

   When allowed to make predictions, students often generate varying hypotheses about natural phenomena. The constructivist teacher provides ample opportunities for students to test their hypotheses, especially through group discussion of concrete experiences.

6) The class uses raw data, primary sources, manipulative, physical, and interactive materials.

The constructivist approach involves students in real-world possibilities, then helps them generate the abstractions that bind phenomena together.

As we have seen, there are a number of ways and styles in which the constructivist approach can be applied in the classroom. However, Brooks and Brooks set forth some guiding principles in their book In Search of Understanding: The Case for Constructivist Classrooms. They are:

1) Pose problems that are or will be relevant to the students.

In many cases, the problem you pose is or will be relevant to the students, and they will approach it sensing its relevance to their lives. For example, the general music class in an American middle school is a popular one the students find musical composition relevant because of their interest in popular music. The fact that there is an electronic keyboard connected to a computer on which to compose only heightens their

interest. A group of Australian middle-school students whose siblings, aunts, uncles, fathers, mothers, or neighbors are living in East Timor find issues of global peace immediately relevant. Their teacher acknowledges their strong feelings by creating a writing unit that allows the students to write about these feelings. But relevance need not be preexisting for students. When connected to their Australian peers via the Internet, the American middle-school students can empathize and sense the relevance of peacekeeping in East Timor. The Australian students can e-mail the American students some of their writing. The teachers exchange digital photographs of their respective classes, and the children get to see their peers and their peers' surroundings.

Relevance can emerge through teacher mediation. Teachers can add elements to the learning situation that make the activity relevant to the students. For instance, the Australian and American teachers can set up an interchange where the Australian youngsters write poetry and song lyrics about peace that the American students set to music. Both groups then post the results on a Web page. The teachers structure the situation so that the students gain skills in several areas (writing, music, communication, and Web-page construction) that have increasing meaning as the project proceeds.

2) Structure learning around essential concepts.

Encourage students to make meaning by breaking wholes into parts. Avoid starting with the parts to build a "whole." For example, young storywriters can approach the concept of "telling a story" through discovery activities. These can include a class library of illustrated storybooks, a visit by a storyteller, and some Web activities

sponsored by a book publisher. The teacher prepares the students for writing their own stories, and introduces the idea of sequencing through visuals. Students can rearrange parts of a known story or even digitized video material. This last activity might allow the students to reconstruct the order in which a visiting storyteller told her story. Or, considering the world of a terrarium might help students construct knowledge about flora and fauna in relation to each other. Facts about mosses can make more sense in the context of microhabitats that the students have observed. You can define or find "essential concepts" in different ways. You might refer to the list of standards your professional group publishes. Or, you can organize your constructivist work by exploring significant historical events (e.g., the Holocaust) or seminal works (e.g., a Mozart opera) from multiple perspectives.

3) Be aware that students' points of view are windows into their reasoning.

The challenging of ideas and the seeking of elaboration threatens many students. Students in the traditional classroom who cannot guess what the teacher has in mind for the right answer quickly drop out of class discussion. They must be "gentled" into the constructivist learning environment through open-ended, nonjudgmental questioning. Students also need to have an opportunity to elaborate and explain. Sometimes, how you feel about something or what you think is not as important as why. Using evidence/proof to present your opinion is most important! The construction of knowledge calls for not only time to reflect but also for time and practice in explaining.

4) Adapt curriculum to address students' suppositions and development.

Presenting developmentally appropriate work is a place to start. Most high-school students would find the preparation of a film script or a legal brief more engaging and relevant than the report format they mastered in sixth grade. Role plays are also interesting ways for students to present information.

As students engage in the work, the teacher must monitor their perceptions and ways of learning. For example, a middle-school social studies teacher prepares for her students to study the concept of immigration through films, readings, examinations of firsthand accounts and photographs, and a field trip. In class discussion, she comes to perceive that her students found the multimedia presentations on the kiosks at Ellis Island effective. She also senses how many of her students empathize with the stories of the immigrants. She collaborates with the computer teacher to offer lessons in multimedia-presentation skills. The students work in groups to archive material and give multimedia presentations depicting the immigration experiences of families.

5) Assess student learning in the context of teaching.

Shift from measuring how well or poorly a student performs to assessing how much and what kind of help a student needs to be successful. Removing bell-curve assessment frees students from the need to out-achieve others and allows them to collaborate, say, as specialists on the design and construction of a desalinization plant. Authentic assessment occurs most naturally and lastingly when it is in a meaningful context and when it relates to authentic concerns and problems faced by students. The students who assess their efforts to pass a bill in a mock legislature are likely to demonstrate greater mastery of government than those who face a multiple-choice test

on the legislative branch of Congress. Tests particularly short-answer, multiple-choice tests ask, "Do you know this material?" Authentic assessment activities ask, "What do you know?"

Descriptions of a constructivist classroom given by Brooks and Brooks (1993: 103-116). The twelve descriptions below provide a picture of this type of classroom:

1) Constructivist teachers encourage and accept student autonomy.
2) Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
3) When framing tasks, constructivist teachers use cognitive terminology such as, “classify,” “analyze,” “predict,” and “create.”
4) Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
5) Constructivist teachers inquire about students’ understandings of concepts before sharing their own understandings of those concepts.
6) Constructivist teachers encourage students to engage in dialogue, both with the teacher and with one another.
7) Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
8) Constructivist teachers seek elaboration of students’ initial responses.
9) Constructivist teachers engage students in experiences that might engender contradictions to their initial hypothesis and then encourage discussion.
10) Constructivist teachers allow wait time after posing questions.

11) Constructivist teachers nurture students' natural curiosity through the use of the inquiry-based learning model.
12) Constructivist teachers provide time for students to construct relationships and create metaphors.

d. Constructivist Learning Design

Gagnon and Collay (2001: 7) describe the theoretical assumption about constructivist learning and have offered principles for applying this theory in teaching and in administrative practice. The implications of constructivism in instruction design are as follows:

1) Learners think individually to make personal meaning of learning events.
2) Learners think collaboratively to make shared meaning of learning events.
3) Learners connect their prior knowledge and previous experience to learning events.
4) Learners pose questions and respond to questions about learning events.
5) Learners present their thinking about learning events to others.
6) Learners reflect on their collective and individual thinking during learning events.

Six elements in constructivist classrooms stated by the constructivist learning design according to Gagnon and Collay (2001: 7) emphasize six distinct elements:

1) Situation

   It is a comprehensive overview of the learning episode with a clear statement of your purpose and of the task you expect your students to accomplish as they make meaning of the event. The details of the learning episode unfold chronologically through the other elements.

2) Groupings

Groups depend on the situation you design and the materials you have available. Address several questions to organize groups of the students and associated materials.

3) Bridge

   What activity will you choose to determine student's prior knowledge and build a bridge between what they already know and what they might learn by accomplishing the task?

4) Questions

   What questions will you generate for each CLD element? What guiding questions will you use to introduce the situation, arrange the grouping, and set up the bridge?

5) Exhibit

   How will students record and exhibit the artifacts they created to demonstrate their thinking as they were accomplishing the task? Will students write a description on index cards or on poster paper, and give a verbal presentation?

6) Reflection

   How will students reflect on what they thought about while they accomplished the task and while they watched other present the artifacts of their thinking?

   Below is the example of Constructivist Learning Design template

   Level:
   Subject:

Title:
Designer:

Situation	
Groupings	
Bridge	
Questions	
Exhibit	
Reflections	

Constructivist Learning Design template is taken from Gagnon and Collay (2001: 8)

B. Rationale

Learning design is a system which its components: the learners, the instructor, the instructional material and the learning environment work together toward a defined goal. Learning design has the main function to plan, develop, evaluate, and manage the instructional process effectively so that it will ensure competence and performance of the students. The new paradigm in teaching learning process (constructivism) influence much in learning design. Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding of students. Instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among students.

There are some reasons why constructivist learning design can be effective to improve the quality of English teaching. When constructivist learning is applied, the

learners learn more and enjoy learning more. They actively involve in learning process rather than becoming passive listeners. Learners in constructivist classroom learn to question things and to apply their natural curiosity to the world. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Student must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects.

C. Action Hypothesis

After discussing the theoretical review and rationale, the writer proposes action hypothesis that constructivist learning design can improve the quality of English teaching.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discusses research methodology consisting: setting of the research, the subject of the research, the method of the research, procedure of the data collection, method of research instrument, and technique of analyzing data.

A. Setting of the Research

This research is conducted in SMK Gamaliel I Madiun. This school is located at Jalan Slamet Riyadi 48 Madiun. This school is a Christian school and accredited “A”

by the government. It is equipped with good facilities like representative building with three storey, complete workshop which are located at Jalan Kolonel Suwarno, separated place with the main building, one English laboratory which consists of 28 seats, a computer-internet laboratory, a large area of school, and large library. Some classrooms are considered as multimedia room. There are three multimedia rooms. These classrooms are equipped with 29 inc-TV, two speakers, a set of computer and white board.

70% of the students come from outside Madiun area. They live outside Madiun area such as Ngawi (30 km from Madiun), Caruban (21 km from Madiun), Pagotan (15 km from Madiun), and Kare (26 Km). From the social and economic background, they are in middle to lower background (about 75%). Their parents work as farmer (30%), trader (30%), employee (30%) and other jobs (10%).

The number of the teachers is 68 teachers consisting of 30 Christian teachers and 38 Moslem teachers. This school is categorized as a qualified private vocational school in Madiun because of some reasons. This school has the most complete workshop among the private schools in Madiun, the discipline of the teachers is high, and the teachers' qualification is high. Most of them have S1 degree. Most of the teachers in SMK Gamaliel I Madiun are included as PNS (Civil State officer) and GTT (Guru Tidak tetap).

The research is conducted from December to June 2008. Below is the schedule of the research.

ACTIVITIES	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Pre Survey							
Proposal							
Reviewing Literature							
Developing Instrument							
Collecting and Analyzing the data							
Writing the report							
Submitting the document							

B. The Subject of the Research

In this research, the writer uses the teacher of the eleventh grade students of Machine A SMK Gamaliel I Madiun as the subject of the research. He teaches 2 MA (Mesin A). There are 32 students in this classroom. The reason of choosing the teacher of the class of II MA is that this class is not too big compared to other classes which consists of 40-45 students. The students of II MA are categorized into "Kelas Unggulan".

The students in this classroom have good condition to learn because they are chosen selectively by considering their achievement. They are prepared to be

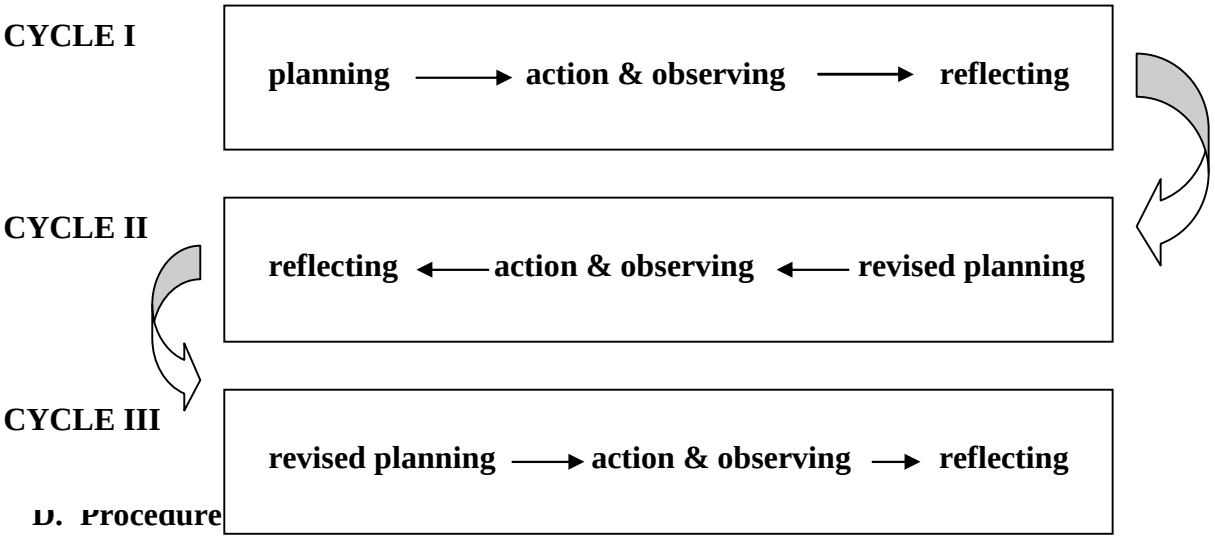
professional worker after they graduate from this school. Some factories in Surabaya and Sidoarjo often conduct such work recruitment in this school. In recruiting the workers from students, they usually use English in the test. The students have to use English when doing the test. Interview is also conducted in English.

