

# THE 4th ENGLISH TEACHING CONFERENCE

Surabaya, 1 September 2018

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## CONFERENCE PROCEEDING: **EMPOWERING ENGLISH TEACHERS THROUGH THEORISING PRACTICES**

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**JURUSAN BAHASA DAN SASTRA INGGRIS**  
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**The 4<sup>th</sup> English Teaching Conference 2018**  
***Empowering English Teachers through Theorising Practices***  
**Surabaya, 1 September 2018**

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## FOREWORDS

Nowadays, it has been called as disruption periods which are full of ideas of disruption coming out of the box. This has long been in the English language teaching (ELT) practices under Kumaravadivelu's post-method paradigm echoed in 2006, with three main principles: particularity, practicality, and possibility. The valuable idea is that English language teachers are no longer as the users of theory; they are theorizing their teaching experience. For this reason, there needs such measurement skills which are needed to mentor their teaching experience as well as their theorizing practices.

In relation with this issue, we are proud to find that the English Department, Faculty of Languages and Arts (FBS), State University of Surabaya (Unesa) has conducted the 4<sup>th</sup> English Language Teaching Conference (ETC 2018). ETC 2018 has been and providing great opportunity and accommodating English teachers, teacher candidates, and students who have/are/will be mentoring their teaching experience and supporting them fully into theory and practices. These are all part of CPD (Sustainable Professional Development) for English teachers in schools and colleges.

The conference is also part of bimonthly academic forum of English Teacher's Best Teacher Practices held by the English Department, State University of Surabaya, involving teachers and teacher candidates and students to share their ideas in language teaching practices. The theme carried by ETC 2018 is *Empowering English Teachers through Theorizing Practices*. Upon this big theme, there have been English teachers, teacher candidates, and students, and also observers of English learning (ETC) have joined and disseminated their ideas or experiences of language teaching practices at all levels and contexts of education.

This conference has become an annual academic agenda hold by the Department, dedicated for teachers and prospective teachers. In this event, they will participate as participants and presenters in parallel sessions that share the results of their research and experience in teaching English. In addition to parallel sessions, this conference has invited three keynote speakers who presented their papers in the panel session, namely 1) Prof. Dr. Mukhlas Samani, M.Pd. (State University of Surabaya, Indonesia), 2) Andrzej Cirocki, Ph.D. (The University of York, UK), and 3) Rustiani Widiasih, S.Pd., M.Pd. (teacher model, SMA Negeri Badegan 1 Ponorogo, Indonesia)

As the outcomes of this conference, teachers were encouraged to share their teaching experiences in the form of research papers and disseminate the papers in academic publication in the form of conference proceeding. We do hope through this conference proceeding, there will be further feedback and academic discussion that will generate greater knowledge and contribution to the teaching of English in Indonesia.

Through this opportunity, we would like to extend our gratitude to State University of Surabaya for the greatest support for this conference and also the organizing committee led by Ahmad Munir, Ph.D. who have made this conference happened. In addition, we thank keynote speakers, participants and teacher's councils in East Java.

Surabaya, September 2018

**Dra. Pratiwi Retnaningdyah, M.A., Ph.D.**

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# Enhancing Students' Motivation of Writing by Using "Storybird" in English Class

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## ABSTRACT

Writing is one of the four macro skills necessary for studying English. The students' writing activity should be motivated. The role of technology in the 21st century is very important in supporting the learning activities of writing in the classroom. Technology becomes an option for teachers to use as a learning media that can help students be more active in the classroom. In this study, researcher used *Storybird* in English class. *Storybird* is a website that Students can create their own stories using art technology. The purpose of this research is to improve students' motivation of writing in the classroom by using this technology. Teachers provide motivation first and then students will be active in the classroom. The study was conducted at a state junior high school in Surabaya. The method of this study is qualitative research, with the instrument interview and observation. The participant of the study were fifteen students. The students also were interviewed by the teacher, and they were observed and in addition to this. The result shows by writing and combining the art technology at *Storybird*, students are more interest and motivated for writing story in *Storybird* than writing in books, so the students were active in the classroom activities.

**Keywords:** Technology, writing, active, classroom, story.

## 1. INTRODUCTION

Main changes in technology have had an effect on education. Teachers cannot neglect the impact of new technologies and fail to incorporate them in their teaching practice because that would not supply too many students' needs. Ignoring technological advances would also involve not benefiting from a display of online teaching resources and academic material. The question that arises then is: why not create use of the tools at our fingertips? (Giacomini, 2015).

This opinion also support from Nunan's opinion in (Hyland & Wong, 2013; 237) That technology is ideal for providing the extensive, repetitive, practice required to get success for learning. The learners are able to practice their own step and get the opportunity to get more active in the class by using technology, and it is relevant to the learning needs of young people.

So, the researcher tried to make something more interesting in the class. Using the technology to teach the students in English class. Reflected upon of own teaching practice and decided it was time the researcher tried something innovative writing skill in English class. The researcher have been exploring different online tools and have chosen *Storybird* as part of the new media to exploit in creative writing lessons.

The researcher have chosen *Storybird* as innovation in the class, to make the students fell enjoy and more interesting while they are writing a story. In this article, the researcher will share the

experience of using this website ([www.Storybird.com](http://www.Storybird.com)) in the class, teach and describe the effect it had on learners' writing process.

## 2. PROBLEMS

The problem experienced by students in learning English is when they make a story in English, whether it's a story about personal activity or a story about a fairy tale. Students feel less challenged and less enthusiastic in making their writing on a paper or writing their book.

When students studying Recount text and Narrative text material, they get the task of creating stories with themes about their experiences and about fairy tales or fables by using their own language and creativity. In the execution of making stories, students are less interested and motivated to make their own story. They tend to make it carelessly and seem unattractive.

The teacher as a researcher gives motivation to students to make them more challenged in writing a story and more interesting in developing their creativity and imagination to be poured in the stories made. Through this research students are expected to have high motivation in writing and making a story in learning English in class.

The research questions of this study are: 1) What factors can help the students to improve motivation of their writing skills?)Are technology of *Storybird* can enhance the students' motivation of writing a story?. It was expected that the outcome of the study would directly enhance the motivation of the students' writing skills and also provide more insight for teachers into alternative activities to enhance the motivation of students' writing skills in English class.

## 3. METHOD

This research using the qualitative data to conduct the research. Qualitative data is a source of well-rounded, rich description and explanation of the human process. (Miles, Huberman, & Saldana, 2014). Therefore, this research will be qualitative, and this research will describe and explain about enhancing students' motivation by using *Storybird* in English class.

The methodology of the research procedure included three major section : research framework, subject and research instruments and data collection and analysis.

### 3.1 Research Framework

In order to have the insight into basis of the study, the research framework is displayed in the following Figure 1.

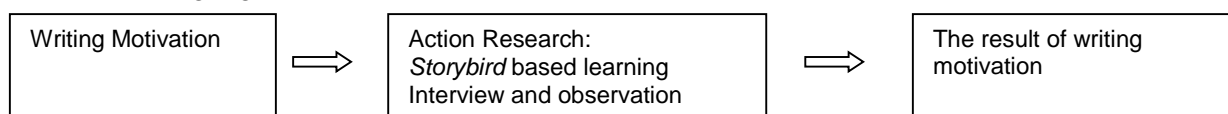


Figure 1. Research Framework

### 3.2 Subject and Research Instrument

The subject of the study were fifteen students as participants of the activity of learning process using *Storybird* in English class. The two main types of research instrument used to acquire data for the findings of the study were as follows:

#### 3.2.1 Two structured interview Questions

In order to find answer the first question – What factors help the students to improve motivation of their writing skills? – Two interview questions were used: 1. what factor helped you to enhance your motivation in writing skills, 2. what's your suggestions for enhancing motivation in writing skills?

### 3.2.2 The observation

In order to find the answer of the second research questions - ) Are technology of *Storybird* can enhance the students' motivation of writing a story?. For answering the questions, the researcher do observation trough the learning process using *Storybird*. The researcher using the instrument of diary or note and in the last learning process, in the last learning process the researcher gives the students form of list of questions. The data of the observation to analyze and to get the information of the using of *Storybird* that was considered to be particularly useful in the search for answering to the second research question.

### 3.2.3 Data Collection and analysis

The data was collected during the process of teaching learning of using *Storybird* for enhancing the students' motivation in their writing skills. The participants were invited to answer the interview questions relating to factor enhancing the students' motivation for their writing skill, which become the findings for the first research question. For the second research question, the result of the observation were analyzed. The observation contains of diary or note about the process of learning using *Storybird* and some of the statement of the students' opinion of using the *Storybirds* as one of digital technology for enhancing the students' motivation for writing skill.

## 4. FINDINGS AND DISCUSSION

### 4.1 The Using of *Storybird* in the class

The using of *Storybird* in English class will presented in discussion part. First, according to research framework, the first is writing motivation. Getting started to get students' motivation, for the first way, after the researcher writing a short story in a *Storybird*, then showed it to students to give them an idea and motivation of what they were going to work on. Next, the researcher guided them in logging in to their own accounts with the usernames and passwords provided by the site. Students had to change this original password.

The researcher explain about how to operate *Storybird*. After that, the students start to write in the *Storybird* using their account. To tolerate students' interest, the researcher decided not to grade their first *Storybird* and requested that they write minimum in a five-page picture book based on the artwork that inspired them the most. It was highly rewarding to see how seriously students took this new project.

The students write a narrative story use in English so the students were putting into words their creative ideas base on the art picture that they have chosen to make their narrative story. They also learn new vocabulary items and grammar structures for making a short narrative story. The Students can open the dictionary to help them to find a difficult word, and the Students can discuss with the other students.

The students wrote their first story at school. Then If the students has finished to write a narrative story, they should show it to the researcher or the teacher. If it is ok, they should publish their story in the classroom account in *Storybird* that the researcher or teacher has made. then, each students should share it on social media like Facebook, twitter, path and Google Classroom.

## FINDINGS

The main findings were presented based on the two research questions. Other additional qualitative findings were also documented. Discussion on each aspect were summarized together with the findings.



#### 4.2 Factor enhancing the students' motivation of writing skill

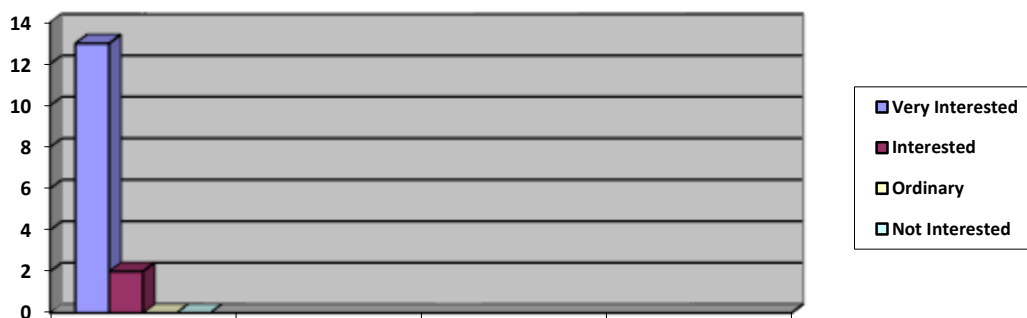
The findings in this section were derived from interview from the students as participant. According to the result of the interview from the students as participant that most of the participants fell motivated if the activity of writing skill in English class using an innovative technology. It can help the students to build the spirit of curious for doing something new. The other answer from the students as participants some of them tell that the factor of the material is also has role to help enhancing the students' motivation skills. According to (Garavan et al., 2010) Motivation to learn reveals that a student desires to take part in, and learn from, a training activity. Previous studies supported the finding that innovative technologies has the role for enhancing students' motivation for science learning and career (Xie & Reider, 2013 ). In addition, suggestion from the participant for enhancing the motivation in writing included a variety of the activities in the class, encouragement the students to writing trough a media like a short film or movie. The result of the accurate reported factor from five participants of fifteen are displayed in Table 1.

**Table 1. Factors enhancing students motivation for writing skill**

Participants	Factors
1	I need a innovative media using technology like <i>Storybird</i> to make a short story.
2	Using a technology on internet to make higher motivation for writing skill
3	I love film or movie, it can help to make good motivation for learning. By watching a film, then make a summary of the story. It can help the student's motivation for writing skill.
4	Using the application on internet can help motivation of writing skill to make a short story
5	It's fun writing using technology like mobile phone or Laptop.