In teaching learning process, especially English they are good in English structure but they cannot communicate in English. When the teacher asks the students to speak or to present their idea, they are not able to do it. When they have to read manual or to present their ideas, they cannot do that. Another weakness is that they are not familiar with the terms for technique for example English for machinery and automotive field. So when they have to a test of recruitment, they fail. For example when the students have to explain or to read manual, they cannot explain it. The teachers in teaching learning process tend to emphasize on structure and general text. They rarely teach specific expression or terms used in technique field especially vocational education.

C. The Method of the Research

The writer uses action research method in his study. Wallace (1998: 40) defines action research as systematic process in collecting and analyzing data to investigate practical issues arise within a particular context in order to s get some decision about what the future practice should be. Elliot also gives the definition of action research. Elliot (1991: 540) states that action research integrates teaching and teacher development, curriculum, development and evaluation, research and

philosophical reflection into a unified conception of reflective educational practice. From the definition above it can be seen that the relation of action research and teaching and learning process is very close. Teacher can conduct action research to improve the quality of teaching in his/her school. The following is the diagram of class action research.



D. Procedure

The implementation process of class action has three steps done through cycles. They are (1) planning; (2) acting and observing; and (3) reflecting. The following cycle shows the process of class action which was done in three steps.

1. Planning

The first step is planning. In this stage, the researcher explains what, why, when, where, by whom and how the action is done (Arikunto, 2006: 17). Planning is a phase after early reflection phase is done. It means the researcher does reflection to the real situation after formulating the topic of class action research: Improving the quality of English teaching through constructivist learning design.

It is hoped that at the stage it can give clear description the strategy of improving the quality of English teaching through CLD. At the stage, the researcher begins to identify the problems and decides the alternative problem solving which includes:

a. The preparation phase of CLD

In this phase, the researcher explains the CLD to the teacher in order the teacher understands about CLD. After that, the researcher gives checklist to know whether his classroom is constructivist or not. There are six checklist tables which consist of 6 aspects namely: (1) classroom language; (2) communication system; (3) roles, activity, and management; (4) classroom physical environment; (5) motivation; and (6) assessment. The checklist can be seen at the Appendix.

The researcher counts 4 for each *always*, 3 for each *almost always*, 2 for each *sometimes*, and 1 for each *hardly ever*. If the teacher scores between 43 (the minimum score) and 80, there is bad news and good news. The bad news is that the teacher has a lot of work to do before his class is constructivist; the good news is the teacher has nowhere to go but up. If the score between 80 and 120, the teacher is already making progress toward creating a constructivist class; keep going. If the teacher scores between 120 and 160, the teacher is definitely making strides. If the teacher scores above 160, the classrooms are absolutely constructivist. After the teacher fills in the checklist, the teacher and the researcher arrange the lesson plan for CLD.

b. The main phase of CLD

After lesson plan is made, the researcher and the teacher applies the lesson plan into the classroom. For the lesson plan, we used CLD template taken from Gagnon and Collay (2001: 8). This CLD consists of six phases namely: situation, grouping, bridge, question, exhibit, and reflection.

2. Acting and Observing

The second step of the research is implementing or applying the content of the planning. Something has to be remembered by the researcher is that the researcher has to obey what are formulated in the planning.

3. Reflecting

The stage is started by observing the result of assessment. During the observation, the researcher makes some notes on the improvement of the quality of English teaching.

After the application of CLD, the researcher gives an overview about the application of the CLD. The researcher and the teacher discuss what aspect should be improved.

E. Procedure of Data Collection

The writer find qualitative data by using direct observation in the classroom, interviews some students regarding their activities studying their English, and hold regular meeting with colleagues to find out the students' improvement. He uses tape recorder, questionnaire, photograph, interview, and field notes.

F. Research Instrument

In this research the methods used are test and non-test which include observation, interview, and questionnaires.

1. Observation

In doing the research, the researcher is just sitting down while observing what happens during the application of CLD. The researcher makes some notes on the students' changes of behavior, action, and attitude during the application of CLD.

2. Test

Test is an instrument used to convey the knowledge or skill of the learners so that the result can be graded and the conclusion is made based on the achievement standard of the test achieved by the students.

3. Interview

Interview is a conversation with specific purposes. The aims of interview are getting here and now construction about people, events, activities, organization, feeling, motivation, etc. Reconstruction of those things in the past; projection of those things in the future verification, changes, and the extent of information (either on construction, reconstruction, or projection) gain from another source (triangulation) and verification, changes, and the extent of construction which is developed by the interviewer (member checking).

In this method, the researcher makes personal interaction which generates data about the research issues and allows specific issues to be discussed from other people's perspective. It is done to the students as well as to the teachers where the researcher makes a research. The objective is to know what the students feel about the teaching learning process in the classroom and their problem in mastering English. For teachers, the objective is to know what they do so far in teaching English and their problems in teaching English. The researcher uses prepared guide questions and the next questions are given based on the respondents' answers.

4. Questionnaires

According to Lewis R. Aiken, questionnaire is an instrument that consists of lists of questions about certain topic given to a group of individuals to gain information about choices, belief, motivation and the behavior of certain group of individuals. In this method, the researcher uses a written set of questions are focused specific issue of problems faced by the teachers in improving the quality of English teaching. It is done as a means of need analysis to know the students profile and their prior knowledge and mastery of English and their need for improvement. The researcher uses questionnaires in the preliminary reflection and at the beginning of cycle to know the prior competence in English.

5. Document Analysis

This is the analysis to the collection of various documents relevant to the research questions which include students' performance tests. The researcher analyzes the result of the students' performance scored by the researcher and the collaborator to

know the students' improvement in English. All the data are then accumulated and analyzed. All data from the analysis support each other to give the validity of the result.

G. Technique of Analyzing Data

To analyze the quantitative data, the researcher applies a descriptive statistics, comprising the following dimension: highest and lowest scores, and means. While in analyzing qualitative data, the writer analyzes the improvement the teaching learning process by using comparative method. There are four stages in comparative method namely:

1. Comparing incidents applicable to each category

This process is also similar to specifying the nature and dimensions of the many concepts arising from the data.

2. Integrating categories and their properties

Here the researcher began to note relationship among the concepts. For this relationship to emerge, however, it was necessary for the researcher to have noticed all the concepts.

3. Delimitating the theory

Eventually, as the pattern of relationship among concepts become clearer, the researcher ignored some of the concepts initially noted but evidently irrelevant to the

inquiry. In addition to the number of categories being reduced, the theory itself becomes simpler.

4. Writing the theory.

Finally, the researcher put his findings into words to be shared with others. This stage was regarded as a part of the research process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the stages of activities in implementing constructivist learning design in the collaborative action research. The objective of this chapter is to present the research findings as the result of the problems stated in chapter I and the discussion of the research findings. The researcher bases the description of the findings on the researcher's field note, the participants' notes, journals, the participant's observation, the interview, the questionnaires, and the test.

A. Research Findings

1. Introduction

The study began with the researcher's colleagues' awareness that there was a problem in teaching learning process. The problem that the most teachers encountered was especially the difficulty in improving the quality of teaching and learning process. The quality of teaching and learning process covers the understanding of curriculum for teacher, the teacher's preparation of the lesson and material, the motivation of the teachers to teach English and provide active and meaningful learning to the students, the

motivation and the participation of the students to learn English, and the improvement of English competence of the students. The awareness of having such problems came into existence when we often held several meetings. The meetings we held were both formal and informal: small talks among English teachers in the library, a discussion with the headmaster and English teachers, a discussion with the students and class visits.

Considering the facts, we realized that we really encountered problems in improving the quality of English teaching and learning process. We agreed to have meeting to design regular discussion. The meeting was conducted in the library of SMK Gamaliel I Madiun on Thursday, April 12, 2008. The main purpose of the meeting was to identify the problems we felt. The techniques we applied were (1) observation, (2) questionnaire, and (3) interview.

After analyzing the facts collaboratively, we came to a conclusion that the problems were due to some following reasons. First, the teacher's understanding toward SMK curriculum 2004 is not good. Second, the preparation of the teacher in giving the lesson is bad. Third, the teacher cannot provide enjoyful learning and teaching. Fourth, teacher does not know new paradigm in teaching English, and they do not use the suitable teaching strategies when they teach their students. They usually use classical teaching when they teach English to their students. The teachers rarely use discussion, role play, and game. Third, the teachers are lacking of good source books referring to SMK material. The reasons above can be traced from the result of questionnaires (Appendix I) and the interviews.

Based on the causes above, the researcher proposed a solution to overcome the students' problems. After finishing all cycles, the researcher had targets as follows:

a. The teacher's understanding of curriculum was increased.
b. The teacher's ability in preparation of the lesson is increased.
c. The teacher's ability in managing the class is improved
d. The students have high motivation in learning English.
e. The students enjoy to learn English
f. The students are active in the teaching learning process.
g. The English competence of the students are increased
h. The students' mastery of technical terms is increased.

The researcher realized that it was difficult to achieve all the targets above. That is why the researcher only hoped that the teacher and the students are able to achieve 80% of the target. It is realistic target due to the poor quality of English teaching stated above.

2. Cycle I

It is clearly stated that the problem we encountered was the difficulty in improving the motivation and participation of the students. The improvement of the motivation and participation was chosen to be handled in the first cycle because it was considered to be the most difficult one (Appendix I). This section describes in detail the process of improving motivation and participation including (a) general planning; (b) action; (c) observation; and (d) reflection.

a. General Planning

Based on the problems we had found in the stage of fact finding analysis, we had a joint decision to arrange a general planning. We decided to carry out constructivist learning design to improve quality of English teaching especially motivation and participation of the students. It has been mentioned earlier that constructivist learning design is constructive learning, that is an active, constructive, cumulative, and goal directed process (Robert and Simson, 1993: 277-278).

In general planning, the researcher and the teacher (BS) arranged a general lesson plan for constructivist learning design, explaining the course description, the objectives, and the planned schedule for cycle I (appendix I). In the first meeting, we agreed to emphasize on the concept of simple present tense. Then, in the second and third meeting the learning process emphasized on how to use language function.

The scheme of CLD that we agreed to follow included two main activities: (1) the preparation phase of CLD and (2) the main phase of CLD. The objectives of carrying out the preparation phase were to introduce the grand design of CLD which was applied in the collaboration action research, to decide the topics and the agenda of CLD and to find out the teachers' prior knowledge, attitude, and perception of CLD.

After preparation phase of CLD had been conducted, we applied CLD in the classroom. Constructivist classroom stated by Gagnon and Collay (2001: 7) emphasizes on six distinct elements. The first phase of CLD is *situation*. It is a comprehensive overview of the learning episode with a clear statement of the purpose and of the task

we expect our students to accomplish as they make meaning of the event. The details of the learning episode unfold chronologically through the other elements.

Next, *grouping phase* was applied. Groups depend on the situation we design and the materials we have available. We Address several questions to organize groups of the students and associated materials. After that, we applied *bridge phase*. What activity we will choose to determine student's prior knowledge and build a bridge between what they already know and what they might learn by accomplishing the task. Next, *Question phase* was applied. What questions the teacher generates for each CLD element. What guiding questions the teacher will use to introduce the situation, arrange the grouping, and set up the bridge.

After *question phase* was applied, we went to *exhibit phase*. How students would record and exhibit the artifacts they created to demonstrate their thinking as they were accomplishing the task. Would students write a description on index cards or on poster paper, and give a verbal presentation?. Finally, the *reflection phase* was done. How will students reflect on what they thought about while they accomplished the task and while they watched other present the artifacts of their thinking?

b. Action

Action was the implementation of activities that have been arranged in the general planning. The stage of action included 5 meetings for different activities namely: Introductory to CLD and application of CLD consisting of s*ituation, grouping, bridge, question, exhibit, and reflection.*

1) **Introductory to CLD**

Preparation phase of CLD was carried out on Monday, April 14 2008 for about 2 hours. It was attended by three English teachers of SMK Gamaliel I Madiun: Budi Santoso (BS), Joko Santoso (JK) as observer and the researcher himself Arri Kurniawan (AK). The main point of the program was to meet together to discuss and to inform each other in detail the grand design of collaborative action research (CAR) and the nature of Constructivist learning design. The researcher gave a checklist to Budi Santoso (BS) to know the prior condition of the classroom. The checklist (Appedix I) was taken from Marlowe and Page (1998: 45-50). There are six checklist tables which consist of 6 aspects namely: (1) classroom language; (2) communication system; (3) roles, activity, and management; (4) classroom physical environment; (5) motivation; and (6) assessment.

We count 4 for each *always*, 3 for each *almost always*, 2 for each *sometimes*, and 1 for each *hardly ever*. If the teachers score between 43 (the minimum score) and 80, there is bad news and good news. The bad news is that the teacher has a lot of work to do before his class is constructivist; the good news is the teacher has nowhere to go but up. If the score between 80 and 120, the teacher is already making progress toward creating a constructivist class; keep going. If the teacher scored between 120 and 160, the teacher is definitely making strides. If the teacher scored above 160, the classrooms are absolutely constructivist.

When the teacher (BS) filled in the checklist, the researcher guided the teacher and tried to explain the meaning of each item in checklist. At the end, we calculated the score and got the score 60. It means that there is so much to do in order the classroom is constructivist.

We discussed and kept in mind that the involvement of the students in this study was an extra hard work for us. We also explicitly informed each other what was expected to do and what should be done. We then decided to make lesson plan which was made on Tuesday, April 15, 2008 and lasted about 2 hours. The lesson plan consisted of six phases namely: *situation, grouping, bridge, question, exhibit, and reflection.* We also discussed the material used in cycle 1 including reading text, scenario of the teaching learning process, and tasks to be done by the students. We agreed to focus the mastery of grammar especially the concept of simple present tense in the first meeting. While in the second and third meeting, it was focused on language function.

2) Application to the Classroom

a) Meeting I

(1) Situation

This phase took 2 lesson hours. In this phase, the teacher explained the purposes of the lesson. BS said:

> Good morning students, how are you today? I hope you are fine okey students, please take out your book. Today, we will learn about English tenses. There are so many English tenses but today we will learn simple present tense. Baiklah hari ini kita akan belajar tentang simple present tense. Tujuan dari materi kita hari ini adalah kita mengetahui kegunaan dari tenses simple

present, kita bisa mengidentifikasi verbs yang digunakan dalam simple present serta keterangan yang biasanya digunakan dalam kalimat simple present tense.

The teachers said that the purposes of the study were that the students are able to define the simple present tense well, able to identify the verbs used in the simple present tense, able to use the simple present verbs correctly and able to identify the adverbs used in simple present tense. The students were given a text of which its sentences were in simple present tense. BS said:

> Now I will give a text and you have to observe. Sekarang saya akan beri kalian sebuah text yang harus kalian amati. Ingat kalimat-kalimat dalam teks ini hampir semuanya dalam simple present tense. Coba amati setiap kalimat dan coba cari tahu kapan kita bisa menggunakan kalimat simple present tense. Contoh keterangan yang bisa digunakan dalam kalimat simple present itu apa saja. Setelah itu coba kerjakan 10 soal mengenai simple present tense dibawahnya. Isilah dengan kata kerja yang sesuai.

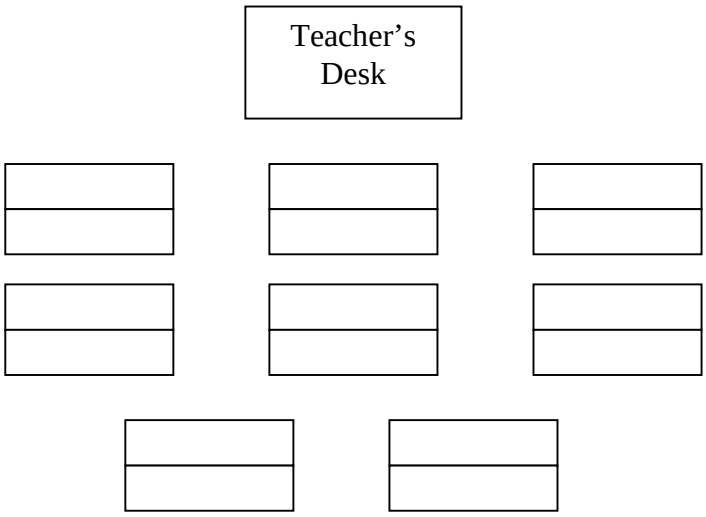
They have to analyze the text in order to get understanding about simple present tense. The example of the text can be seen in appendix 1.

In this phase, the students worked individually. They tried to understand the text carefully and answer the ten questions orally. From the answers of the students, the teacher got 60% of the correct answers.

(2) Grouping

The next phase is *grouping*. The students made groups of 4 students. There were 8 groups in the classroom. The formation of the groups was based on the number of presence list. For example, students who were in number 1 – 4 would be group 1, 5 – 8 would be group 2, etc. Each group had to choose their leader, member and writer. Each of the groups was given a large worksheet, markers, and tape. This phase took 10

minutes. The teacher changed the position of the desks of the classroom. Here is the form of the desk.



(3) Bridge

After the students sat with the groups, the teacher explained a little about simple present tense and asked students about simple present tense to know their prior knowledge about simple present tense.

> Pay attention students, the teks which I give to you is full of simple present sentences. Perhatikan anak-anak, teks yang Bapak berikan tadi hampir semuanya berisi kalimat simple present tense. Kalau kalian paham mengenai isi bacaan tersebut, maka kalian akan paham kapan kita menggunakan kalimat simple present tense. Siapa yang tahu penggunaan kalimat simple present tense?

> Only few students answered the question from the teacher. BS explained:

> Basically, the teks is about daily activities. It can be daily, weekly, monthly or yearly. Pada dasarnya teks tersebut mengenai kegiatan yang dilakukan secara

> rutin dan berulang-ulang. Bisa setiap hari, setiap minggu, setiap bulan atau setiap tahun. You can look at the sentence *like I usually wake up at 5 a.m.*

(4) Question

The students discussed with their groups to develop their definition about simple present tense, the verbs, the adverbs, the pattern of simple present tense on a large sheet. The teacher said:

> Now, you and your group discuss the simple present tense. Please discuss what is simple present used for, what kinds of verbs used in simple present tense, state the pattern of simple present tense and give examples of simple present tense.

The discussion used Bahasa Indonesia because most of them were not good at speaking English. During the discussion, 70% of the students are active and the others are passive.

At the end of this session, each group showed the result of the discussion to other groups. They make a resume on a large sheet provided by the teacher. Three groups of eight groups did not finish their task. Consequently there were only five groups performed in front of the class.

(5) Exhibit

The next phase was *exhibit*. Each group presented their work in front of the class. They also attached the result on white board. Every member of the group had a chance to explain and answer the questions from other students. Each group explained the result of the discussion by using a large sheet which was given before. Here is the example of exhibit phase.

> Okey friends, we are from group I want to present our discussion. According to my group, simple present is used for daily activities yaitu kegiatan yang dilakukan sehari-hari karena untuk menyatakan kegiatan sehari-hari, we can use adverbs like usually, often, sometimes, always, and so on. Usually means biasanya, often sering, sometimes kadang-kadang, always selalu. About the pattern is like this:
> (+) S + V1 + O + adv
> (-) S + do/does not+ V1 + adv.
> (?) Do/does + S + V1 + O + Adv?
> Ok thank you.

One of the students gave some questions to the presenter. He asked:

> About the use of simple present tense, is it only for daily activities? Karena di kelompok kami tidak hanya menyebutkan untuk kegiatan sehari-hari. For example: The earth is round. In this case, simple present is only used to express fact that is always true. Thank you.

Referring to the questions of other group, the presenter tried to answer the questions and said:

> As far as I know it is only for daily activities. Contoh kalimat yang anda sebutkan tidak ada di dalam teks. Maka kami tidak mencantumkan penggunaan simple present tense dengan contoh tersebut. Jadi biarkan Pak Budi nanti yang menjelaskan lebih lanjut.

In this exhibit phase, there were only five groups performed in front of class. Those groups are afraid of presenting the discussion in front of the class. They said:

> Maaf Pak kelompok kami belum selesai. Dan juga kami takut untuk berbicara di depan kelas. Saya tidak bisa bahasa Inggris. Belum lagi saya gak paham tentang simple present tense. Tensesnya sulit sekali menurut saya. Saya bingung antara tenses satu dengan tenses lainnya. Jumboh.

(6) Reflection

In this phase, the teacher took the definition from the source book. He wrote down some sentences from books. He explained and gave examples of the adverbs

which are usually used in simple present tense. After he explained the concept of simple present tense, the teacher asked each group to write about the similarities and differences of the result of the discussion with the definition of simple present tense from the expert or from books. They had to decide the results which were the most comprehensive among the other groups. The teacher said:

> After you observed the definition of simple present tense from Undersanding and Using English grammar by Betty, can you state the similarities and differences of the definition with the definition from that book?. Which group has more complete definition? Give your reason!

Referring to the questions given by BS, the students of group 2 answered that the best result of discussion is from group 3. He gave the reason that the group 3 gave more complete definition about the use of simple present and also the group 3 explained the topic very clearly.

To close the lesson, the teacher made summary and gave the students homework. The students have to make their daily activities schedule for the next meeting. The example of the schedule is as follows:

Time	Activities
05.00	Get up
05.15	Pray Subuh
06.00	Take a bath
06.30	Have breakfast
07.00	Go to work
12.00	Go home
12.30	Have lunch
13.00	Pray Dhuhur

b) Meeting 2

(1) Situation

This phase took 2 lesson hours. In this phase, the teacher explained the purposes of the lesson. BS said:

> Morning students, how is everything with you today? Have you done your tasks at home to make your daily activities schedule? I hope you have done your homework. Do you know why I ask you to make your daily activities? Ya hari ini kita akan belajar menerapkan apa yang kita pelajari kemarin tentang simple present tense.

The teachers stated the purpose of the study was to apply what the students studied in the last meeting. Then he attached the large sheet on white board. The large sheet described the schedule of the teacher. Here is the large sheet.