#### 4.3 Are Technology of “*Storybird*” can enhance the students' motivation of writing a story?

The findings of this section were obtained from the observation of some of the students as participant for the study. The researcher get the data and analyzed to get the answer for the second research questions. The study found that the participant has very motivated of using a *Storybird* in the class. The using of *Storybird* is very easy to use. It is also supported of the previous study that by employing *Storybird* as one more tool for teaching creative writing in English language class ( G.Laura, 2015 ). However, the participants were helping each other and interested for writing a short stories in picture of book in the *Storybird*. Taking a more influential, active, and enjoy using *Storybird* that combines art and writing, and besides writing their own narratives and recount text in English, students read the ones published on the website, getting additional introduction to the language. The result from the students' observation as participants about *Storybird* are displayed in table 2 and Table 3.

**Table 2. Result of the observation about *Storybird*****Table 3. The result of the student' interest about *Storybird***

The study found that the students as participants is very motivated and interested using *Storybird* for enhancing their motivation for their writing skill. The students as the participants were genuinely excited about using the website, and they were ready to take an active role in this new writing work, it was not difficult to apply *Storybird*. The Students in junior high school can use this tool easily.

## 5. CONCLUSION

This action research was qualitatively conducted to investigate the factors enhancing the motivation of writing skill of the students in junior high school. By using the technology of *Storybird*, the students have the motivation of writing kinds of stories. Using combine art and writing, the students very interested of making their own stories using English. An Innovation of the technology can make the students actively involved in the classroom activity.

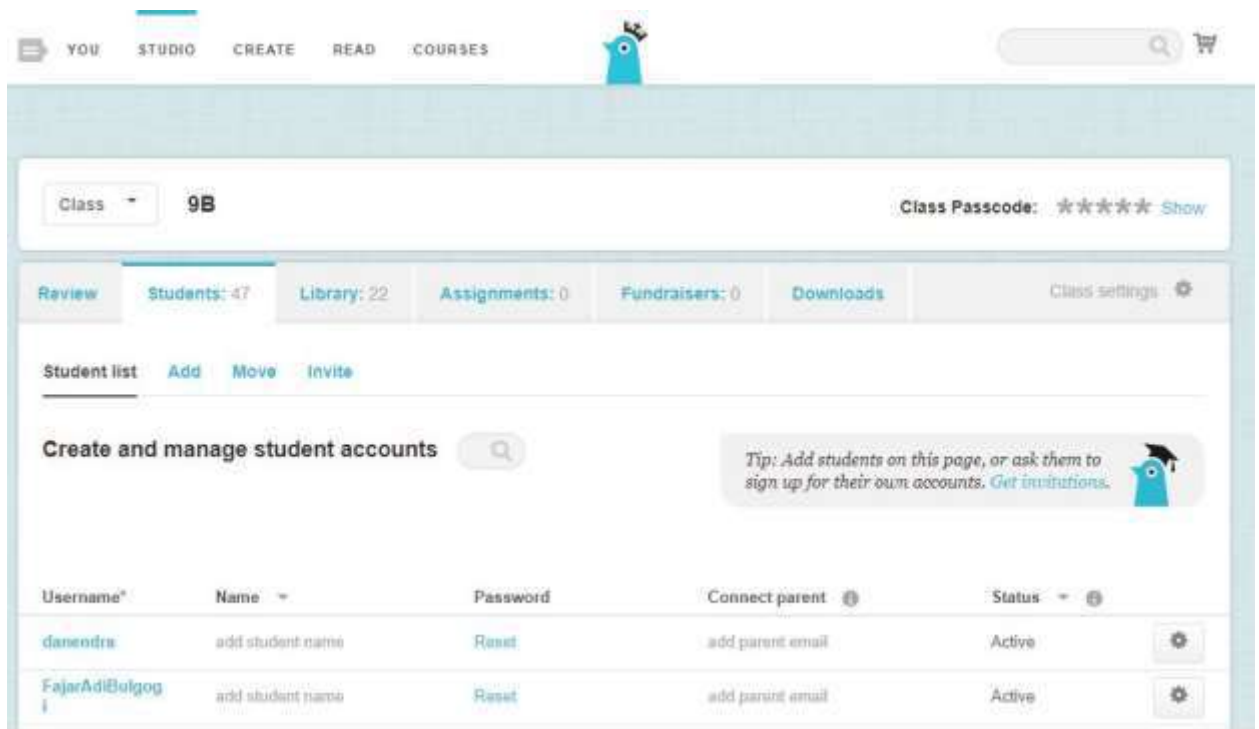
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Xie,Y & Reider, D (2013). Integration of Innovative Technologies for Enhancing Students' Motivation for Science Learning and Career. Springer Science+Business Media New York, Page(s) 378.

## ATTACHMENTS

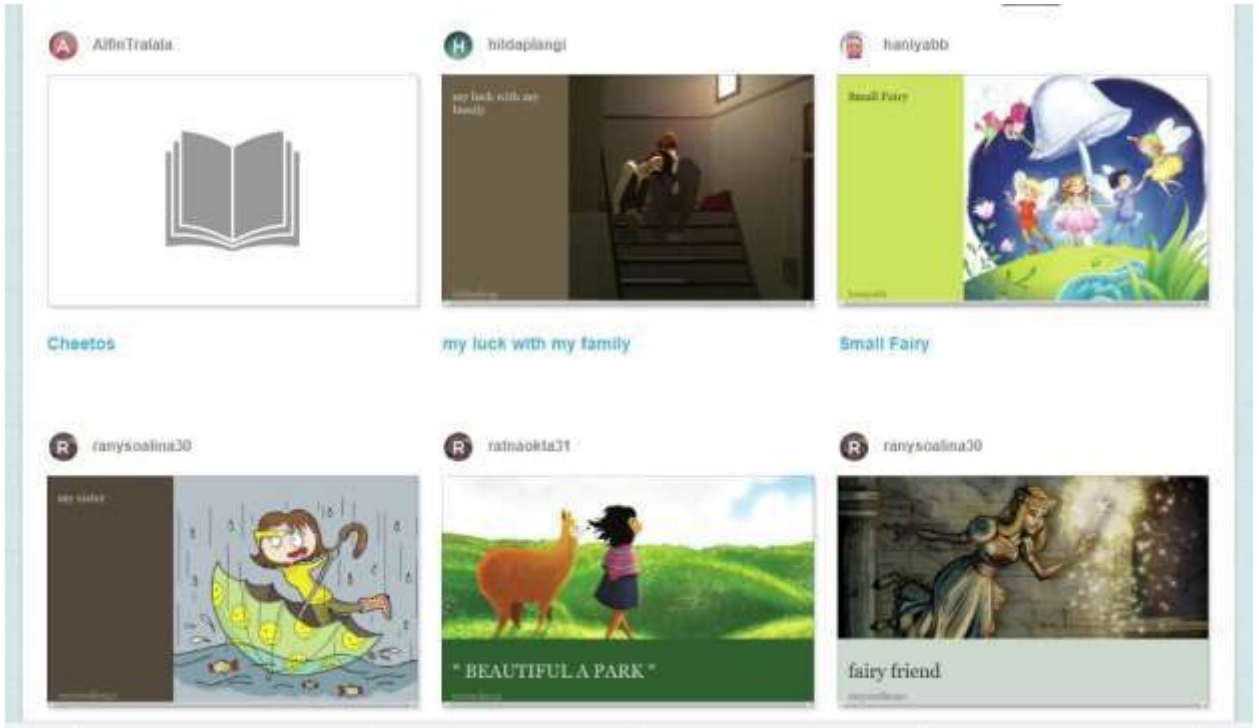
### The Activity of my Students Using "Storybird" in English Class



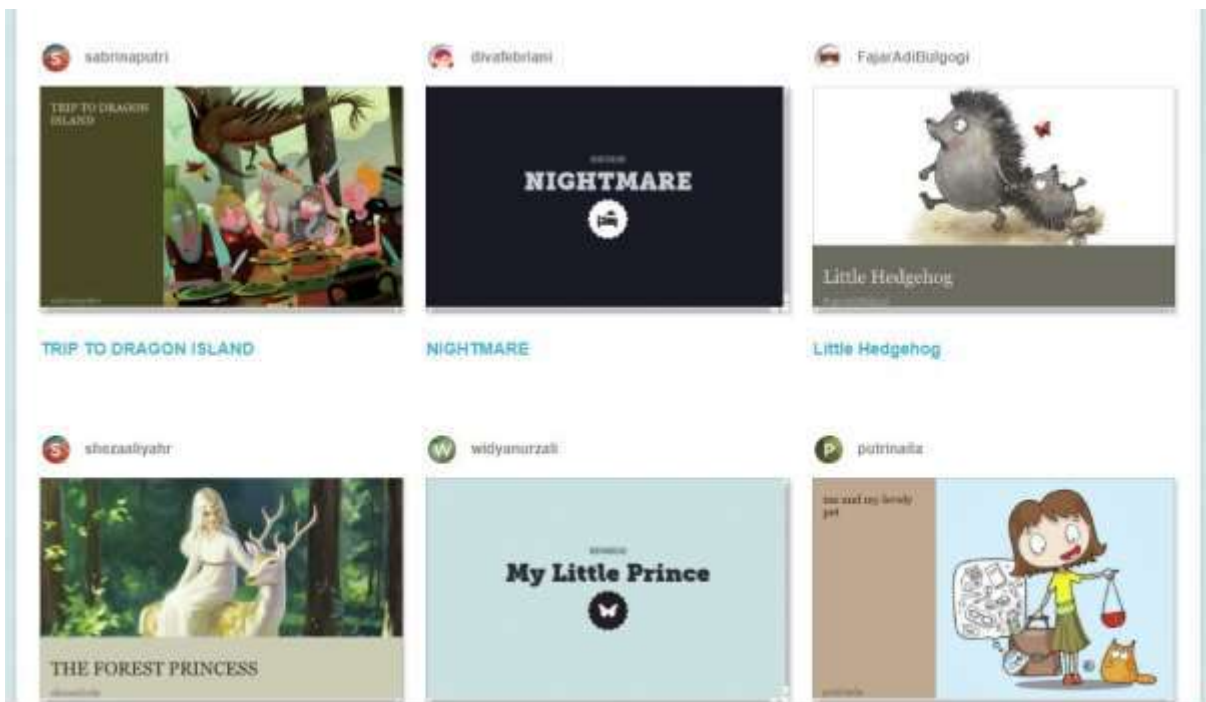
The screenshot shows the Storybird interface for a class named '9B'. The top navigation bar includes 'YOU', 'STUDIO', 'CREATE', 'READ', and 'COURSES'. Below the navigation, there is a search bar and a shopping cart icon. The main content area displays the class name '9B' and a 'Class Passcode' field with five stars and a 'Show' link. Below this, there are tabs for 'Review', 'Students: 47', 'Library: 22', 'Assignments: 0', 'Fundraisers: 0', and 'Downloads'. A 'Class settings' gear icon is also present. The 'Students' tab is active, showing a 'Student list' with options to 'Add', 'Move', and 'Invite'. Below the list, there is a section titled 'Create and manage student accounts' with a search icon. A tip box suggests adding students or asking them to sign up for their own accounts. The student list table has columns for Username, Name, Password, Connect parent, and Status.