Time	**Activities**
05.00	Get up
05.15	Pray Subuh
06.00	Take a bath
06.30	Have breakfast
07.00	Go to work
12.00	Go home
12.30	Have lunch
13.00	Pray Dhuhur
13.15	Take a nap
16.00	Water the flowers
16.30	Pray Azhar
17.00	Take a bath
18.00	Pray Magrib
18.30	Dinner
19.00	Watch TV
21.00	Pray Isya and sleep

He told the students his schedule in narrative style. He said:

> Students, I usually wake up 05.00 and pray subuh at 05.15. After praying subuh, I go to bathroom to take a bath. Before I go to work, I have breakfast with my family. I usually work for 5 hours so I go home at 12.00. After that, I have lunch, pray duhur, and take a nap. At 4 I always water my flowers. I like gardening. Then I pray azar and go to bathroom to take a bath. In the evening,

> after praying magrib, I usually have dinner and watch TV until 9 p.m. after watching TV I go to sleep.

(2) Grouping

In the phase of grouping, the students make a group of two. The first student told his daily activities to the second students. While the second student retold the first student' daily activities by writing it on a piece of paper.

(3) Bridge

The teacher explains about telling the daily activities. He said:

> If you want to tell your daily activities you can use simple present tense sentences. You can also use adverbs of frequency in simple present tense like usually, often, always, never, etc. Kalian juga bisa menggunakan penghubung kalimat seperti before, after, after that, then, next, etc. I think all of you are able to say the time in English because we discussed several weeks ago.

The teachers said that if the students wanted to tell about their daily activities, they could use simple present tense sentences. They had discussed simple present tense in the previous meeting.

(4) Question

Some students revised their schedule because they had not finished their tasks at home. They tried to practice telling the schedule before they performed in front of the class. In this phase, Some students asked the teacher about some verbs that they did

not know. He asked the English of tidur siang and the teacher answered take a nap. Some students asked about the connector like after, then, after that, before, etc.

(5) Exhibit

The next phase was *exhibit*. Only 15 students are willing to tell the daily activities in front of the class. Here is one of the students' performances.

> Good morning, friends. I would like to tell you about my daily activity. I get up at 04.30 and then pray for subuh. After that, I do exercise and then take a bath. At 06.00 I have breakfast with my family. At 06.45 I go to school with my friends riding bike. At one o'clock I go home from school and have lunch. After lunch I pray dhuhur and take a nap.

(6) Reflection

The teacher asked the students about the difficulty in telling their daily activities. BS confirmed that they could use simple present tense to tell their daily activities. The teacher also encouraged the students to be confident in speaking in front of the class. BS said:

> Do you have problems in telling your daily activities, students? I think you will not get difficulty. Just use simple present tense sentences. For the next meeting. We will have Interview. Please study about how to interview and the use of what, why, when, who, where, and how questions at home. Ok see you!

To close the lesson, the teacher gave tasks for the students. The student must study about interview and the questions about interview using Wh- questions for the next meeting. BS distributed handout about interview and asking for personal information to be learnt by the students at home.

c) Meeting 3

(1) Situation phase

BS entered the room and greeted the students. He called one of the students to help him prepare the laptop and LCD projector. In this phase, the teacher explained the purposes of the lesson. BS said:

> Good morning class. Are you ready to learn. As I told you last week, today we will learn how to interview and be interviewed. If you apply for job, you will be interviewed by the employer. Have you ever been interviewed by someone? Next time, when there is a job-recruitment from the company in Surabaya, you will be interviewed by the company.

BS prepared his laptop and an LCD projector. He presented a form of Interview on LCD projector. Here is the form.

FORM OF INTERVIEW

Name	
Address	
Phone Number	
Place/Date of Birth	
Age	
Religion	
Occupation	
Hobbies	
Nationality	
Marital status	

BS called one of the students and interviewed him. He said:

BS : Good morning. Adi, how are you today? Let me know your identity. Could you tell me your full name, please?
Student : My name is Adi Surya Pradana.
BS : So I can call you Adi. Where do you live? Do you live with your parents?
Student : I live In Madiun On Jalan Salak 33. I live with my parents.

BS : Do you have phone number? What is your phone number?
Student : 7788899
BS : when were you born?
Students : I was born in Madiun, 13 April 1992
BS : So you are 16 years old now.
Students : Yes, I am 16 years old
BS : Are you Moslem?
Student : yes, I am moslem
BS : What do you do, Adi?
Student : Student in SMK Gamaliel I at the second grade
BS : Do you like sport?
Student : No, sport is not my hobby. my hobbies are reading book and watching movie.
BS : Are you Indonesian?
Student : Yes I am
BS : Are you married?
Student : I am still single

After BS demonstrated the interview, he said:

Gimana anak-anak gampang khan melakukan interview. Sekarang giliran kalian untuk interview teman kalian sendiri dengan menggunakan berbagai macam ekspresi yang telah kalian pelajari di rumah

BS said that each student had to interview his friend in front of the class and typed the answer on computer. So, the other students could look at whether the answer spoken by the interviewee was typed correctly on computer.

(2) Grouping

The students made groups of 2 students. There were 16 groups in the classroom. The formation of the groups was based on the number of presence list. For example, students who were in number 1 – 32 would be group 1, 2 – 31 would be group 2, etc. The teacher encouraged the students to be active in group. He suggested the students not to be afraid of making mistakes and speaking in front of the class.

(3) Bridge

After the students sat with his pairs, the teacher asked the students about asking personal information they had studied at home. The teacher told that if the students had studied about asking personal information, the teacher believed that they would be able to conduct interview and be interviewed.

(4) Question

BS asked his students to take out the handout about asking personal information that he distributed in the last meeting. BS said:

> Students, take out your handout. Now please observe and study the questions used to ask personal information. You can practice with your pairs before you performed in front of the class.

The students with their pairs observed and learned the questions used in interview. A student asked a question about asking age. He said "What is your age? Itu boleh gak Pak. BS answered" bukan gak boleh but it is better to use How old are you?.

(5) Exhibit

The students have to interview their pair and type the answer of interview on computer. From this activity, the other students can observe the other students' performance whether he catch the answer correctly or not. Some students commented on the use of laptop and LCD projector. He said:

> Lha gini lho Pak. Sekali-sekali pakai laptop. Masak gak pernah pakai laptop. Kalah sam tukul arwana. Kalau tiap kali bahasa inggris seperti ini saya pasti gak bakalan absent bahasa Inggris.

(6) Reflection

The next phase was *reflection*. In this phase, BS asked his students to reflect what they have studied. He asked among the performances of his friends, which group is the best. BS asked:

> Among the performances of your friends, which group is the best according to you? Why do you decide that group the best?

One of the students said:

> I think the best performance of the group is the group of Wawan and Anto. Because their English is good and fluent. They can give question and type it on laptop correctly.

c. Observation

The stage of observation was done and aimed at observing the effects of action in solving the problem in improving the quality of English teaching. The techniques we used in this stage were: participants' observation, in-depth interviews, questionnaires, document analysis consisting of tape recorder, video recording, and teachers' journal and test. The result of observation in carrying out the CLD showed three outstanding dimensions: (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; (4) the improvement of English mastery.

1) The improvement of students' motivation and participation

After applying the CLD, in general the teacher and the students are motivated to learn and to teach. We know from the statement given by teacher and students. One of the students said:

> Lha kalau pelajaran seperti ini khan enak ….bisa diskusi dengan teman, gak nyatet terus…….kita bisa mengutarakan pendapat kita meskipun terkadang salah. Kayaknya enak kalau semua pelajaran memakai model seperti ini. 2 jam pelajaran kok gak terasa ya….biasanya luama sekali. Lha kalau punya peralatan itu ya digunakan kaya komputer dan LCD. Masak dinggurke ae.

Another student said:

> Kayaknya menyenangkan belajar seperti ini. Kalau mengerjakan tugas bareng-bareng seperti ini kita bisa ketularan pintar bahasa Inggris. Kita mengerjakan benar maupun salah gak papa karena pada akhirnya dibahas bersama-sama oleh guru. Jadi kalau mencoba njawab pertanyaan gak takut salah. Jadi kalau guru memberikan pertanyaan saya mulai berani menjawab. Apalagi waktu interview tadi menggunakan laptop. Pertama kali ndredeg juga tapi akhirnya bisa juga interview sambil mengetik jawaban di computer.

While the teacher said that he was motivated to teach. He thought that this approach didn't make him tired because he only facilitated the learning process. He said:

> ….baru kali ngajar gak kesel blas. Materi bisa tersampaikan dengan baik dan anak-anak kayaknya senang dengan model belajar seperti ini. Meskipun belum semuanya aktif tapi keadaanya jauh lebih baik daripada sebelumnya yang hanya pasif mendengarkan penjelasan dari guru. Dan bagi guru, tidak terlalu capek karena hanya memfasilitasi proses belajar mengajar.

2) The teachers' awareness for professional development

After observing the action of CLD in the first cycle, we felt that it raised our self-awareness of the necessity for professional development as individuals or as a member of a group. He said that

> Dengan adanya pendekatan yang baru seperti ini saya sepertinya tersadar bahwa yang selama ini saya lakukan kurang tepat. Saya harus lebih banyak mengembangkan diri untuk menggunakan metode yang tepat dalam mengajar. Saya harus bisa menciptakan suasana belajar yang menyenangkan. Kalau anak-anak menikmati belajar di kelas, pasti mereka akan lebih termotivasi

3) The change of attitude

The teacher felt a positive change of attitude. Once, the teacher thought that his old method applied to his classroom is suitable for his classroom but in fact it was not. The researcher found that the teacher got much benefit from this study. At the first time, he did not think that his students would enjoy the learning process. In fact, the students felt comfortable with this new approach.

> Saya rasa pendekatan ini akan menghasilkan hasil belajar yang sama dengan pendekatan yang lain, nyatanya tidak. Nampaknya anak-anak sangat menikmati menggunakan pendekatan pembelajaran seperti ini. Berarti selama ini salah dalam mengajar karena tidak melibatkan potensi siswa. Sebenarnya mereka mampu, tapi tinggal bagaimana guru membentuk mereka.

4) The improvement of English mastery.

Some students said that with this method of learning, they can understand the material well. One of the students said:

> Sebelumnya kelas 1 guru sudah mengajarkan tentang simple present tense tapi saya gak mudeng blas. Tapi setelah tadi bekerja kelompok dengan teman-teman mengerjakan tugas diskusi ternyata gampang nyantol. Saya masih ingat terus pelajaran yang diajarkan

The teacher gave the students some texts. They have to read and analyze those texts. It will increase the students' skills in reading. They tried to find the concept of grammar concept especially simple present tense by themselves. While in the second and third meeting, the students tried to use that concept in speaking such as telling the daily activities and interview. In this case, the students developed their speaking skills and writing skills.

d. Reflection

This stage aimed at examining the final result of the action in the first cycle accompanied with the analysis of its strengths and weaknesses. The result of the reflection then was used as the basis for arranging the general planning in the second cycle. The researcher expressed important matters namely (1) What the students and teacher felt; (2) what they got from CLD; (3) the strengths of CLD in the first cycle they felt; (4) the problems left to be solved; and (5) the suggestion to be done in the second cycle. We expressed them in our journal, daily talking, in the discussion, and by answering the questionnaires. The organization of report in this reflection included (1) the result of the application of CLD; (2) the strengths and the weaknesses of CLD; and (3) the suggestions.

1) The result of CLD

Based on the data analysis in cycle I, we conclude that there are four main expected results like what we have predicted before the action of CLD starts and four new findings. They include (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; and (4) the improvement of English competence.

First, the result of CLD proves that it can develop the students' motivation and participation including *situation, grouping, bridge, questions, exhibit, and reflection*. The stages in this approach help the students to study English much.

Secondly, CLD triggers the teacher's self awareness for professional development. The teacher welcome the program of CLD, feel enjoyable, and have high

motivation and interest to conduct CLD to improve the quality of English teaching and learning.