Username*	Name	Password	Connect parent	Status
danendra	add student name	Reset	add parent email	Active
FajarAdiBulgog	add student name	Reset	add parent email	Active

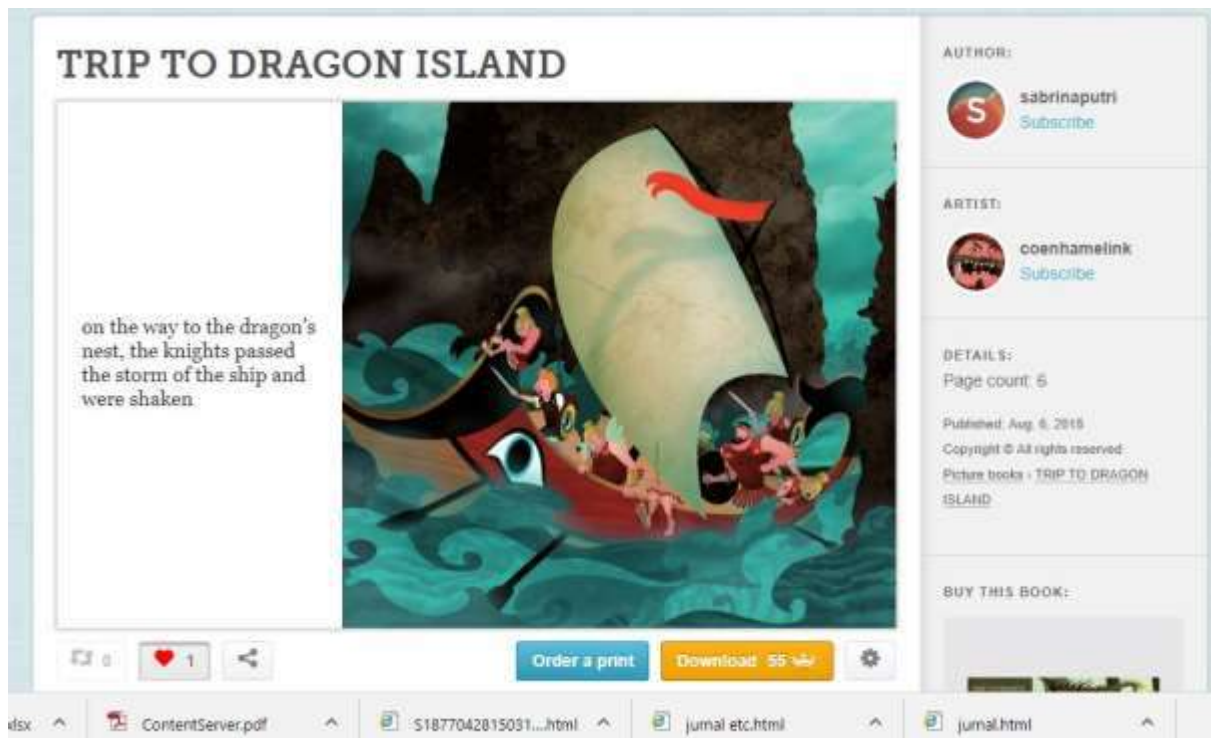
List of the name in class 9B



Students' short stories



Students' short stories



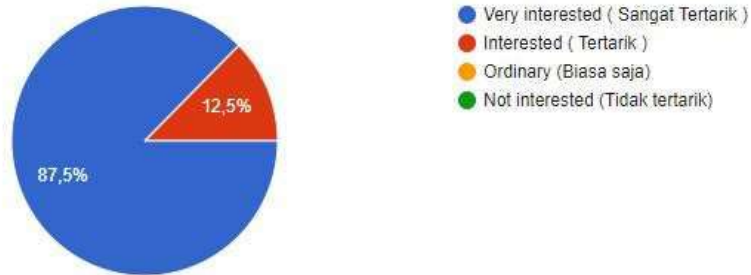
Students' activity in the classroom using their own Gadget for writing a short story in *Storybird*



### Observation

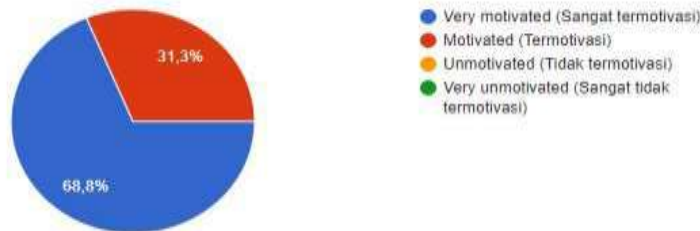
Do you feel interested in using storybirds of writing stories on English lessons? ( apakah kamu merasa tertarik menggunakan storybird dalam menulis cerita pada pelajaran bahasa inggris)

16 tanggapan



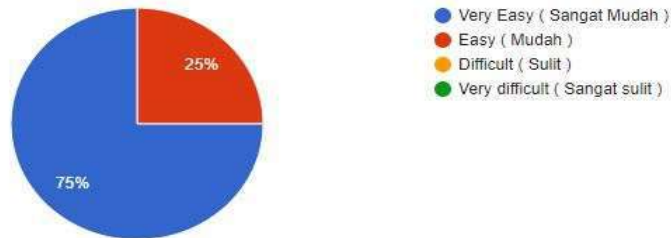
Whether using technology of "storybird" motivates you of writing in English lessons?. ( apakah menggunakan teknologi "storybird" meningkatkan motivasi kamu dalam menulis pada pelajaran Bahasa Inggris. )

16 tanggapan



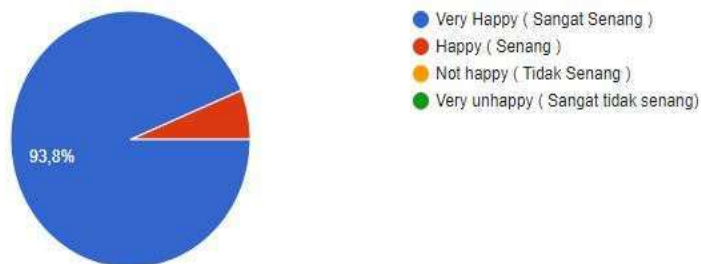
Whether using Story Bird makes it easy for you to write an English story using technology? ( apakah menggunakan story bird memudahkan kamu dalam menulis sebuah cerita bahasa inggris dengan menggunakan teknologi )

16 tanggapan



Do you like to use technology in English language learning? ( apakah kamu senang menggunakan teknologi pada pembelajaran bahasa inggris )

16 tanggapan





# Raising Students' Awareness of Englishes around the World

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## ABSTRACT

This research provides a description on teaching English to raise students' awareness in English variety by the fact that there are many students who do not realize or even know about the English variety. In teaching process, I tried two ways of introducing the varieties; through English corpus and video of English variety. Furthermore, the students are in the second semester who join the English intensive class at UIN Sunan Ampel with low level of English proficiency. The result shows that there is a difference in term of student awareness between the use of English corpus and the video in teaching the variety of English. When using the English corpus, students are difficult to understand the varieties since it is in form of writing. In the other hand, when using the audio with English variety speaker student are easily recognize the differences among the variety since it is the form of audio recording.

**Keywords:** english variety, students awareness, englishes

## 1. INTRODUCTION

Along my experiences of teaching I witness that most of the teacher is rely on the superiority of two English varieties: American and British. Most of the teacher assume that those two varieties is the only standard English while others such as Africa, Singapore, and India English as non-standard (Farrell & Martin, 2009; Görlach, 1998; Nickerson, 2005; Wherrity & Schröter, 2006). Thus, in teaching learning process teacher do not use the various English variety taught to the student. As a result, student do not know that there are a lot of varieties of English other than American and British.

Furthermore, students who are only exposed with only one or two varieties may think that it is the only varieties that are correct and acceptable. This is supported by Alatis (1995, p. 25), Ur (2010) and Bauer (2002) who reveal that with only one or two variety introduced to student, they may think that the speaker of different English variety claimed as bad English. Similarly, some researcher assume that it is not necessary for L2 student to acquire native-speaker norms in order to be considered capable of English (Alsagoff, Mckay, Hu, & Renandya, 2012; Jenkins, 2012; Kirkpatrick, 2006). In addition, by the reality that English speaker around the world is 80% of non-native speaker which means the student will probably to interact by using English with the different variety of English speaker (Crystal, 2003). Additionally, it has been argued that fanatic adherence toward the native speaker norms has negative effect toward the successful communication in international context (Jenkins, 2012). As a matter of fact, student may be reluctant and underestimate speaker of non-native English which will influence atmosphere and success of communication. For this reason, it has suggested that one should

exactly be able to adjust their English based on to whom they speak as a part of cultural and communicative competence.

As a result, With this ability, the students are equipped with the knowledge and understanding about English varieties that leads them to the awareness of the multilingual community of English (Kachru, 2015; Kachru B. B., 1985). To this purpose, English variety should be introduced to raise students' awareness about the various speaker of English (Cheung & Sung, n.d., 2014; Kivistö, 2005; Sung, 2013, 2016). In short, students will not fanatically claim one of the English variety as the most correct one.

There have been suggestions dealing with the implementation of the English variety not only for the L2 student as well as for the L1 student (Khokhlova, 2015; Smith, Warrican, Kumi-yeboah, & Richards, 2018; Sung, 2016). It was proposed by (Kachru B. B., 1985) the approach of teaching variety of English for students called "polymodel approach" which expose students with various variety of English rather than a single variety. The exposure of various English variety is suggested to be implemented after students have a consistent model that learner can compare with (Sung, 2016). Furthermore, how the teacher and student and teacher perspective toward the English variety has been widely exposed (Curran & Chern, 2017; Ur, 2010; Wang, 2015; Young & Walsh, 2010). They conclude that both teacher and student mostly have positive attitude toward the exposure of different English varieties in teaching learning activity.

However, far too little attention has been paid to the implementation of teaching English as lingua franca. Kachru (1985) has proposed the polymodel approach for teaching English variety, but he did not specifically how to bring it into the classroom for teaching learning. Similarly, Matsuda (2003) has offered each chapter concept of teaching English variety where in each chapter or meeting teacher will introduce different variety of English. In short, most of the research generally explain about teaching variety of English but not the step by step implementation of teaching the English variety.

For this reason, introducing the English variety teaching detail and effect is important to raise students' awareness about the English variety in the world. In this case, I use corpus and audio to introduce the English variety. The reason why I use the two media is to give student both written and spoken exposure of English variety.

## **2. PROBLEMS**

As a point of departure for this research, I will explain and discuss some circumstances that I have practiced during the research. To begin, I explain about what material and activity I use to introduce the English variety as well as giving a glance review about the result. Afterward, I try to flag students' response alongside the analysis about English variety teaching learning topic. At last, I conclude with the urgency of introducing and even teaching English variety and material used in the process.

## **3. METHOD**

The purpose of the research is to reveal students' response after being taught the English variety material. Thus, this research will use qualitative method to make a conclusion about the finding of the research. The subject are the students are in the second semester who join the English intensive class at UIN Sunan Ampel with low level of English proficiency. English intensive program is a program where students are exposed with English material from a Basic English to advance English. The final goal of this program is to standardize the students' English proficiency level. At the end of the second semester the students are demanded to achieve 500 TOEIC score to pass the English intensive program.

In addition, the data are collected through classroom observation and analysis of student works in form of answer sheet of question about the English variety. Afterward, from classroom observation and students' answer sheet, I make a conclusion about how is student response about the English variety.

### **3.1 Classroom Observation**

The observation is conducted when teacher teach the English variety. The purpose of the observation is to know the step by step implementation of teaching English variety with its material used. In addition, I intended to see how students' response and participation during the teaching of English variety. Since I am as a teacher as well as the researcher who observe the class, to obtain the data, I use note and video recording for the classroom activity.

### **3.2 Students' answer sheet**

To overview the student understanding and view about the English variety, I use open ended question. There are six questions that ask about student opinion after they listen to the audio of English variety. The questions are varying from asking the simple question such as choosing the variety they are difficult to listen to question that demand students to give reasons and analysis.(see Appendix)

## **4. DISCUSSION**

To integrate activities for students regarding language varieties, I use two main activities that is by using English corpora and the audio of English variety. In the following, I will describe the activity and how the students respond toward the activities.

### **4.1 Using Corpora in Teaching English variety**

The objective of this topic is to introduce students with English variety around the world. as a result, it will increase the student awareness dealing with various dialect, pronunciation and vocabulary in English. To begin with, I tell the student about the objective and the activity that I am going to practice in the classroom. Afterward, I showed students with the corpus that I got from Asian Corpus Of English (ACE) at <http://corpus.ied.edu.hk>(Jenkins, 2012), British Nasional Corpus at [www.natcorp.ox.ac.uk](http://www.natcorp.ox.ac.uk), and Collin words bank [www.collins.co.uk/corpus/CorpusSearch](http://www.collins.co.uk/corpus/CorpusSearch)(Huang, 2008).Eventually, I show them some initial differences among the Englishes that I have taken from the Corpus both lexical and morphological. The reason why I used the corpus is to expose students with the written English variety.

However, since my students are beginner and never do they learn and know about English variety, they fail to understand about the concept of different Englishes around the world that I introduced. As an example, they simply answer the question that I ask by simply giving yes no answer without giving the reason. It indicates that students are confuse about the material so they cannot answer the question. In the other hand, the research done by Huang (2008) found that the use of corpora is powerful for students to understand the practical usage of English in real context. What make my research and Huang's have different result with the same media is that my research subject is students with low proficiency level, whereas Huang's students have intermediate to advance level of proficiency. Furthermore, since the material of corpora is in the form of writing, the student cannot identify the differences between the English varieties and English they usually know (American and British) especially in term of pronunciation and dialect.

From this finding, I can conclude that the use of corpus as material for introducing English variety was too difficult for students with little background knowledge of the English varieties. Thus, in the following class I use the audio of English variety since it will be helpful for students to understand

better English variety concept by Listening various English variety as a means of receptive materials in teaching learning process.

#### **4.2. Using Audio of English Variety**

From the evaluation of the first activity by using corpora that students are difficult to understand the idea of English variety, I decided to use audio of English variety in second workshop. One of the reason is that by using audio, the student will easily notify the extremely different intonation, dialect and vocabulary among the varieties I show. The audio contained a variety of English speaker such as India, Japan, China, Singapore, Wales, Russia etc. Those audio I took from YouTube, edited when necessary and compiled the different file into one file with three minutes' length.

Research finding by Takagaki (2005) also points towards the use of listening material of English variety to assist student understand the concept of various English variety around the world. Similarly, Safranji (2015) and Song & Iverson, (2018) found that listening is one technique to introduce auditory and lexical knowledge of English. Thus, teaching English variety by using listening will ease the student to understand and acquire the various English variety since they can pay attention toward the different accent and pronunciation among different English variety speaker.

In using the audio of English variety, first of all, I tell the student about the objective of the class and what activity I will apply during the classroom. Afterward, I give student a listening section that contains variety of English. I repeat the listening section for three time because the pronunciation and the dialect of the variety is still new for them. Then, I asked them to answer the question that I have provide dealing with the English variety to assess student understanding and awareness about the English variety.

Before answering the questions, I guaranteed the students that the objective was to raise their awareness of different varieties of English, not to answer the question correctly. Moreover, from this activity I wanted to highlight that non-native English varieties should not be seen as second-rate variety since it is effectively used as a means of communication by its members.

Furthermore, after the activity, I ask some students about what they got from the activity. They stated that they understood more about various English speakers around the world and they mentioned about the unique thing in term of the intonation, dialect and vocabulary. Some others cited that the activity was notable, because this is the first time for them to know different English variety that sound strange and sometime funny for them. From these comments I conclude that the activity has help student to raise their awareness about English variety around the globe.

## **5. CONCLUSION**

Introducing English variety is a must for today English teaching learning program by the fact that there a lot of researches show on the urgency of teaching the English variety. As a result, students will have awareness about the English variety that leads them not to see one variety is more superior than others. Furthermore, this awareness and knowledge of English variety will help them to master intercultural communicative competence for a successful communication. In addition, dealing with the material, I suggested to use a material which is suitable with the student English proficiency level that can explore student full potential in learning. To sum up, giving English variety exposure is a way to support student on mastering intercultural communication by using carefully overviewed material in teaching.

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## APPENDIX

Answer the following questions based on the video!

1. Are the Languages in the video the same?
2. which Number of language that you think difficult? why?
3. which Number of language that you think Unique or funny? why?
4. Which number of the language that you can Understand best? Please translate it!
5. Are all those language varieties is acceptable/ correct?
6. in your local language (e.g. Javanese, Madurese, Sundanese, etc.) is there any differences between one region and the other regions? Can you mention that? which one is the most acceptable and why?

# Pair Counting: Teaching Technique to Develop Vocabulary and Spoken Fluency

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## ABSTRACT

Developing the ability to speak in a second or foreign language is widely considered a daunting task for most language learners. Most of them think that they do not have enough vocabulary to speak. Moreover, they are ashamed as well as afraid of making mistakes in speaking English among others. Most learners also seem unconfident to express their point of view. As a result, they are not able to speak fluently. This paper attempts to provide further investigations regarding the effects of Pair Counting technique to improve learners' vocabulary and spoken fluency, especially in describing object. Previous research has shown that Pair Counting was a quick, easy, interactive, and encouraging way to help students work on spoken fluency while also focusing on producing a specific grammatical form. However, the result of the study was not reported in specific by presenting the detailed findings. This mixed method research tries to observe and interpret multiple forms of data taken from the utterances of the 7<sup>th</sup> graders of junior high school relating to describing object in three phases in a limited time. The results in every phase are compared to decide whether there is a significant improvement in learners' vocabulary and spoken fluency or not. This study has found that generally there is an improvement in vocabulary and spoken fluency to 9 groups from the total of ten groups. The improvement is resulted from the increased number of vocabulary in various phases. These findings enhance our understanding to consider certain technique to improve learners' vocabulary and spoken fluency.

**Keywords:** Spoken fluency, unconfident, teaching technique

## 1. INTRODUCTION

Developing the ability to speak in a second or foreign language is generally measured a discouraging concern for most language learners. Most of them consider that they are not well equipped by enough vocabulary to speak. Furthermore, they often feel troubled of making errors in speaking English. Most of them also seem uncertain to direct their argument. Consequently, they speak awkwardly.

Soresi (2005) recommends a "sentences per minute" method to support students construct spoken fluency. Using this approach, students calculate the number of sentences they produce about a topic in a given amount of time; then, in the equal time limit, they repeat to talk the same topic, trying to increase the number of sentences they produce. Students may reuse or reformulate sentences from the first phase during their second and third speaking attempt. However, this method seems to have weakness since it is very hard to count correct sentences. To simplify the difficulty, we only count learners' adjectives and amount of words relating to describing object.

Along with Littlewood (2000, 33), it is certain that if students display passive classroom attitudes, it is more likely to be a consequence of the educational contexts that have been or are now provided for

them, than of any natural characters of the students themselves. That is why teachers should provide a certain teaching technique to change the passive learners into the active ones. Teachers are able to determine their teaching strategy freely, one of them is by replicating other's teaching strategies.

In describing object, learners tend to be less fluent in spoken since they are lack of vocabulary. In an uncomfortable learning condition, their spoken fluency will be worse as they are very hard to share their point of view. To eliminate the barrier of fluency, Willis (2008) argued that it is essential to build a learning atmosphere that is supportive and makes students feel safe. In a classroom where diversity is respected and faults are considered as opportunities to learn, students develop the trust that is critical if they are to keep at and take the risk of building fluency. Students need to know that classmates will not laugh at their faults and that teachers will judge them on effort and progress, not just on outcome.

Echoing the statement above, spoken fluency can be built by providing repetitive input of information in an enjoyable context to maintain student motivation and to encourage children to build consistent patterns. This repetition should build and reinforce the neuronal activation that appears to correlate to the brain's response to sensory input (Tallal, Merzenich, Jenkins, & Miller, 1999)

This research is conducted to the seventh grader of state Junior High School in Surabaya. Since it is a favorite and famous school with a high score input, most students in this school should have good knowledge of English. They should also have good skill to speak English. On the other hand, their speaking capability is not satisfying as expected.

Replicating and modifying Hanson's research journal entitled *Pair Counting to Improve Grammar and Spoken Fluency* in 2017, this paper tries to show how to improve vocabulary and spoken fluency in describing object. This replication attempts to adopt the existed teaching technique and adapted to the new learning environment with some changes to achieve better vocabulary and spoken fluency.

## 2. PROBLEMS

Speaking will be the most difficult skill if it is not habitual in teaching and learning process. Generally, students in an EFL context do not practice the language in authentic situations. They keep inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance to communicate English. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. Decreasing thereluctance of students to speak English during the teaching and learning process will be the focus of this paper. By applying and modifying *Pair Counting* teaching technique, this attempt is supposed to acquire the increase in the students' vocabulary and spoken fluency.

## 3. METHOD

The design of this paper is mixed method which is undertaken to the seventh grader of favorite state junior high school in Surabaya. The participants are the best 10 acquired English final test score in the previous semester with low ability of speaking English.

This research applies participant observation as the instrument. Conducting "sentence per minute" method introduced by Soresi, the students count the number of sentences they produce about a topic in a given amount of time from recording; then, in the equal time limit, they repeat to talk the same topic, trying to increase the number of sentences they produce. Students may reuse or reformulate sentences from the first phase during their second and third speaking attempt. However, this method



seems to have weakness since it is very hard to count correct sentences. To simplify the difficulty, we only count learners' adjectives and amount of words relating to describing object.

The collected data are analyzed by seven-stage conceptualization of mixed methods data analysis presented by Onwuegbuzie and Teddlie (2003). The stages consist of data reduction, data display, data transformation, data correlation, data consolidation, data comparison, and data integration.

This research is conducted in few steps. The procedure will be explained in detail as follows:

### **Step 1 (Preparation):**

The first should be done is introducing the procedure to the learners. Learners are taken to a floating literacy class, the fresh place surrounded by Reflection Park and above the large pond, in which they get comfort in learning.

In a floating literacy class, the 10 learners are divided into five groups. Every group has 1 talker, whose duty is talking as much as possible to answer the question. Another one is counter, whose duties are delivering a question, recording the talker's answer as well as counting the answer. Since the lesson is about describing object, a counter counts some adjectives and some words relating to describing object delivered by a talker. The equal question and the equal treatment are applied in 3 phases. The result in every phase is noted and analyze to identify whether or not there is an improvement in vocabulary as well as speaking fluency.

### **Step 2 (Recording):**

The next step is guiding the learners to choose a comfortable place to record the talker's answer. Separately, the five groups are searching the comfortable place to record their description. The counter asks a question relating to describing an object, then the talker attempts to describe the object with as many as sentences in one minute. All utterances of the counter and the talker are recorded (the audio of recording is attached). This activity runs in three phases.

Having done all phases, the role is turned. The talkers are turned into the counters and they conduct the same activity as the previous one. In this step, some of passing friends are noticing what they are talking since it is the break hour. The learners seem to have better confidence while they are describing an object. Such feeling is very worthy to increase the speaking fluency.

### **Step 3 (Noting):**

Taking a note of the talker's utterance will be the last step done by the counter. The counter listens the talker's recording and writes the talker's utterances relating to describing object in 3 phases. The counter select some utterances contributing to describing object. Since it concerns to vocabulary, the grammar is omitted. The result of every talker's note in every phase is also attached in this paper.

## **4. RESULTS AND DISCUSSION**

Having conducted the research and noted all talkers' utterances in 3 phases, the result will be stated in the following table:

**Table 1: The progress of the first and the second phase**

Kind of Description	Talker - Counter	Total Description in the 1 <sup>st</sup> Phase	Total Description in the 2 <sup>nd</sup> Phase	Progress of the 1 <sup>st</sup> to the 2 <sup>nd</sup> Phase
Place	A1 – B1	7	7	0 % (Constant)
Place	B1 – A1	11	16	0.455 % (Increased)
Animal	A2 – B2	13	12	0.077 % (Decreased)
Animal	B2 – A2	14	13	0.071 % (Decreased)
Place	A3 – B3	17	18	0.059 % (Increased)
Place	B3 – A3	15	18	0.200 % (Increased)
Thing	A4 – B4	8	11	0.375 % (Increased)
Thing	B4 – A4	8	10	0.250 % (Increased)
Person	A5 – B5	12	11	0.083 % (Decreased)
Person	B5 – A5	11	13	0.182 % (Increased)

From table 1 it can be comprehended that 3 groups experience low number of description. They are failed in maintaining the previous result in the previous phase. In addition, 1 group get constant result, in which they have 7 description in both the first and the second phase. On the other hands, six groups succeed in achieving increased number of description. Overall, most participants have better amount of description in the first phase.