Thirdly, the improvement of English mastery is increased. The activities provided in CLD allow the students to increase their English mastery. Every activity supports them to find new things to read, write, and discuss. They analyze the text by reading it first. This activity will improve their reading skills. They try to write the result of the discussion in English. It will improve their writing skills. They can share the result of discussion with other students using English. It means that this activity can improve their speaking skills.

Last but not least, the teacher finds that there are still two kinds of problems. The problems are substantial problem and technical problem. The first problem relates to the participation of the students which is still low. While another problem deals with the technique in conducting CLD.

2) The strengths of CLD

It is stated that there are some strengths in carrying out the CLD to improve the quality of English teaching. They include some points: (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; and (4) the improvement of English mastery.

3) The Problems left to be solved

The data analysis also shows the weaknesses that can lessen the success of improving the quality of English teaching. The weaknesses that we can summarize are

among other things (1) several students do not participate during the discussion; (2) half of the students use Indonesian when they present the presentation; (3) only a half of the groups submit the results of the discussion and present the presentation; (4) the use of media is less; and (5) the use of technical term is less.

4) Recommendation

Based on the findings, weaknesses and strengths we have found in the previous section, we still find there are two classifications of problems to be solved: (1) substantial and (2) technical problem. That is why it is recommended to do the following things in cycle 2: (a) to make the students enjoy with the learning process; (b) to encourage the students to be active in discussion; (c) to ask the students to collect all of their discussion; (d) to use various media such as library, internet, and computer; and (e) to find and use more attractive resource books referring to SMK material.

3. CYCLE II

Based on the reflection in the previous cycle, we still encountered substantial and technical problems. The first problems dealt with the difficulty in creating enjoy learning and making the students active in discussion. While the later deals with the commitment to collect the assignment. The last is the lack of media use and technical terms for SMK in cycle 1.

a) Revised planning

Based on the recommendation in cycle I, we made a revised planning to solve the problems and accommodate the possible aspects enabling our improvement. As

indicated in the description of cycle II, the main points were how to make the students enjoy with the teaching learning process, how to make students active in discussion, the students and the teachers spoke English and the introduction of technical term in the next cycle.

In this cycle there was no preparation phase (PP) of CLD because the teacher understood the grand design of CAR and CLD. In revised planning, we arranged a general plan for CLD explaining the course description, the objectives, and the planned schedule for cycle II (Appendix II). The scheme of CLD included six stages namely *situation, grouping, bridge, question, exhibit, and reflection.*

There were two significant activities in cycle II to meet the students' demand. First, the activities of exhibition were intensified not only in individual but also in group. The time allocated in Exhibit must be increased. Secondly, the grouping is not based on the presence list, but it is determined by the teacher.

b) Action

This stage included 3 meetings consisting of six phases namely *Situation, Grouping, bridge, question, exhibit, and reflection* like in the previous cycle.

1) Meeting I

a) Situation

As the previous meeting, the first phase of CLD application is *situation*. As usual this phase took 2 lesson hours. In this phase, the teacher explained the purposes of the meeting. BS said:

> Morning class, I think you like so fresh today. Are you ready to learn? Okey today we will learn much about describing things. The things here relate to the

things that you use everyday in your workshop. So at the end of this meeting you are able to describe thing related to technical terms.

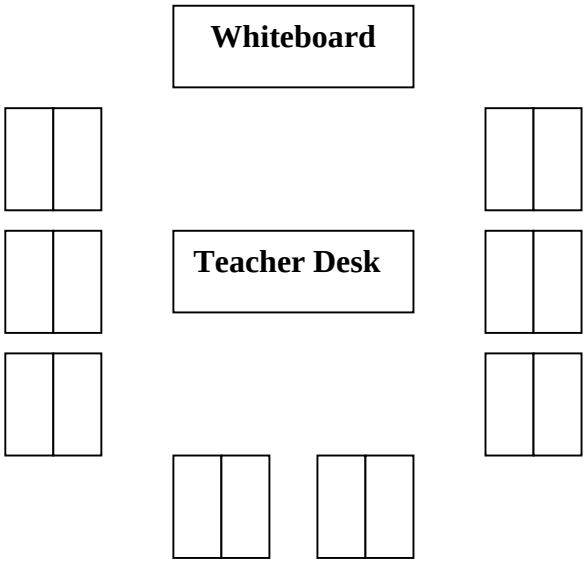
BS distributed the material to the students. He asked the students to look at the paper. BS said:

> Pay attention to the pictures. Do you know this picture. This is a screwdriver with the long handle. It is made of metal. So it is strong screwdriver. What picture is it? This is a ruler. It's about 30 cm. It is made of metal so it is a strong ruler. What is the shape of this ruler? The shape is rectangular. How wide is this room. It is 4 m wide.

The teacher said that the purposes of the study were that the students are able to describe things. They had to observe what is spoken by the teacher in order to understand it. In this phase, the students worked individually.

b) Grouping

The students made groups of 4 students. There were 8 groups in the classroom. The formation of the groups was not based on the number of presence list. The formation of the group was based on the month of the birth. So the teacher asked students the months of their birthday. Each group had to choose their leader, member and writer. Each of the groups was given a large worksheet, markers, and tape. The teacher arranged the position of the desk. The formation is like this.



c) Bridge

The teacher asked the students to mention things that the students use in the workshop. He said that there are many things in the workshop. They must be able to describe each of the things.

d) Question

The teacher gave 10 pictures to the students. The students tried to describe the pictures together with his friends. Some students asked the teacher about the technical terms the students did know.

e) Exhibit

The next phase was *exhibit*. Each group presented their work in front of the class. They also attached the result on white board. Every member of the group had a chance to ask other group to describe the things they describe.

f) Reflection

In reflection phase, the teacher gave feedback of the performance. BS and the students summarized the material that they had learnt. He explained that the knowledge of technical terms and the ability to describe things wer very important for them.

2) Meeting II

a) Situation phase

Like in the previous meeting, the first phase of CLD application is *Situation*. This phase took 2 lesson hours. In this phase, the teacher explained the purposes of the

meeting. The teachers said that the purposes of the study were that the students are able to give command in English. BS said:

> For this meeting we will learn how to give command. I am sure when you are in workshop, you are asked to do something. The example of command is like this. Switch off the power! Turn on the lamp! Do not smoke here! Do you understand these commands, students. So today we will learn together about giving command.

The teacher gave the students some pictures and some expression of commands. In this phase, the students worked individually. They tried to understand the picture carefully and made note what he/she got from the text.

b) Grouping

The students made groups of 2 students. There were 16 groups in the classroom. The formation of the groups was based on the height of the students. So, the tall students will pair with tall students. The short students will pair with short students.

c) Bridge

The teacher related the previous material with the material the students learn. BS asked the students to use technical terms discussed in the previous meeting. He gave some questions about the technical terms learnt in the previous meeting.

d) Question

The students were given pictures and handout of command material. The students observed the material with their friends. They have to give command according the pictures. They write the command in their sheet and they have to practice with the partner before performed in front of class.

e) Exhibit

The next phase was Exhibit. They give command to his pair and his pair had to do as his friend asked. The teacher observed the exhibition and sometimes gave additional command to the students.

f) Reflection

The next phase was Reflections. The teacher asked the students what is the importance of having ability in giving command. Some students said after they were able to give command in English, they could do what the commander asked to do.

3) Meeting 3

a) Situation

The first phase of CLD application is *situation*. This phase took 2 lesson hours. In this phase, the teacher explained the purposes of the meeting. The teachers said that the purposes of the study were that the students are able to give suggestion and advice in English. BS said:

> For this meeting we will learn how to give suggestion and advice in English. If the last meeting we learnt about giving command, now we will learn how to give suggestion and advice. I am sure you are ever given suggestion and advice by your friends. The example of command is like this.
> - If the nails are broken, we should not use them.
> - We must never smoke near patrol
> - Electrical fire must not never put out with water.

The teacher gave the students some pictures and some expression of giving suggestions and advice. In this phase, the students worked individually. They tried to understand the picture carefully and made note what he/she got from the text.

b) Grouping

The students made groups of 2 students. There were 16 groups in the classroom. The formation of the groups was not based on the number of presence list. The formation of group was based on the date of their birthday. So the teacher asked each student the date of their birthday.

c) Bridge

The teacher tried to relate the material with the previous material. He said basically the principle of giving command and suggestion are the same. They can use must, should, may, etc and also they can use the technical terms they learned in the last meeting.

d) Question

Next, questions were applied. The teacher gave 8 situations. The students must respond to the situation by giving suggestion and advice.

e) Exhibit

The students performed in front of the class. They give suggestion and advice according to the situation given. Some students are confident to give suggestion and advice. Most of the students performed in this phase. Only five students did want to perform in front of the class.

f) Reflection

The next phase was *reflections*. The teacher and the students did reflection of the lesson they learned that day. BS asked the feeling of the students when they were giving suggestion and advice. Most of the students were enjoying the lesson.

c. Observation

The techniques we used in this stage were the same as ones used in the previous cycle. The techniques we used in this stage were: participants' observation, in-depth interviews, questionnaire, document analysis consisting of tape recorder, teachers' journal and test. The result of observation was the same as those in previous cycle namely (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; and (4) the improvement of English mastery. Anyhow those in this cycle were more convincing and significant. In addition to those dimensions, some new dimensions also appeared. They were (1) the improvement of mastery of technical terms; (2) the establishment of self confidence; and (3) the establishment of cooperation and collaboration.

1) The Improvement of Students' Motivation and Participation

After applying the CLD in cycle II, in general the teacher and the students are more motivated to learn and to teach. We know from the statement given by teacher and students.

> Kayaknya tambah mengasikkan karena kita bisa belajar sesuai dengan apa yang kita butuhkan di jurusan mesin. Kalau model belajar seperti ini terus saya yakin di bengkel kita nanti tidak akan bingung memahami petunjuk atau perintah yang ada di mesin.

Another student said:

> Ternyata susah juga istilah yang ada di mesin. Tapi kalau kita gak tahu ya repot juga nanti. Karena kita jurusan mesin. Meski sulit saya senang karena sekarang saya tahu istilah istilah yang ada di teknik.

While the teacher said that he was motivated to teach. He thought that this approach didn't make him tired because he only facilitated the learning process. He said:

> Sepertinya pelajaran 2 jam itu bukan masalah yang berat. Dengan model seperti ini saya tidak akan berat-berat lagi mengajar karena anak-anak kelihatannya mulai aktif dalam proses belajar. Mulai berkurang yang tidur ketika pelajaran.

2) The Teachers' Awareness for Professional Development

After observing the action of CLD in the second cycle, the teacher felt that it raised his self-awareness of the necessity for professional development as individuals or as a member of a group. He said that

> Pembelajaran di SMK ternyata membawa konsekuensi berat juga. Saya harus lebih banyak membaca buku tentang bahasa Inggris teknik yang selama ini belum saya ajarkan. Ternyata tidak gampang mempelajari bahasa Inggris teknik. Untuk kedepannya saya harus menambah lagi buku tentang bahasa Inggris teknik

3) The Change of Attitude

All of the activities in CLD allow him to change the attitude. The teacher felt a positive change of attitude. In the first time, the teacher thought that his old method applied to his classroom is suitable for his classroom but in fact it was not. The teacher got much benefit from this study. At the first time, he did not think that his students would enjoy the learning process. In fact, the students felt comfortable with this new approach.

> Saya menjadi lebih yakin dengan menggunakan pendekatan seperti ini. Ternyata pendekatan belajar seperti ini mampu memberikan arti belajar yang penting bagi anak-anak. Mereka mulai memahami apa arti belajar di SMK.

4) The Improvement of English Mastery.