**Table 2: The progress of the second and the third phase**

Kind of Description	Talker - Counter	Total Description in the 2 <sup>nd</sup> Phase	Total Description in the 3 <sup>rd</sup> Phase	Progress of the 2 <sup>nd</sup> to the 3 <sup>rd</sup> Phase
Place	A1 – B1	7	8	0.143 % (Increased)
Place	B1 – A1	16	19	0.188 % (Increased)
Animal	A2 – B2	12	17	0.417 % (Increased)
Animal	B2 – A2	13	12	0.077 % (Decreased)
Place	A3 – B3	18	19	0.056 % (Increased)
Place	B3 – A3	18	20	0.111 % (Increased)
Thing	A4 – B4	11	11	0 % (Constant)
Thing	B4 – A4	10	11	0.100 % (Increased)

Person	A5 – B5	11	12	0.091 % (Increased)
Person	B5 – A5	13	15	0.154 % (Increased)

The result shown in table 2 is quite different from the previous table in which participants tend to have significant progress. The amount of participants getting decreased number of description is lower than the previous phase. Two groups having decreased result in the first phase have increased their ability in describing object. It means that they have performed better vocabulary. However, there is still one group getting constant result. A4 Talker and B4 counter get equal number of description in the second and third phase.

**Table 3: The improvement in general**

Kind of Description	Talker - Counter	Progress of the 1st to the 2nd Phase	Progress of the 2 <sup>nd</sup> to the 3 <sup>rd</sup> Phase	Average Progress	Improvement
Place	A1 – B1	0 % (Constant)	0.143 % (Increased)	0.072 % (Increased)	✓
Place	B1 – A1	0.455 % (Increased)	0.188 % (Increased)	0.322 % (Increased)	✓
Animal	A2 – B2	0.077 % (Decreased)	0.417 % (Increased)	0.170 % (Increased)	✓
Animal	B2 – A2	0.071 % (Decreased)	0.077 % (Decreased)	0.074 % (Decreased)	✗
Place	A3 – B3	0.059 % (Increased)	0.056 % (Increased)	0.058 % (Increased)	✓
Place	B3 – A3	0.200 % (Increased)	0.111 % (Increased)	0.156 % (Increased)	✓
Thing	A4 – B4	0.375 % (Increased)	0 % (Constant)	0.188 % (Increased)	✓
Thing	B4 – A4	0.250 % (Increased)	0.100 % (Increased)	0.175 % (Increased)	✓
Person	A5 – B5	0.083 % (Decreased)	0.091 % (Increased)	0.087 % (Increased)	✓
Person	B5 – A5	0.182 % (Increased)	0.154 % (Increased)	0.168 % (Increased)	✓

Table 3 reveals the overall progress of all participants in three phases. From the table above, it can be seen that the results are various. From all data withdrawal, there is only one decreased average from B2 talker and A2 counter. The outcome is resulted from the simultaneously decreased progress from the first phase until the third one. It similarly happens to A2 talker and B2 counter. They experience decreased result in the first phase to the second one. However they achieve significant improvement in their description of animal in the third phase. Consequently, their average progress is improved.

Some learners also get constant result, in which they have the same number of description in their phases. In the first and the second phase, A1 counter and B1 talker experience the equal number of description. It also happens to A4 talker and B4 counter since they have the same result in describing thing in the second to the third phase. Although both of them have the constant result in single phase, they still achieve improvement in another phase.

Talking about the progress, most talkers and counters are improving in average progress in describing object. This development happens to 9 groups from the total of ten groups. The improvement is resulted from the increased number of vocabulary in various phases. Since the treatment in every phase is equal, while the number of vocabulary is increased, the spoken fluency is automatically improved.

## 5. CONCLUSION

Having observed the finding of Pair Counting performance stated on the table as well as the explanation above, it can be summarized that:

1. Pair Counting strategy is an effective teaching technique to improve vocabulary as well as spoken fluency.
2. Learning atmosphere also contributes to the improvement of the strategy as the talkers and the counters are in the relaxed condition while they are performing the method.
3. Although the average progress is not significantly increased, Pair Counting technique is still recommended to improve the learners' vocabulary and spoken fluency.
4. Pair Counting technique can be modified and applied into different teaching and learning purpose to improve different skill.

On the other hand, this research is still far for perfectness in some sides especially and collecting and analyzing data. Better improvement is strongly needed for better result. At last, this paper hopefully becomes one recommendation for teacher to improve the students' vocabulary and spoken fluency.

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**BIOGRAPHY:** Anton Setiawan is an English teacher of SMPN 26. He has taught in some schools and some institutions for nearly fifteen years. He is taking his post graduate degree in state university of Surabaya. He always concerns with development in teaching strategy through adapting and adopting the existed methods as well as his never ending trial to build new teaching technique. He believes that teaching is not just transferring knowledge, the most essential is how to create acceptable method to produce more meaningful teaching and learning process through innovation and creativity.

# Triggering EFL Students to Write Texts through Student Created Digital Videos (SCDVs)

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## ABSTRACT

This paper depicts an activity conducted in a language classroom mainly in an EFL classroom. Taking a problem regarding to students' unwillingness to write texts, this study promotes the use of Student-Created Digital Video (henceforth SCDV) to trigger EFL students to write texts because writing skill in a language teaching is an importance to acquire. In this study, students' creation in crafting a video to trigger them to write a text is conducted in in order to improve their language skills. This study involved a classroom encompassing 6 Junior high school students participating in an English course, 4 females and 2 males. Observation was done to gain information relating to the implementation of SCDV in the classroom. The result shows that the implementation of SCDV in the schoolroom was run smoothly and SCDV activity promoted joyful in teaching and learning process so that the students are triggered to write texts through SCDV. Then, at the end of the course, a Focus Group Discussion (henceforth FGD) was administered to know students perspective on SCDV. The result exhibited positive statements of the students. The student felt happy to use SCDV to trigger them to write. They think SCDV helped them to write with happiness and it is not complicated to do.

**Keywords:** *classroom activities, writing, innovation, and technology.*

## 1 INTRODUCTION

This paper intends to introduce innovations that are possible to be used in language teaching. Firstly, this paper begins with the definition of innovation of ELT methods. Secondly, it will discuss of the example of innovation in ELT classroom by using video. Finally, it offers a study which aims to replicate or duplicate a recent study dealing with innovation in ELT classroom.

In ELT, the term of innovation is sufficient new even though its term has been popular in everyday lives in the relation to products used in the universe. Markee (2001: 120) defined innovation as changes in pedagogical materials, approaches, and values that are perceived as new by individuals comprising a formal (language) education system. The definition emphasizes that innovation includes ideas of changes in ELT. The ideas of changes may refer to materials (obvious), or approaches (at the level of theory), and values (very abstract and fluid) (Munir, 2016).

ELT in Indonesia may have any changes in terms of materials, approaches, and values. The changes are needed mainly when teachers consider that so many inappropriate and challenging things happen in the process of teaching and learning a language, for instance, a problem when teachers have to assist students to achieve a productive skill mainly writing. It is known in common that teaching writing is not a simple routine. Students do not enjoy writing so teachers have responsibility to make the students comfortable and enthusiastic about the activity (Harmer, 2012). Students sometimes do not feel interested in writing texts because they find difficulty in composing sentences. The difficulty stereotypes their mind not to compose sentences and the difficulty blocks their mind so they do not feel interested in writing. Thus, the teaching writing activity becomes hard to do.

Identifying the challenge, teachers need to exhibit strategies to teach writing in some ways. First of all, teachers must educate the students to recognize components of writing –content, form, grammar, style, and mechanism. Second of all, teachers in teaching writing should be well-prepared and creative in terms of preparing materials. On preparing materials, teachers must ensure students' prior knowledge in writing and developing ideas. Lastly, the vital consideration is teachers have to be able to enhance students' interest in writing whatever the texts are. Those three points are expected to assist students to write good texts in a good way.

For teachers, it is important to think their roles in the classroom in term of facilitating, assisting, and supporting students' acquisition in writing. It is because students' good learning process is based on teachers' roles in teaching. Hence, the role of teachers and their teaching strategies are endless topics in all educational sites (Martin et al., 1986; Miller et al., 1984). To pinpoint, strategies in teaching become the most life-threatening element to educate students in learning activities. Additionally, teaching is a chance to assist others to live their lives fully, which means we help to contribute to our learners' lives through their physical, emotional, intellectual and social growth (Carkhuff, 1981).

The use of technology in the classroom may generally become a recommended strategy to form good learning environment, however, the use of Student-Created Digital Video (henceforth SCDV) is reasonably a fresh practice (Naqvi, 2015). SCDV is a novel practice mainly in Indonesian classroom contexts. Students-created digital video may offer the use of technology to boost up students' interest in writing. It is because in creating video, students are involved to do kinds of activities. With the real involvement of students to create video, it may inspire students to show their creativity and interest in composing texts. Requiring students to create video projects can be used to explore subject content plays, familiarity, and interest (Greene and Crespi, 2012: 275). Moreover, in Australia, the use of digital video may offer the enhancement of students' outcomes (Kearney and Schuck, 2004). Another good impact of students-created video is voiced by Fredenberg. The activity of students-created video makes the students more engaged and felt more confident in their skills and abilities after mastering technology (Fredenberg, 2008).

In decades, the implementation of student-created digital video has been applied by experts. For instance, the investigation conducted by Naqvi in 2015. Her investigation entitled *Student Created Digital Video and Foreign Language Learning: Voices from Omani* indicates that the activity in students creating digital video can improve students' language skill. Moreover, the study entitled *Extending the flipped classroom model: Developing second language writing skills through student-created digital videos* was administered by Engin in 2014. The study reports that students' interest and experience of technology and multimodal environments support students' development in their academic writing skills and second language learning. Another article in relation to student-created digital video was employed by Henderson and colleagues in 2014. Their team-work project is named *Students creating digital video in the primary classroom: student autonomy, learning outcomes, and professional learning communities*. Their study identified that highly effective and sustained use of digital video production by students leading to changes in pedagogy and teacher's roles, heightened learner autonomy as well as improved educational outcomes including increased reflection and metacognition (Henderson, et al., 2014).

Those all studies seem to promote the noble of the use of student-created digital video activity in the classroom. Something to consider is that student-created digital videos (SCDVs) are an example of the evolving dimensions of ICTs and the practice has verified to be beneficial in improving students' learning and motivation (Bull & Kajder, 2004; Yang & Wu, 2012; Kearney, Jones & Robert, 2012).

Refer to the positive impact of student-created digital video, this novel study is designed to adapt a research done by Engin in 2014 in the aspect of the implementation of student-created digital

video to develop students' FL writing. Engin's study, however, is more complex in terms of the final project which aims to craft tutorial videos rather than this study. Since the subjects of this present study are eight graders, the products expected are in terms of a video from pictures (slideshows). To clarify, on creating a digital video, students used their own Android by operating a free-downloaded application named *Video Show*. Briefly, this study aims to explore a highlight which is: How does student-created digital video (SCDV) develop students' interest in FL writing?

This study encompasses five sections. The initial section, of course, the introduction consisting of background of the study, research gaps from the previous studies, and three research questions. Section 2 describes the theoretical frameworks that become the blueprints of this qualitative research. Section 3 presents the methodology, participant, data gathering tools, and other details how researcher piloted the research. Section 4 mainly talks the discussion and results of the findings. Finally, section 5 provides the conclusion.

## 2 PROBLEMS

The overall aims of this monograph is to enlighten the implementation of student-created digital video using 'Video Show' develops eight graders' interest in writing recount texts. The research questions guiding the way researcher gaining the data are:

1. To what extend does the implementation of SCDV develop students' interest in FL writing?
2. How are students' perspectives on the implementation of SCDV in the classroom contexts?

## 3 METHOD

Focusing on the implementation of SCDV in the classroom contexts, the data were gathered and written down by word qualitatively. Research involving rich verbal descriptions of settings, situations, and participants, the research is categorized as qualitative research (Ary, 2010). Qualitative research has several purposes, for examples, describing and reporting, the creation of key concepts, theory generation and testing. Therefore, the study was a qualitative study.

In term of context, this study was set in an English course in Sidoarjo. The classroom encompasses of 4 female and 2 male eighth graders. In the implementation of SCDV, students crafted a video from pictures (slideshows). To clarify, on creating a digital video, students used their own Android by operating a free-downloaded application *Video Show*. In the previous meeting before the students implemented SCDV, they were asked to bring at least five photos of their holiday or their past experience in soft-file format in their Android.

Within the qualitative method, the researcher of this study gained data in the form of words, phrases, and sentences uttered or spoken by both teachers and students during the process of teaching and learning in the classroom. The source of data will be note-taking gathered from observation and focus group discussion (FGD).