Some students said that with this method of learning, their ability in speaking English increased. One of the students said:

> Baru beberapa kali pertemuan saja, saya merasa kemampuan membaca dan menulis saya sedikit meningkat. Saya mulai tidak ragu lagi mencoba berbahasa Inggris lagi meskipun belum fasih betul. Saya akan coba belajar lagi. Saya mulai nyaman berbicara bahasa Inggris karena ada media gambar sehingga saya bisa bicara karena materinya berkaitan dengan yang dihadapi siswa setiap hari.

As in previous cycle, the teaching learning process used integrated skills. The students tried to understand the text of technical terms. It will increase the students' skills in reading. They can increase their speaking through presentation. They try to use English as far as they can. This activity will increase their speaking ability. In performing the material, they answer the questions from other students. The questions should be in English too. They must understand the questions first then answer. In this case, the students develop their listening skills.

Some students admitted that now they know the technical terms used in manual. He said:

> Akhirnya saya mulai terbiasa dengan istilah-istilah teknis yang selama ini saya gak tahu artinya sama sekali. Meskipun tiap hari berkaitan dengan alat-alat tersebut, tapi saya tidak tahu dalam bahasa Inggrisnya..

5) The Improvement of Technical Terms Mastery

The use of technical terms in the second cycle was aimed at providing meaningful learning for the learners. As a matter of fact, the learners are vocational school students who take machine technic. They have be familiar with the technical terms in that subject. When the researcher asked the students about the use of the technical term in cycle 2, they are very happy. One of the students said:

> Pernah ketika harus membaca teks manual yang berisi perintah-perintah teknis permesinan saya gak paham sama sekali. Hanya melihat petunjuk-petunjuk gambar tapi gak paham bahasa inggrisnya apa. Mengenai bagian-bagian mesin atau suatu alat mesin saya juga gak paham. Setelah dikenalkan istilah teknis yang ada di mesin, saya mulai mengerti petunjuk atau perintah yang ada di mesin.

6) The Establishment of Self Confidence

Self-confidence is also established through the process of CLD. In the second cycle, the teacher focused on presentation. This kind of activity needs participation from the students and in the second cycle the participation increased. It indicates that the students have more self-confidence in speaking in front of the class. One of the students said:

> Jujur, saya sekarang gak nervous lagi bicara di depan teman-teman. Dulu mau bicara aja ndredeg karena takut ditertawakan teman-teman. Nyatanya ketika saya maju di depan tidak ada yang mentertawakan. Saya mulai percaya diri berbicara.

7) The Establishment of Cooperation and Collaboration.

All activities in the stages of CLD allow the students to develop social values especially when the stages of grouping, questioning, and exhibition were carried out. In those moments, the students are demanded to be open-minded, patient and wise to cope with different opinions. It is undeniable that the students often bring pro and contra. However, working in groups, sharing ideas, exchanging ideas allow them to develop trust, respect, and empathy. One of the students said:

> Ketika berdiskusi dengan teman-teman saya merasa enjoy. Tidak ada yang merasa superior. Kami sama-sama mengeluarkn argument dan kami

menentukan mana argument yang masuk akal dan tepat. Kami juga memberi tugas masing-masing kelompok jadi semua bekerja dan saling mengisi.

d. Reflection

This stage aimed at examining the final result of the action in the second cycle accompanied with the analysis of its strengths and weaknesses. The result of the reflection then was used as the basis for arranging the general planning in the third cycle. The teacher expressed important matters namely (1) what the students and teacher felt; (2) what they got from CLD; (3) the strengths of CLD in the first cycle they felt; (4) the weaknesses of CLD they felt; and (5) the suggestion to be done in the third cycle. We expressed them in our journal, daily talking, in the discussion, and by answering the questionnaires. The organization of report in this reflection included (1) the result of the application of CLD; (2) the strengths and the weaknesses of CLD; and (3) the suggestions.

1) The result of CLD

Based on the data analysis in cycle II, we conclude that there are four main expected results like what we have predicted before the action of CLD starts and two new findings. They include (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; and (4) the improvement of English mastery; (5) the improvement of mastery of technical terms; (6) the improvement of self confidence; and (7) the improvement of cooperation and collaboration.

First, the result of CLD proves that it can develop the students' motivation and participation. The phases in CLD help the students to study English very much. The students do not have to memorize the concept, but they have to construct the concept by themselves and try to use it in real communication.

Secondly, CLD really triggers the teacher's self awareness for professional development. The teacher welcomes the program of CLD, enjoys, and has high motivation and interest to conduct CLD to improve the quality of English teaching and learning.

Thirdly, the improvement of English mastery is increased. The activities provided in CLD allow the students to increase their English mastery. Every activity supports them to find new things to read, write, listen, sepak and discuss. They analyze the text by reading it first. This activity will improve their reading skills. They try to write the result of the discussion in English. It will improve their writing skills. They can share the result of discussion with other students using English. It means that this activity can improve their speaking skills.

Last but not least, the teacher found that there were still two kinds of problems. The problems are substantial problem and technical problem. The first problem relates to the participation of the students which is still low. While another problem deals with the technique in conducting CLD.

2) The strengths of CLD

It is stated that there are some strengths in carrying out the CLD to improve the quality of English teaching. They include some points: (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; (4) the improvement of English mastery; (5) the improvement of mastery of technical terms; (6) the improvement of self confidence; and (7) the establishment of cooperation and collaboration.

3) The Problems left to be solved

The problem appeared in the cycle II were the same as in cycle I. The weaknesses that we can summarize are (1) Some students do not participate at all during the discussion; (2) a few students use English when they present the presentation; (3) three quarters of the groups submit the results of the discussion and present the presentation; and (4) the students used wall-chart only in cycle II.

4) Recommendation

Based on the findings, weaknesses and strengths we have found in the previous section, we still find there are two classifications of problems to be solved: (1) Substantial and (2) technical problem. That is why it is recommended to do the following things in cycle 3: (a) to make the students enjoy with the learning process; (b) to encourage the students to be active in discussion; (c) to ask the students to collect all of their discussion; (d) to use various media such as library, internet, computer, etc; and (e) to find more attractive resource books like manuals and procedure.

4. CYCLE III

Based on the reflection in the previous cycle, we still encounter substantial and technical problems. The first problem deals with the difficulty in creating enjoy learning and making the students active in discussion. The second was the use of various media in the teaching learning process. While the later deals with the commitment to collect the assignment.

a) Revised planning

Based on the recommendation in cycle II, we made a revised planning to solve the problems and accommodate the possible aspects enabling our improvement. As indicated in the description of cycle III, the main points are how to make the students enjoy with the teaching learning process and how to make students active in discussion.

In this cycle there was no preparation phase (PP) of CLD because all teachers understood the grand design of CAR and CLD. In revised planning, we arranged a general plan for CLD explaining the course description, the objectives, and the planned schedule for cycle III (Appendix III). The scheme of CLD included six stages namely *situation, grouping, bridge, question, exhibit, and reflection.*

There were two significant activities in cycle III to meet the students' demand. First, the activities of exhibition were intensified by doing not only presenting the works in a large sheet but also using power point and a laptop.

b. Action

This stage included 3 meetings consisting of six phases namely *situation, grouping, bridge, question, exhibit, and reflection* like in the previous cycle.

1) Meeting I

a) Situation phase

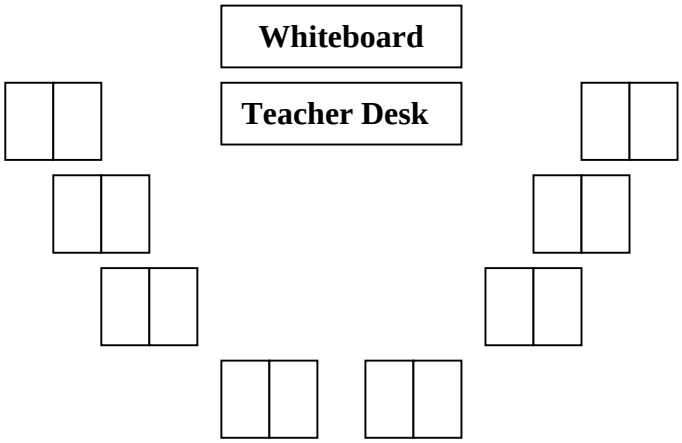
The first phase of CLD application is Situation. This phase took 2 lesson hours. In this phase, as usual the teacher explained the purposes of the meeting. The teachers said that the purpose of the study was that the students are able to describe the process of things. BS said:

> For this meeting today, we will learn together how to describe process of tools. The mastery of this ability is important for you when you have to explain a process to others especially when you work.

The teacher attached a picture describing process of a tool. He asked the student to explain the process in English. In this phase, the students worked individually. They tried to understand the picture carefully and made note what he/she got from the text. This phase took 30 minutes. After that the teacher examined the students' work. Most of them wrote a little about describing the process.

b) Grouping

The next phase is Groupings. The students made groups of 4 students. There were 8 groups in the classroom. The formation of the groups was based on the number of presence list. For example, students who were in number 1 – 4 would be group 1, 5 – 8 would be group 2, etc. Each group had to choose their leader, member and writer. Each of the groups was given a large worksheet, markers, and tape. This phase took 10 minutes.



c) Bridge

The teacher encouraged the student to use and remember the material they got before. He also reminded the students to recall the material about describing process and giving command because it had close relation with the present material.

d) Question

Next, questions were applied. The students discussed with his groups to describe the process of tools in a large sheet. The teacher encouraged the students to speak English as far as they can. At the end of this session, each group showed the result of the discussion to other groups.

e) Exhibit

Each group presented their work in front of the class. They also attached the result on white board. Every member of the group had a chance to explain and answer the questions from other students. Each group explained the result of the discussion by using a large sheet which was given before.

f) Reflection

The next phase was *reflection*. The teacher asked the students to catch the point of the study. The teacher said the ability to tell procedure is very important because procedure is usually printed in English.

2) Meeting II

a) Situation phase

The first phase of CLD application is Situation. This phase took 2 lesson hours. In this phase, as usual the teacher explained the purposes of the meeting. The teachers said that the purpose of the study was that the students are able to describe the process of things. BS said:

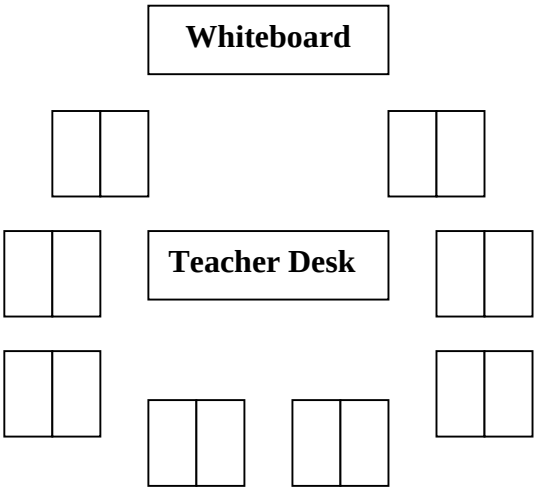
> For this meeting today, we will learn together how to describe process of tools. The mastery of this ability is important for you when you have to explain a process to others especially when you work.

The teacher attached a picture describing process of manual. He asked the student to explain the process in English. In this phase, the students worked individually. They tried to understand the picture carefully and made note what he/she got from the text. This phase took 30 minutes. After that the teacher examined the students' work. Most of them wrote a little about describing manual.

b) Grouping

The students made groups of 4 students. There were 8 groups in the classroom. The formation of the groups was based on the number of presence list. For

example, students who were in number 1 – 4 would be group 1, 5 – 8 would be group 2, etc. Each group had to choose their leader, member and writer. Each of the groups was given a large worksheet, markers, and tape. This phase took 10 minutes.



c) Bridge

The teacher encouraged the student to use and remember the material they got in the previous meeting. In the previous meeting, they learned about telling process.

d) Question

Next, questions were applied. The students discussed with his groups to describe the process of tools in a large sheet. The teacher encouraged the students to speak English as far as they can. At the end of this session, each group should show the result of the discussion to other groups.

e) Exhibit

The next phase was Exhibit. Each group presented their work in front of the class. They also attached the result on white board. Every member of the group had a

chance to explain and answer the questions from other students. Each group explained the result of the discussion by using a large sheet which was given before.

f) Reflection

The next phase was Reflections. The teacher and the students reflect what they got that day.