The data will be collected from two distinct ways. The first data will be words, phrases, or sentences noted from observing methods. Bailey (1994) identifies that researchers can discern ongoing behavior as it occurs and can to conclude proper notes (notes-taking) about its appealing features. Importantly, the use of observation is very beneficial for the researcher to obtain relevant and sufficient information to meet the objectives of this study. The second data will be in the same form of data which are words, phrases, or sentences noted from Focus Group Discussion (FGD).

Importantly, there were certain steps to analysis the data. The steps were (1) classifying data, (2) reducing data, (3) describing-explaining-analysing and concluding, and (4) reporting. Firstly, the researcher began classifying data after observing and doing FGD. The researcher categorized the details that were in line with the needs to answer he research questions. Secondly, to make the analysis of data

to be more specific, the researcher erased sentences in the field notes which were not necessary to identify and analyze. So, the researcher only focused on the practices of SCDV in the classroom setting. At the same time, the researcher also analyzed the results of FGD in depth to identify the factual data. Thirdly, after classifying and reducing data, the researcher talked in detail about all the data needed. The researcher then described, explained and analyzed how the implementation of SCDV to develop students' interest in writing texts and students' perspective on the implementation of SCDV to develop students' interest in writing texts. Importantly, after describing, explaining, and analyzing the data gathered, the researcher drew a conclusion to answer the research questions in details. Finally, the researcher officially reported the findings of the study.

### **3 DISCUSSION**

In this section, the result and discussion of the study are provided. The result and the discussion exhibit the data obtained from observation and focus group discussion (FGD). Then, the researcher analyzed the data qualitatively.

#### **3.1 The Implementation of SCDV to Develop Students' Writing**

This section reports the results of note-taking analysis of the implementation of SCDV to develop students' FL writing. Certainly, this section focuses on the first research question which focused on to what extent SCDV develops students' FL writing.

To gain data mainly for responding the research question 1, the researcher did two-time observations with the intention to collect data in the aspect of knowing how the implementation of SCDV in a classroom was done. In the first meeting, the researcher introduced the students 'Video Show' application that was downloaded in *Playstore* freely on 20 April 2018. The researcher then demonstrated how to operate the application. The researcher showed how to import files such as pictures and songs to the application, how to edit the photos, how to add any texts, how to add any effect to the pictures and so on and so forth. Before demonstrating how to operate 'Video Show' the researcher shared the application to the students or students share the application to another, or students download the application individually. After all students have the application in their own Android, by using a computer, the researcher explained how to operate the Video Show in details for instance, how to import photos to the application, how to make texts, how to manage the duration of the video, and so on. To make the demonstration of how to operate 'Video Show' mainly to craft a video specifically a slide show to produce a text, the researcher asked her students to participate to construct texts based on photos and question prompts the researcher provide. The researcher involved students directly to craft a video to keep their activeness in the schoolroom. In the final section before ending the meeting, the researcher asked the students to bring at least 5 photos, the soft-files, to practice the SCDV in the second meeting.

The second meeting was conducted on 27 April 2018. In the second meeting, the researcher introduced lists of question prompts written in the whiteboard. The researcher asked the students to consider the question prompts and asked them to write the answer of the question prompt in the photos that they imported in the 'Video Show'. After giving the question prompts, the researcher then asked the students to import the photos they have in the 'Video Show'. On importing the photos in the application, several students still has difficulties so the researcher helped them to import the files by re-demonstrating the ways to import files in the 'Video Show'. The students who found difficulties in importing photos were also helped by their classmates. Therefore, the SCDV activity also promotes cooperative learning in a language.



After all students succeeded to import their picture to the ‘Video Show’ application, they edited each picture by giving effects and noted down the description of each questions. The description is in the form of students’ answers of the question prompts. Then, they continued to give any animations and music to their video mainly the slide shows. Then, they exported the result of the video to their phone-gallery and submitted their work to the researcher and uploaded to their social media. Yet, not all students have social media. Thus the researcher only had the file in the phone.

Analyzing all the products of SCDV crafted by the students, the researcher found that SCDV activity can trigger students to write in the schoolroom. It may because of their interest in the use of technology in digital era. Because the researcher is actually the students’ classroom teacher, the researcher knows that the most difficult thing in the classroom is to make the students to produce texts. Therefore, the researcher tries to trigger the students to be active in writing texts by the use of SCDV. Similarly, Harmer (2001) alleged that video can improve stimulation and create students’ creativity and ideas. More and more, this study depicts the similar idea with the study done by Engin. Students’ interest and experience of technology and multimodal environments support students’ development in their academic writing skills and second language learning (Engin, 2014)

Even though SCDV is recommended to be implemented with the intention to trigger students to write texts, SCDV exhibits some lacks. One of the most observable lacks is it cannot decrease students’ ungrammatical structures. The products of the students tend to exhibit so many grammatical mistakes in their writing. The grammatical mistakes were not considered by the researcher when the students crafted videos. To suggest, it may be better if someone who intends to apply SCVD in the classroom to think some strategies to decrease students’ mistakes in grammatical structures.

### 3.2 Students’ Perception on SCDV

To answer the research question 2, the researcher has conducted Focus Group Discussion (FGD). In the FGD, there were three main questions that were discussed by the students involving in this research. The questions are designed as follow.

1. Do you think the implementation of Student-Created Digital Video is easy to do? Why? Or why not?
2. Do you think question prompts that are designed are helpful for you to construct ideas? Why and why not?
3. Do you think the implementation of SCDV will be good to conduct in the future in different texts/contexts? Why? Or why not?

Based on students’ discussion employed by 4 female and 2 male students, the students strongly agreed that the implementation of SCDV helped them to build up their interest to compose texts. Most of them enjoyed with the teaching and learning process of the SCDV implementation. Focusing on the first question in the FGD, the following sentences are the transcriptions of their responses regarding to the first question in FGD.

*‘I think creating a video can help me to write English. Because I can write something about my own experience becoming a video I can publish in my own social media’. –DD, a male student.*

*‘Yes, making a video makes me happy to write’. –Al, a female student  
‘I think it is a good idea to write by creating a video’. –Aj, a female student*

*‘it is easy meskipun (Although) it is the first time I make video and write my story. I love it’. –Ma, a female student.*

*'It is sometimes easy sometimes difficult because it is hard to write, but because I make video and write texts, I feel happy. –El, a male student.*

*'It is easy. I am happy to make video about my experience'. Feb, a female student.*

Based on all statements, the researcher summarized that all students participating in SCDV activities think that the implementation of SCDV in their classroom is easy to do and makes them happy and feel interested in writing texts. By the same token, the SCDV project can motivate students and encompasses students in the writing process which encourages them to word their writing with a brief point of view (Boase, 2008; Kieler, 2010).

Another discussion was done to answer the question: Do you think question prompts that are designed are helpful for you to construct ideas? Why and why not?. The responses of all students can be seen as follows.

*'Yes, they are. It helps me to arrange my texts in sequence. –DD, a male student.*

*'Yes, I think. The questions help me to write the details of my experience . –Al, a female student*

*'Surely. It helps me to write'. –Aj, a female student*

*'Yes. Because the questions can show me what I can write. –Ma, a female student.*

*'Yes of course. It makes me write because I know I have to write berdasarkan itu (based on it). –El, a male student.*

*'Yes. It makes me easy to write'. Feb, a female student.*

The students' responses envision conclusion that all students think question prompts can help them to write texts.

The last question in FGD is: Do you think the implementation of SCDV will be good to conduct in the future in different texts/contexts? Why? Or why not?

*'No. I will be bored if it happens again.' –DD, a male student.*

*'Yes. I want to make video again and again.' –Al, a female student*

*'No. Once is enough. Another activity will be better.' –Aj, a female student*

*'It will be more interesting to do another thing.' -Ma, a female student.*

*'Yes, but not always. I am afraid to be bored.' –El, a male student.*

*'Yes, if it uses other pictures.' Feb, a female student.*

Dealing with the third questions, several students agree to implement SCDV in the future in different context. It is because they think the implementation of SCDV can facilitate them to produce video again and again. Yet, others think it is OK to implement it again, but do not implement it routinely. They are afraid SCDV may also guide them into boredom.

#### 4 CONCLUSION

To recap, the SCDV project in this study is success to trigger students to write texts written in English. The implementation of SCDV may guide them to work cooperatively when the students got difficulties in operating the application which is 'Video Show'. The implementation of SCDV was conducted during two meetings and there was no a big problem in the SCDV activity. The researcher may conclude that the SCDV activity was success to spread positive atmosphere in writing process. The students seemed enthusiast to create a video (slideshow) with the intention to write their own past experience. The enthusiasm of the students was proved by conducting Focus Group Discussion (FGD). The FGD between students and the researcher shows that students felt SCDV is good to be implemented mainly to help them to write. They felt happy to write a text because they realized they write a text to craft a video about their own experience. Therefore, the use of SCDV in ELT can trigger students to write a text enthusiastically.

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# How I Make Moveable Class Interesting

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## ABSTRACT

Teachers of young learners have long known that if you want kids involved in your learning scheme, you had better reward them with action. Teachers of older students, at grammar schools and high schools—certainly at universities—have been slower to take up the idea, associating movement with play, a lack of seriousness, and loss of discipline. My purpose in writing this paper is to persuade teachers of English at all levels to allow for more student movement, even if just a little. I call this approach to a dynamic classroom space a Movable Class with mixed approach. Not only English teachers but also all the teachers can have more movements for the students, eventhough math and science. But the single most convincing reason to give the Movable Class a try is that getting students out of their desks is good for their health. Both being healthy and interesting are the main focus to apply the lesson with movement. It must be different style of movement with different competency to make it effective. Time and place are also some factors to make it more interesting.

Keywords: movement, lesson, interesting, healthy

## 1 INTRODUCTION

Traditional classroom design offers a clear message: “Students should sit still and listen.” But today’s research tells a different story. The Centers for Disease Control and Prevention (2010, 6) “found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement.” Here’s why. By adopting Movable Class methods, by eventually thinking movable, you will use more group work and do so more effectively; you will design more studentcentered activities; you will become a more confident classroom manager and vastly increase the range of your teacher’s tool kit; and I think you will have more fun. I know students will. But the single most convincing reason to give the Movable Class a try is that getting students out of their desks is good for their health.

In the first part of this article, we will see how lack of movement, especially prolonged sitting, has serious health consequences. In the second part, we will examine how teachers can break that sitting cycle by bringing movement to traditional sedentary tasks. The third part will show how to train students for safe and effective movement. But don’t worry. You don’t need to commit to the approach completely right now. You can bring the basic elements of the Movable Class to your lessons piece by piece, over time, in a way that’s comfortable for you and your students. “Movement or physical activity,” Maria Montessori told us in her book *The Secret of Childhood*, “is ... an essential factor in intellectual growth” (Montessori 1966, 97). Around the same time, Lev Vygotsky posited that children’s learning “could be advanced through physical play, practical activities and the influence of an encouraging social environment” (Levine 2014, 17).

Philosopher Friedrich Nietzsche, who said that “all great ideas are conceived by walking.” Now there is evidence that “the human brain is designed to think while moving” (Levine 2014, 18). “Exercise,” claims Dr. John Ratey, author of *Spark: The Revolutionary New Science of Exercise and*

the Brain, “provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn” (Ratey 2008, 10).

## 2 PROBLEMS

I understand that English teachers cannot be expected to introduce swimming, Pilates, volleyball, or wood chopping into lessons. What you can do, though, is snap the cycle of extensive sitting that is predominant in our classroom culture. This can be accomplished by adding simple standing activities or Fast Action Breaks (FABs, I call them, although they go by many names). This is easy, and it’s fun, and it works for all levels and ages. Take that small step and you become part of the solution, not the problem—because today sitting is a problem. For most of human history, about two million years, we were hunter-gatherers (Levine 2014), and “close to 100 percent of the biologic existence of our species has been dominated by outdoor activity” (Åstrand and Rodahl 1986, 1). Suddenly—in evolutionary terms—in the last 50 or 100 years, we have begun to sit at work and at school, on the way to work, and when we get home. Our bodies were not made for that. What if you exercise a few times a week? Great. Keep it up. But the health consequences associated with sitting exist even if you exercise regularly (Levine 2014; emphasis added). Thirty minutes at the gym does not erase the negative effects of 12 to 18 hours of sitting. This is because when you sit, your body goes into a kind of shutdown. “Our hearts function sluggishly ... blood flow is not returned efficiently from our legs ... our brains lull and creativity falls” (Levine 2014, 83). It is true that global life expectancy is longer now than in the past (Riley 2001), but prevalent diseases that afflict us today are different. Diabetes, heart disease, some cancers, and dementia have been connected to extensive sitting (Corliss 2015). Obesity—being very overweight—is caused by poor diet and inactivity and is a gateway toward these chronic diseases. In the United States, obesity in children has tripled since 1980 (Levine 2014). Not coincidentally, diabetes—again, largely caused by inactivity, poor diet, and the resulting weight gain—has increased in the same time frame, from 108 million afflicted globally in 1980 to 422 million in 2014 (World Health Organization 2017). Prolonged sitting isn’t the only culprit, but it’s serious enough that the scientific community has coined the term sitting disease.

## 3 METHODS

The methods I use are qualitative approach with observation, documents review and visual data analysis. Not only qualitative approach but also quantitative which is shown the correlation between moveable class and interesting lesson. Observation is gained to know the students movement. After that, I document all of their movement in a picture. From that, I rewrite the students movement as a review. Visual data is also I had been taken as a proof of the students movement. I also use the Likert scale to make the data more accurate. The data that I will gain can show the correlation between the students movements and become interesting lesson. The more active of the students movement, the more interesting the lesson.

### Discussion

The teacher divide the students into two parts. The first part, the students do the task individually. The second part, the students work in a group. The students who do the task individually have the topic of adjective. They must mention the adjective and show it with their face and body (gestures). The second part, the students have the topic of present continuous tense. They must mention a sentence of present continuous tense and perform it with movements and face.

A process to analyze the students’ reactions or movements to descriptive analysis will be done categorization to the percentage of the students’ movements score. The result or the students’ response will be described to the frequency and the students’ actual score table to the ideal score. The students’

score uses the Likert scale. Sugiyono (2013: 134) mention that Likert scale is used to measure the attitude, opinion, and perception of someone or a group about the social phenomena.

The instrument of the students response is developed by the writer herself. The measurement in this questionnaire is used a scale model with three responses.

Table 1. Pedoman Pemberian Skor Respon Gerakan Siswa

The students movements	Score
Body, feet, hands, face, and smile	5
Body, feet, hands and face	4
Body, feet and hands	3
Body and feet	2
Only body	1

The more movements variation which are done of the students show the more interesting material or topic that the teacher's give. The result after the reserach has been done to thirty four students which consist of fourteen boys and twenty girls are:

Students Movements	Number of students	Percentage
Body, feet, hands, face and smile	13	38 %
Body, feet, hands and face	7	21 %
Body, feet and hands	5	15 %
Body and feet	4	12 %
Only body	5	15 %
	34 students	

From the data above, 38 percents feel that the lesson (topic) is interesting. It can be seen that the students move not only their body, feet, hands, face but also smile. The second part shows 21 percents students move their body, feet, hands and face. The third part shows 15 percents of five students move their body, feet and hands. Four students shows twelve percents of their body and feet movements. The last part shows 15 percents of the students move only their body.

### **Conclusion and Implication**

From the result that has been shown in the previous section, the most interesting part to make this movements works well can be seen from the topic, the time and the mood of the students. The more interesting of the topic is the more excited of the students. The most earliest time the students have, the most effective time. The mood of the students depend on the time and the topic.

The implication of this article can be very usefull for all teachers. They can choose interesting topic to make the students are more excited. The students can suggest another topic to make the teacher have more interesting. The headmaster can use it as a great consideration about the teacher who use it to go to the next level. It is very usefull for people who aren't in education field. The people can know and understand that it is not easy to have interesting class with moveable class.

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# Is PowerPoint Really Useful or Only Exaggerated?

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In recent years, PowerPoint is the most frequently used technology in higher education both for media to explain the materials and to assess students' skills. However, this massive used of PowerPoint has not balanced yet with examination of its effects on students. This study purposes to understand post-graduate students' perception towards PowerPoint usage in the classroom. This study will be carried out in a master degree program of state university in Surabaya specifically in English Education and Literature Department. Data collection will be based on focus group and individual observations and interviews. It shows that despite of positive responses, there are main negative responses centring on the lecturers' skill in PowerPoint's conception and preparation.

**Keywords:** *PowerPoint, teaching, learning, perception, post-graduate*

## 1. INTRODUCTION

Integrating technology in education is a debatable issue among the educators though technology is used by children excessively on a day to day basis. Some of them against the trend of education technology tools in school while others glorify the technology usage as an innovation in education. Some of them assumed that technology is a source of disruption for students. (Aldunate & Nussbaum, 2013) states that the technology is rarely involved by the school teachers in their teaching because its unrelated, while only a small number of teachers make the use of technology in their class. Conversely, Isernhagen (1999) believe that technology is a major catalyst for increasing learning. Appropriate technology incorporation guides students towards greater understanding of all concepts covered in class.

By and large, PowerPoint is the most technology which is utilized in the teaching and learning process because of its practicality and great visualization. According to Adams (2006), since it was developed in 1990, PowerPoint grows extensively into accessible and used for various aims in university and public school classrooms recently. It is typically used as the supporting tool for the teachers or lecturers to deliver the lessons in the classroom. At times, it will be used as the students' assignment to assess their speaking skill specifically their presentation skill.

(Bartsch & Cobern, 2003) has established that students assumed that they understood more from PowerPoint. Besides, giving longer preparation's time and providing wider space for both students and teachers to pour their creativity as well as enrich the content in designing the slides are reasons why it is used worldwide. The slides creators are allowed to attach diagrams, video, audio recording, and pictures which can help the students understand more. (Roblyer & Doering, 2010), believe there are three main PowerPoint's advantages. Those are being able to organize idea or thoughts about a topic, enhancing the spoken information and allowing having collaboration on presentations. (Young, 2004) enlightened in an investigation that an upright PowerPoint presentation can enliven a lecture by proposing descriptions to upkeep key points, and preparing set of slides which can support the professors' movement thus he or she is not staying off on his/ her table.

In fact, though the application of PowerPoint in the higher education is tremendously used, research related to its evaluation is limited. In some cases, it will in turn to the benefits loss because of

its poor usage. Based on the previous observation during the lecturing, the lecturers stayed in the same place cause by the lack of equipment like the pointer. (Voss, 2004) stated that students are feeling disregarded if the instructor is merely centring on the presentation slides in their laptops deprived of paying attention to the class.

The previous study written by Sak, Çevik, & Kodan (2011) entitled Investigation of university students' attitude toward the use of PowerPoint according to some variables. It is intended to examine whether university students' attitudes toward PowerPoint usage which is used as a supportive teaching tool in the lectures revolution affording to different gender as well as academic units attended. It shows that there is no marked contrast of participants' attitude toward PowerPoint usage in reverence to gender, but significances are seen if its usage according to academic units attended. It is stated that PowerPoint gives zero positive impacts in the Engineering Departments while gives marked impact if it is used in the Education Departments.

In addition, Lari's (2014) study was carried out for investigating technology usage in teaching process to foreign learners as well as comparing between old-fashioned classroom making used of chalk and black board with modern classroom which is PowerPoint based classroom. It is entitled '*The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*'. Its consequences point out that the nearly all the students indicates positive perceptions towards utilizing technology in the English classroom. It is useful to assist teaching and learning, to encourage students' motivation in learning.

Due to positive result of power point usage in the mentioned previous study specifically towards students' attitude and its application in the higher education, knowing further its impact on students learning as well as the usage of PowerPoint applied in the different education background is prominent. This study will emphasize on the post graduate students' perception towards power point usage during teaching and learning process both for teaching media and as assessment.

## **2. PROBLEMS**

Some research had been done involved power point utilization in education which mostly showed positive responds. Nonetheless, most of them are concerning on evaluating students' result after experiencing PowerPoint based classroom. Knowing further of Post graduate students' perceptions is the main points in this study which. It seeks whether they have same thoughts as most previous studies or not because in the post graduate degree, PowerPoint is used by every lectures in every meeting and it is not merely designed by the teacher or lecture-based learning but also used as their assessment which sometimes without any prior explanation of certain topic. The results of this research will be useful for the lecturers to consider learning experiences of their users as a baseline for further improvement.

## **3. METHOD**

The study proceeds as a qualitative study because it is designed as the further investigation of trend in using power point in the classroom which in turn to the lack of lessons' content. It will be classify the post graduate students' perception in accordance with positive or negative response, and the students' suggestion related to utilize power point in the classroom. The data was collected and analysed through analysing students' responses resulted from observation and direct unstructured interview. The sample of this research is the postgraduate students of one of state university in Surabaya in the Faculty of Education which uses purposive sampling where they have passed at least one semester in the Faculty of Education.

#### **4. DISCUSSION**

As part of this study, an attempt was made to discover both positive and negative responses from postgraduate students who continuously exposed by PowerPoint based lecturer. This concepts' study was proposed to afford an enhanced understanding of the students' involvements in presence PowerPoint-based lectures. Yilmazel-Sahin (2009) reported that types of PowerPoint used by the lecturers during the teaching and learning process (a) use PowerPoint as a straight lecturing tool, (b) read directly from slides, (c) present the whole class in PowerPoint, (d) present information on the slide that is directly copied from the textbook.

From 7 lessons which the students took during the second semester, 98% the lecturers are teaching using PowerPoint because of its complete equipment. Its application has different types related to lecturers' instruction. Based on conducted observations, presenting the whole class using PowerPoint which is directly copied from the textbook is the most common types of PowerPoint usage experienced by participants. Hence, it gives both positive and negative responses from the students which will be discussed more.

##### **Positive Response**

After experiencing PowerPoint based lecturer during previous semesters, the students shows positive attitudes toward its usage. It is useful for assessing their understanding or speaking skill as well as the tool used by lecturers in delivering the lessons. Further explanation will be elaborated as follows.

##### **Enhancing creativity**

Most of students give their perceptions towards the PowerPoint based lectures, 50% of participant stated that the use of PowerPoint is more useful as assessment tool where they students are given time and space to learn and pour their understanding in the electronics slides. They are busily to visualize the concepts into better mind mapping or descriptions using pictures or diagrams. Some students are excited to create or download as better as PowerPoint templates available in the internets. Pictures, video, hyperlink to web browser, and audio recording are inserted in their slides show if it is needed.

Besides, the students are tend to write the key points in the slides with short explanation using their own languages which is easier than sources' explanation. This written key point also gives advantages to students to easily improve their speaking skill where the students are able to add additional information taken from other resources. Thus, the students are not getting trapped in one resource written in the slides. The students said that they always update the PowerPoint templates in certain online website and they will be happier to learn using their own compared to standard PowerPoint slides compiled by the lecturers.

##### **Easy to understand**

Many students also praise PowerPoint slides for being easy to read, noting that professors' chalkboard scrawls can be illegible. Due to better appearance compared to traditional lecturing process, sometime the lectures' PowerPoint is easy to understand because it is only asserted main points completed with short explanation. Sometimes, it is completed by its real examples which help the post graduate students understand the concept faster. Besides, the use of different colours to tell apart one key points to others.

This result is in align with (Bartsch & Cobern, 2003) which is stated that the students will learn more to the completeness of PowerPoint provided. The study of Hill, Arford, Lubitow, & Smollin

(2012), shows the common of undergraduates ponder slides the most convenient when they summary lectures and they are certain of PowerPoint is recommendation way to summarize and shape course material.

### **Negative Response**

Despite of positive attitudes showed after experiencing PowerPoint based lecturer the students also evaluate some negative points specifically in its preparation before and application during teaching and learning process. Likewise it has stated above, the most common used types of PowerPoint are to copy and to paste directly the textbooks or sources. Those negative responses will be described as follow.

#### **The source of learners' distraction**

Utmost students feel that PowerPoint is only attractive in the beginning then left the burdensome for the entire presentation whether it is displayed using full colour design or not. Because of its continuity used, some students show less interest to read the power point then tend to read the electronic books displayed in their own laptops. "Reading my own laptop or studying independently sometimes more useful for me, because the class is super boring with super basic, black and white, slide shows displayed". Some others think that too much colours as the slides background will make them dizzy and lost interest to see as well as to listen instantly.