3) Meeting III

a) Situation phase

The first phase of CLD application is Situation. This phase took 2 lesson hours. In this phase, as usual the teacher explained the purposes of the meeting. The teachers said that the purpose of the study was that the students are able to describe the process of things. BS said:

> For this meeting today, we will learn together how to describe process of tools. The mastery of this ability is important for you when you have to explain a process to others especially when you work.

The teacher attached a picture describing process of manual. He asked the student to explain the process in English. In this phase, the students worked individually. They tried to understand the picture carefully and made note what he/she got from the text. This phase took 30 minutes. After that the teacher examined the students' work. Most of them wrote a little about describing manual.

b) Grouping

The next phase is Groupings. The students made groups of 4 students. There were 8 groups in the classroom. The formation of the groups was based on the number

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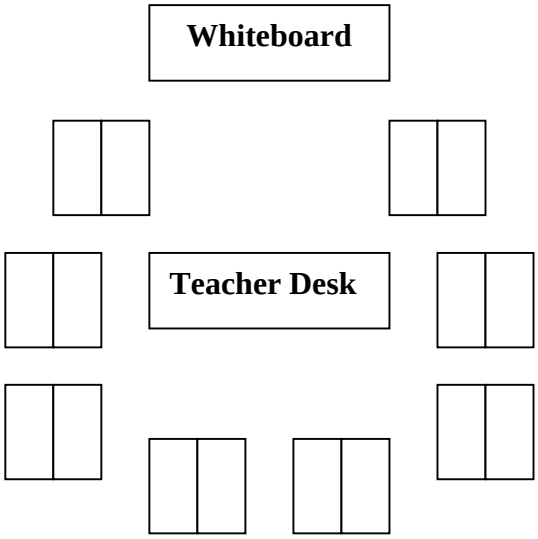

c) Bridge

The teacher encouraged the student to use and remember the material they got before. In the previous meeting, they learned about telling process.

d) Question

Next, questions were applied. The students discussed with his groups to describe the process of tools in a large sheet. The teacher encouraged the students to speak English as far as they can. At the end of this session, each group should show the result of the discussion to other groups. This phase took 30 minutes.

e) Exhibit

Each group presented their work in front of the class. They also attached the result on white board. Every member of the group had a chance to explain and answer the questions from other students. Each group explained the result of the discussion by using a large sheet which was given before.

f) Reflection

The next phase was *Reflection*. The teacher and the students did the reflection of what they did that day.

c) Observation

The techniques we used in this stage were the same as ones used in the previous cycle. The techniques we used in this stage were: participants' observation, in-depth interviews, questionnaires, checklist for constructivist classroom, document analysis consisting of tape recorder, and teachers' journal and test. The result of checklist after three cycles applied was 90. It means that there is a change in the classroom from traditional to constructivist classroom.

The result of observation was the same as those in previous cycle namely (1) the improvement of the students' mastery of describing process; (2) the Improvement of critical thinking; and (3) the improvement of social communication.

1) The Improvement of Students' Mastery of Describing Process

In cycle III, the teacher provided the students process description. In the first meeting, the students get difficulty in describing the process. But in the second and third

meeting are more familiar with describing process. It is expressed by one of the students.

> Ternyata mudah kalau kita mau belajar ya. Menjelaskan proses kerja suatu alat dalam bahasa Inggris. Sebenarnya kalau menjelaskan proses suatu kerja ya itu itu aja. Kata kerja yang digunakan yang seperti itu. Maksudnya kita tidak banyak mengalami kesulitan dalam menjelaskan suatu proses kerja alat.

2) The Improvement of Critical Thinking

After observing the action of CLD in the third cycle, there is significant improvement of critical thinking experienced by the students. CLD provides analytical learning. It optimizes the brain of the students. Some learning events are set into observation learning.

3). The Improvement of Social Communication

The phases in CLD enable the students involve in discussing, observing, and analyzing the material provided by the teacher. After they discuss with their group, they have to communicate their ideas to other group. It improves the social communication. One of the students says:

> Biasanya saya cenderung individualistis dalam mengerjakan tugas karena banyak yang tidak mau bekerja dalam mengerjakan tugas. Kemudian berdiskusi dalam kelompok ternyata menyenangkan. Kadang saya merasa yang paling benar nyatanya tidak. Saya juga merasa kemampuan saya menyatakan pendapat juga meningkat tidak lagi gugup.

d) Reflection

This was the final stage in cycle III which was also the final cycle of the study. This stage aimed at examining the final result of the action in the third cycle accompanied with the analysis of its strengths and weaknesses. The teacher expressed 5

important matters namely (1) what the teacher and the students felt; (2) what we got from CLD application; (3) the strengths of CLD in the third cycle; (4) the weaknesses of CLD in the third cycle; and (5) the suggestions to be done in next cycle. The teacher and the students expressed them in the journal, daily taking, the discussion during CLD and by answering the questionnaires. The organization of report in this reflection included (1) the result of the CLD; (2) the strengths of CLD; (3) the weaknesses of CLD; and (4) the recommendation.

1) The result of CLD

It has been stated that the result of CLD in cycle I and II are (1) the improvement of students' motivation and participation; (2) the teachers' awareness-raising for professional development; (3) the change of attitude; (4) the improvement of English mastery; (5) the improvement of mastery of technical terms; (6) the improvement of self confidence; and (7) the establishment of cooperation and collaboration. In cycle III, he found 3 more results including (1) the improvement of the students mastery of describing process; (2) the improvement of critical thinking; and (3) the improvement of social communication.

2) The strengths of CLD

The strength in cycle I and II still appear in cycle III, but there are two points considered to be the most significant which are felt by the students and the teacher. They include (1) questioning phase and exhibition phase in CLD enable them to

develop various aspects of competence; (2) All stages in CLD forces the teacher to prepare lesson and the material. It enables him to develop their mastery of the material.

3) The Problems left to be solved

The weaknesses which always appear and are difficult to cope with are the some students did not participate at all in presentation. The use of media such as laptop, computer and other media are still less.

B. Discussion of Research Findings

The research findings show some important points as follows: (1) the improvement of students' motivation and participation; (2) the teachers' awareness for professional development; (3) the change of attitude; (4) the improvement of English mastery; (5) the improvement of mastery of technical terms; (6) the improvement of self confidence; (7) the establishment of cooperation and collaboration; (8) the improvement of the students mastery of describing process; (9) the improvement of critical thinking; and (10) the improvement of social communication.

These ten values can be classified into six main themes: (1) the improvement of students' motivation and participation; 2) the improvement of professional competence; 3) the establishment of thinking skills; 4) the improvement of social communication; and 5) the improvement of English competence.

1. The Improvement of students' motivation and participation

The application of CLD in the classroom can develop and increase the motivation of the students and the teachers very effectively. Students learn more and

enjoy learning when they are actively involved, rather than passive listeners. Marlowe and Page (1998: 12) explain:

> Although information is important, passively accumulating disconnected information is not learning. Passively receiving ready made knowledge from someone or something else is not learning. To learn, a student has to be mentally and often physically active.

Moreover Marlowe and Page (1998: 17) say:

a. Students learn more when they are actively engaged in their own learning.
b. By investigating and discovering for themselves, by creating and re-creating, and by interacting with the environment, students build their own knowledge structures.
c. Learning actively leads to an ability to think critically and to solve the problems.
d. Through an active learning approach, students learn content and process at the same time.

According to CLD, the centre of instruction is the learner. Meaningful understanding occurs when students develop effective ways to resolve problematic situations. Such situations foster motivation, because students have an opportunity to experience the pleasure and satisfaction inherent in problem solving.

2. The Improvement of Professional Competence

The application of CLD in the classroom can develop the teacher's professional competence. In PP NO.19/2005, it is stated that:

> Kompetensi professional merupakan penguasaan materi pembelajaran secara luas dan mendalam, yang mencakup penguasaan materi kurikulum mata pelajaran di sekolah dan substansi keilmuan yang menaungi materinya serta penguasaan terhadap struktur dan metode keilmuannya.
> Referring to the competence and its essential indicator, it is appropriate that

English teachers should relate the material with the real world that the students may face

after they graduate from the vocational schools. The competence above can be achieved through all activities in the CLD which involve the teachers and the students who explore the issues of teaching and define the solution by themselves. The teachers collaboratively discuss the problem faced by the students in the classroom. Constructivist classes reveal a shift of thinking in which the underlying assumptions about what knowledge is, about how people learn, and about what is important are different. One can grow from a traditional view of teaching in which one seeks to control one's subject area and students to becoming comfortable with the shift in thinking that may be necessary to be a constructivist teacher. Lester and Onore (1990) indicate that teacher's personal beliefs about teaching account for the kinds and extents of change that teachers are able to make. We view our situation through the lens of our personal construct system. Our beliefs about teaching and learning account for how we think and act as teachers.

Teachers are individuals who are often drawn into teaching by a love of kids. Constructivist teachers develop skills and abilities to empower students and to make them feel competent and significant. Perhaps some of what a constructivist teacher does is intuitive. Constructivist teaching also requires intelligence, creativity, patience, responsiveness, and the ability to live with ambiguity permitting one to spontaneously abandon a plan in order to accommodate specific individual or classroom situations. And while the job of being a constructivist teacher is demanding, its value is evident in the impact on students' learning and personal development.

3. The Establishment of Thinking skills

The stages in CLD especially question phase improve the thinking skill of the students. Marlowe and Page (1998: 25) state:

> The research base is clear and growing: active learning program in which students construct their own knowledge lead to the development of critical and independent thinking skills, deeper understanding of concepts and longer-lasting learning.

In the CLD, the students are active during the lesson. There are some positive effects of active learning proposed by Marlowe and Page (1998: 32).

a. It develops students' abilities to think, plan and do
b. It develops initiative
c. It leads to better understanding of life
d. It creates new student/teacher relationship
e. It provides motivation
f. It increases the students' interest in school
g. It leads students to read more
h. It allows for more self-expression
i. It leads to standards of achievement in subject areas high pt higher than in a traditional method.

The teachers teach the students to think critically. Developing reasoning abilities requires greater reliance by teachers on learning technique that allows students to participate actively in discovering and creating their own solutions to problems. Teaching subjects grouped around integrating themes, for example, can help students to see systems rather than disconnected facts. Testing of students' learning should require

students to demonstrate the full range of thinking skills, rather than mere retention of facts. (Carnegie Council on Adolescent Development, 1989: 13).

Students adapt learning to the real world, gaining problem solving skills and ability to do a critical analysis of a given set of data. These skills enable the student to adapt to a constantly changing real-world environment. Thus, classroom learning does not result in acquisition of absolute truth; it also results in a resource of personal knowledge. Evaluation in constructivist perspective examines the thinking process. As there are more than one ways of solving problem, each student's approach is more important than a particular solution.

4. The Improvement of social communication

Students must learn how to clearly articulate their ideas as well as to collaborate on task effectively by sharing the burden of group projects. Students must therefore exchange ideas and so must learn to negotiate with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to navigate among others' ideas.

Constructivist classroom are active learning. Marlowe and Page (2000: 21) state that in active learning:

a. There was a greater exchange of ideas between students
b. Students participation doubled;
c. Students learned how to organize and form hypotheses and to use, interpret, and apply evidence; and

d. Students looked at knowledge as tentative rather than absolute.

A central strategy for constructivism is to create a collaborative learning environment. Collaborative learning does not just entail sharing workload or coming to a consensus, but allows the learners to develop, compare, and understand multiple perspectives on an issue. The goal is the rigorous process of developing and evaluating the arguments. Learners should be able to explain and justify their thinking and openly negotiate their interpretations of and solution of instructional tasks.

5. The Improvement of English competence

The goal of English teaching is to enable the students to communicate in the target language. To do this the students need knowledge of the linguistics\forms, meanings, and functions (Larsen and Freeman, 2000: 128). All stages in CLD enable the students to use the four skills in integrated way. English is used as medium of communication when the teacher presented their material. During the presentation of the discussion result, the teacher and the students try to use English.

CHAPTER V

DISCUSSION OF RESEARCH FINDINGS

Chapter IV of the thesis has provided the overview of the research findings of the application of CLD used in this study. The research findings show some important points as follows: 1) the improvement of students' motivation and participation, (2) the teachers' awareness-raising for professional development, (3) the change of attitude, (4) the improvement of English mastery, (5) The improvement of mastery of technical

terms (6) the improvement of self confidence and (7) the establishment of cooperation and collaboration, (8)The improvement of the students mastery of describing process, (9) The Improvement of critical thinking, and (10) The improvement of social communication.

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Referring to the competence and its essential indicator, it is appropriate that English teachers should relate the material with the real world that the students may face after they graduate from the vocational schools. The competence above can be achieved through all activities in the CLD which involve the teachers and the students who explore the issues of teaching and define the solution by themselves. The teachers collaboratively discuss the problem faced by the students in the classroom. Constructivist classes reveal a shift of thinking in which the underlying assumptions about what knowledge is, about how people learn, and about what is important are different. One can grow from a traditional view of teaching in which one seeks to control one's subject area and students to becoming comfortable with the shift in thinking that may be necessary to be a constructivist teacher. Lester and Onore (1990)

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C. The Establishment of Thinking skills

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9. It leads to standards of achievement in subject areas high pt higher than in a traditional method.

The teachers teach the students to think critically. Developing reasoning abilities requires greater reliance by teachers on learning technique that allows students to participate actively in discovering and creating their own solutions to problems. Teaching subjects grouped around integrating themes, for example, can help students to see systems rather than disconnected facts. Testing of students' learning should require students to demonstrate the full range of thinking skills, rather than mere retention of facts. (Carnegie Council on Adolescent Development, 1989: 13).

Students adapt learning to the real world, gaining problem solving skills and ability to do a critical analysis of a given set of data. These skills enable the student to adapt to a constantly changing real-world environment. Thus, classroom learning does not result in acquisition of absolute truth; it also results in a resource of personal knowledge. Evaluation in constructivist perspective examines the thinking process. As

there are more than one ways of solving problem, each student's approach is more important than a particular solution.

D. The Improvement of social communication

Students must learn how to clearly articulate their ideas as well as to collaborate on task effectively by sharing the burden of group projects. Students must therefore exchange ideas and so must learn to negotiate with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to navigate among others' ideas.

Constructivist classroom are active learning. Marlowe and Page (2000: 21) state that in active learning:

1. There was a greater exchange of ideas between students
2. Students participation doubled;
3. Students learned how to organize and form hypotheses and to use, interpret, and apply evidence; and
4. Students looked at knowledge as tentative rather than absolute.

A central strategy for constructivism is to create a collaborative learning environment. Collaborative learning does not just entail sharing workload or coming to a consensus, but allows the learners to develop, compare, and understand multiple perspectives on an issue. The goal is the rigorous process of developing and evaluating the arguments. Learners should be able to explain and justify their thinking and openly negotiate their interpretations of and solution of instructional tasks.

E. The Improvement of English competence

The goal of English teaching is to enable the students to communicate in the target language. To do this the students need knowledge of the linguistics\forms, meanings, and functions (Larsen and Freeman, 2000: 128). All stages in CLD enable the students to use the four skills in integrated way. English is used as medium of communication when the teacher presented their material. During the presentation of the discussion result, the teacher and the students try to use English.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Based on the findings in applying the constructivist learning design to improve the quality of English teaching, the researcher presents some conclusions viewed from several dimensions. The major conclusion of the study is that the application of CLD is successful in some ways. First, the application of CLD can improve the students' motivation and participation. During the application of constructivist learning design, the students engaged in the process of learning. They are active in creating knowledge. The role of the teacher is only as facilitator. A constructivist teacher is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lesson with small groups and individuals. Constructivist classrooms are structured so that the learners are immersed in experiences within which they may

engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing, an personal reflection.

Second, the CLD can improve professional competence of the teacher. The teachers have to be open for the change of curriculum, to prepare the lesson, to apply the suitable strategies in teaching English, and to provide meaningful learning to the students. Constructivist classes reveal a shift of thinking in which the underlying assumption about what knowledge is, how language is used and about how people learn,

Third, CLD can establish the students' thinking skills. In questioning phase, the students try to analyze, interpret, and synthesize the information given by the teacher. The learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Constructivist teaching fosters critical thinking, and creates motivated and independent learners.

Fourth, CLD can improve the students' social communication. During the process of exhibition, the students share the result of the discussion to other students. They communicate their ideas to other students. The constructivist classroom is democratic. A democratic classroom environment emphasizes shared responsibility and decision making. The teacher creates an environment that supports the active involvement in collaborative and empowering activities such as the exchange of ideas and opinion.

Fifth, CLD can improve the English competence of the students. All the stages in constructivist learning design maximize the use of integrated skills of English including listening, speaking, reading and writing. The learners improve their reading

and writing skills when they have to understand the text and write the answer of the text. The learners improve their speaking and listening when they have to present their ideas and answer the question to/from other learners.

B. Implication and Recommendation

The research findings of this study imply that CLD is very important for the students. The teachers should apply the CLD as one effort to improve the quality of English teaching due to the fact that CLD can effectively improve: (1) students' motivation and participation, 2) teachers' professional competence, 3) the establishment of thinking skills, 4) social communication and 5) English competence.

Realizing the CLD is very essential in improving the quality of English teaching, some recommendations are put forward to the English teachers, the institution, the students, and the other researchers.

Firstly, the teacher should understand the curriculum by making good preparation of the lesson, material preparation, suitable method, suitable evaluation, and conducive learning environment. The teachers should be creative and committed to provide meaningful learning. The use of media should be maximized in order the learning process will be interesting. The classical teaching or teacher centered shoud minimized and reduced.

Secondly, the institution should send the teachers to join in workshop, seminar, and training to upgrade the teachers' competence. The discussion of new curriculum and its implementation should be maximized in order the understanding of curriculum

will be increased. The institution should provide good materials, good facilities, conducive environment, and rewards for good teachers and increase the teachers' salary.

Thirdly, the recommendation is for the students. The students should have motivation to study English. When they graduate from vocational high school, they will compete with other graduates to get a job. The ability of English competence is a must in globalization era. If they do not provide themselves with English competence, they will be left behind and get difficulty to compete in hard competition.

Fourthly, the next recommendation is for other researchers who want to apply CLD in other classrooms. Changing the traditional classroom into constructivist classroom will not happen overnight. It is a progressive process that requires doing and reflecting, more doing and reflecting, and then more doing and reflecting.

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CHECKLIST FOR CYCLE I

Classroom Language	Always	Almost always	Some times	Hardly ever
I use the words "discover" or "uncover" instead of "cover"				
I use the words "investigation" or "exploration" instead of "unit".				
I use the word "learn" instead of "teach"				
I use the phrase "learning experience" instead of "Presentation"				
I Use the phrase "Student learning plan" instead of "Lesson plan"				

The Communication System	Always	Almost always	Some times	Hardly ever
My classroom communication system is reciprocal rather than teacher directed				
Students spend more time engaged in their own work than listening to me talk				
Teacher talk is in the form of questions rather than directives				
If a stranger walked into the room, he/she would be more likely to hear students' voices than mine.				
I do less talking than the students				
Questions posed by me or the student s don't have a single word answer.				
Students can use their normal voices to get my of their classmate's attention (i.e, they do not have to raise their voice				
Students feel comfortable turning to each other for help				
I can use my normal voice to get students' attention				

Roles, Activity, and Management	Always	Almost always	Some times	Hardly ever
I encourage students to find answers to their own questions				
I See myself as a facilitator rather than as an information dispenser				
I see students as decision makers				
Students have a say in the daily schedule				
The classroom is free of daydreaming, inattention, boredom, alienation, and rebellion.				
If I have a concern about a student's behavior, I view it as an opportunity for discussion, resolution, and problem solving.				
Students work together to discuss classroom management issues				
When things fall apart, I take this as an opportunity for the class to discuss solutions to what I and others may see as problematic.				

Appendix 2 (End of Cycle III)

CHECKLIST OF CONSTRUCTIVIST CLASSROOM

Classroom Language	Always	Almost always	Some times	Hardly ever
I use the words "discover" or "uncover" instead of "cover"				
I use the words "investigation" or				

“exploration” instead of “unit”.				
I use the word “learn” instead of “teach”				
I use the phrase “learning experience” instead of “Presentation”				
I Use the phrase “Student learning plan” instead of “Lesson plan”				

The Communication System	**Always**	**Almost always**	**Some times**	**Hardly ever**
My classroom communication system is reciprocal rather than teacher directed				
Students spend more time engaged in their own work than listening to me talk				
Teacher talk is in the form of questions rather than directives				
If a stranger walked into the room, he/she would be more likely to hear students’ voices than mine.				
I do less talking than the students				
Questions posed by me or the student s don’t have a single word answer.				
Students can use their normal voices to get my of their classmate’s attention (i.e, they do not have to raise their voice				
Students feel comfortable turning to each other for help				
I can use my normal voice to get students’ attention				
Roles, Activity, and Management	**Always**	**Almost always**	**Some times**	**Hardly ever**
I encourage students to find answers to their own questions				
I See myself as a facilitator rather than as an information dispenser				

I see students as decision makers				
Students have a say in the daily schedule				
The classroom is free of daydreaming, inattention, boredom, alienation, and rebellion.				
If I have a concern about a student's behavior, I view it as an opportunity for discussion, resolution, and problem solving.				
Students work together to discuss classroom management issues				
When things fall apart, I take this as an opportunity for the class to discuss solutions to what I and others may see as problematic.				

Classroom Physical Environment	**Always**	**Almost always**	**Some times**	**Hardly ever**
Students fill the walls with their work				
We arrange the furniture to be conducive to the student learning				
The physical layout of the room allows me to get every one's attention if needed				
We move the furniture according to what we are doing				
Students and I feel safe in this classroom				
Students have a say in what the classroom looks like				

Motivation	**Always**	**Almost always**	**Some times**	**Hardly ever**
I avoid the use of threats of punishment				

I avoid promising rewards				
Students pursue topics independently, take initiative, or engage in additional ctivities related to-but above and beyond what we are studying				
The students realize that they are responsible for their own thinking and learning.				
Students are disappointed when an activity, lesson, period ends				
Students stay late to discuss their work				
Students leave my classroom engaged in conversation about the last thing they were working on.				
Students are rarely absent				
Students look forward to class				
My students and I think of the classroom as our class, rather than as my class				

Assessment	**Always**	**Almost always**	**Some times**	**Hardly ever**

If a student went down the hall to explain what we were working on, why it was important, and what it is like that she's done before, this would not be a problem				
Students have a hand in creating assessment tools and criteria				
Students know at the beginning of a new units what form the assessment will take				
Students believe assessment is an opportunity to learn more, not a way to measure one student against another				
Students understand how the assessment we use connect to what we do in class				