Furthermore, loads of PowerPoint designed by the lecturers given abundance information without simple summary which will in turn to make the students lost their interest. To write too many words without highlighting the key words become a source of distraction for the students. It increases the laziness in reading it in the PowerPoint. "PowerPoint is excessively long-winded and in some way it confuses my attention, it even makes my eyes tired and I lose focus". The students expect the clear and dense points using simpler phrases or visualizations which is not too wordy (Hill et al., 2012, p.249).

#### **Lack of purposeful content and management**

Most participants approved that the lecturers essentially use PowerPoint for presentation drives only to prove that the lecturer is utilizing technology in his or her classroom with lack of construction and management skill in making PowerPoint. "...Sometimes, I will read one kind of slides in three meetings even listening to the same sentences for two or three meetings in a row, it is super boring, isn't it?" The majority of the participants remarked that the lecturers use the PowerPoint in a mind-numbing way, as a result frontrunners to have a tedious and confusing lecture. Some said that occasionally, the information delivered in the slides is disparate to the topic of the lecture.

It can be said that the some lecturers may not have good enough skill in management preparation of PowerPoint which will in turn to mislead teaching and learning. In other words, the PowerPoint is more influential if is used by a knowledgeable and skilful instructor because its impact will definitely dependent on lecturers or educators variables. Besides, Bartsch & Cobern (2003) study approve this view that PowerPoint can be beneficial, but material that is not pertinent to the presentation can be harmful to students' learning.

#### **Proposing only one way communication**

On the other hand, during the application of PowerPoint in the classroom, there are some lecturers solely dump their notes or adopt it from resources into PowerPoint presentations and then

simple read them. In this kind of situation, there is no space for the students who are not understood in the middle of the lecture disturb or asking questions directly. In the other word, there is no two ways communication which is more attractive compared to one way communication. Moreover, it is able to distract the flow of lesson delivery if there is technical problem happen during the explanation. “Although my lecturers can continue the lecture, sometimes my lectures are super confused if there is electricity error because they rely much on the PowerPoint”.

In addition, if PowerPoint is used as assessment tool in assessing students understanding of certain concept or assessing students’ speaking skill, sometime lecturers give unclear instruction. There is a student say “One of my lecturers was angry when I have PPT presentation because I present it attractively by giving trigger questions, it makes me confuse why it is not allowed and there is no further explanation”. From mentioned sample of interview, it shows that sometimes, PowerPoint is lack of feedbacks as well as present boringly. In short, getting less feedback because of priority focus is change from the students to the screen, having short even no times to synthesize the listened information, focusing on how good the presentation is rather than students learning are the lack or negative impact if PowerPoint is applied wrongly during teaching and learning process.

## **5. CONCLUSION**

To keep neglecting the use of educational technology in the classroom, will make zero chance of being called as the cool teacher. Underestimating the possibilities of educational technology in the modern society should be annihilated because the involving of technology in education is enjoyable and serving tremendous benefits. However, overused of technology or solely leaning on it, let alone override the class management during teaching and learning process is inarguably prohibited. It triggers the occurrence of its negative impacts. When it derives to the expenditure of PowerPoint in the classroom, the wide-ranging feelings of students would like to have more good-looking and co-operating PowerPoint Presentations. To cope with the negative impacts caused by PowerPoint poor application the prerequisite of teacher training focusing in the PowerPoint usage in the classroom is highly suggested in order to minimize the negative impacts of technology adoption.

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# Pair Counting to Increase Grammatical Accuracy

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## ABSTRACT

Pair counting is a new teaching technique is included in innovation of practice in the level of individual because it is practiced by the teacher in the local area which is classroom. This article is aimed to investigate steps in practicing pair counting and the students' perception on the use of pair counting in teaching and learning grammar. Another purpose is to investigate whether pair counting can increase students' grammatical accuracy or not especially about simple past tense verbs or V2. The writer practices pair counting in an English course. The writer chose a class consist of six girls and two boys. The data collection was from observation and FGD. The result shows that there are ten steps in practicing pair counting in the first meeting and eleven steps in second meeting. Based on the observation, pair counting can increase students' grammatical accuracy especially simple past tense verbs but they still have difficulties in adding new V2 or finding the synonyms of simple past verbs which have mentioned in the first round. The students are also more interested in the lesson if the teacher uses pair counting as the new teaching technique in teaching and learning grammar in the classroom.

**Keywords:** *innovation, teaching technique, simple past tense verb*

## 1. INTRODUCTION

Traditionally, the teacher is as the source in the classroom, the material is actually the information, and the student is as the receiver of the information in the classroom. In other words, the students could not participate actively in the classroom because they only listen to the material which is explained by the teacher. It means that the teacher is as controller for teaching and learning process in the classroom, the material or the information is delivered to the whole class. Therefore, the learning mode in the classroom tends to be passive and teachers have bigger part than the students in their learning process (Orlich, Harder, Callahan, & Gibson, 1998).

Some characteristics which may arise in traditional teaching are (Damodharan & Rengarajan, 2007):

- a. Using traditional devices such as talk or chalk for teaching in the classroom and the talk or the communication is only "one way flow" of information.
- b. Teachers as the main source in the classroom yet they sometimes do not care about students' response and feedback after they deliver the whole material for an hour.
- c. The teacher's notes and textbook are as the main material that will be presented to the students.
- d. Teaching and learning process in the classroom are more focused on "plug and play" method or only sit and listen to the whole material which is presented by the teachers rather than practical aspects.
- e. The handwriting of the teacher as the main key of the subject.
- f. There is insufficient interaction with students in classroom.

- g. Teaching and learning process are more concentrated to theory without any practical and real life time situations.
- h. Memorization is more important in learning rather than understanding.
- i. Marks oriented rather than result oriented.

Being an English teacher is actually a challenge to take on in any educational context. Teachers have to design activities that both the teachers and the students can enjoy and be happy in teaching and learning process also the activities could fully engaged the students' creativity. In other word, the teachers should make an innovation to increase students' interest in teaching and learning process in the classroom. Many researchers have various opinion about innovation. According to (Rogers, 2003), an innovation is 'an idea, practice, or object perceived as new by an individual or other unit of adoption'. The other definition is from (Evans, 1991), innovation is the ability to discover new relationships of seeing things from new perspectives and to form new combinations from existing concepts. From those explanation above, it can be concluded that innovation is the process of making changes by creating a new idea, practice, and object or developing/combining the exist idea, practice, and object become a new one which can be implemented to a certain scope, such as in education.

Related to the education, innovation is developed as well in English Language Teaching (ELT). Innovation in English Language Teaching provides both theoretical perspectives and practical tools for analyzing, developing and evaluating English language teaching curricula. It presents English language teaching in a variety of specific institutional, geographic and cultural context (Hall & Hewings, 2001). It means that innovation is actually relative. It depends on the environment and the practitioners where that innovation is practiced. For some people, something can be said as a new thing if the practitioners never practice it in their environment. However, for some practitioners, it is not something new because it is ever practiced before in their environment as well.

As it is explained above that innovation is not only from creating a new thing but also from developing or combining the exist thing. For example, the teacher has a knowledge about some techniques in teaching. Then, he/she tries to develop it become a new technique in order to make that technique appropriate to his/her students. Other example is that a teacher wants to combine a traditional media such as wayang with technology in his/her classroom in order to make the students interested in the lesson. (Adnyani, Suwatra, & Pudjawan, 2016) combine audiolingual method with wayang and (Hasani, 2013) develop instructional multimedia with wayang as well. Those are the examples of innovation by developing/combining the exist teaching teachiqu become a new teaching technique.

Based on subject matter, innovation is divided into three (Kennedy, 2013). Those are: mechanistic, ecological, and individual. These three models of innovation should be understood from macro national change to micro classroom-based change; from large scale to small scale change; from external change to internal change controlled by teachers themselves; and from central to local control. It can be simplified as top-down process of change. Mechanistic is related to the product from government or policy maker, such as syllabus or curriculum which should be practiced to all in the nation area. Individual is more related to the product of the teachers, such as: media or teaching technique which is practiced only in the small or local area, it is classroom. Ecological is actually the combination of mechanistic and individual. However, innovation in the



level of individual is the focus in this article especially in teaching technique. To make the students more interested in the lesson, the teachers should make innovation especially in teaching techniques. The teachers should implement new techniques in order to stimulate learning and developing a more appropriate foreign language experience.

The teachers should be aware to innovative teaching techniques which will be practiced to the students for the improvement of learning a foreign language in an academic setting. The teachers should find what is suitable in their specific educational context. It is important because the teachers should be fully prepared and confident in the classroom during teaching and learning process. Potential and creative teaching options also should be considered by the teachers to overcome students' learning challenges such as their lack of interest and attention in the material or subject. 'Teachers take on a role of authority in the eyes of the students, which greatly influences pupils' learning process (Burns & Richards, 2009). Therefore, the teachers should consider and choose appropriate techniques to be used in teaching and learning process. Students' necessity can be a consideration as well while selecting the techniques for teaching. So, a language teacher could make a new teaching technique or they could go for adaptation to design a set of effective techniques as long as it is appropriate to their students' needs.

The writer is actually more focused on innovation in practice especially in practicing new teaching technique named pair counting. The writer would not practice the whole things about pair counting yet she would adapt pair counting to be used in the classroom. The aim of the writer to adapt pair counting is to make it more appropriate to the students' need. Pair counting is actually a new teaching technique which is introduced by (Hanson, 2017). It can be used to increase grammatical accuracy of the students. The main point is that the students count specific grammatical structures by practicing pair counting. If the students are working on describing past events, for example, students can count simple past tense verb or V2.

Pair counting is a new strategy which is introduced by (Hanson, 2017). In 2005, there was a strategy which almost same as pair counting and it was used by Soresi. (Soresi, 2005) created a teaching technique called "sentences per minute" technique. It is used to help students build spoken fluency. By using this technique, the students count the number of sentences that they have produced about a topic in a given amount of time. After that, in the same time limit, they talk about that topic again, trying to increase the number of sentences they produce. Students can reuse the sentence again in the second round or reformulate sentences by using synonyms from the first round during their second speaking attempt. Yet, this technique could not run on well because the students have difficulty in defining and counting the sentences in natural speech.

Therefore, (Hanson, 2017) has solution to make this teaching technique is easier for monitoring grammar accuracy and speaking fluency is to change what students count. Rather than counting complete sentences, students count specific grammatical structures. If the students are working on describing past events, for example, students can count simple past tense verb. (Hanson, 2017) suggests that there are seven steps to do this teaching technique. Yet, the writer was not practice the same steps to the students as (Hanson, 2017) done previously. The writer would adapt it by adjusting to the students' need.

## 2. PROBLEMS

This research is started from three main problems of the study, as follow:

- 2.1 How are the practice steps of pair counting for the students in teaching and learning grammar in the classroom?
- 2.2 How does the practice of pair counting can increase students' grammar accuracy?
- 2.3 How are the students' perceptions on the practice of pair counting in the teaching and learning grammar in the classroom?

## 3. METHOD

Descriptive qualitative are used as research method in this article. The focus of this study is increasing grammatical accuracy through pair counting. The researcher chooses descriptive qualitative study also because of the fact that the data of this research are in the form of words, not numbers it is in line with (Dornyei, 2007) that qualitative study involves data collection procedure that result mainly in open-ended, non-numerical data which is then analyzed by non-statistical methods. Therefore, the writer choose descriptive qualitative study because all the data related to the practice of pair counting to increase grammatical accuracy are in the form of open-ended and non-numerical data.

Pair counting is practiced by the teacher in an English course in Kediri, East Java. The teacher is as well as the writer of this article. The teaching (the writer) has been teaching in this course for about two years. The writer chose one of classes in this course. The students consist of six girls and two boys. All the students are in eighth grade of junior high school. The specific grammar which was used by the teacher was about simple past tense verb or V2. The students were given material about recount text with the theme "what did you do in last holiday?" for the first meeting and "what did you do in the last weekend" for the second meeting. The reason why the teacher chose those themes because actually they are related to the syllabus in the eighth grade. There is material related to the recount text in the syllabus. Therefore, the writer chose it as the material in the first meeting. The main language feature in recount text is simple past tense verbs or V2. So, the writer used pair counting as the new technique to increase students' grammatical accuracy especially in simple past tense verb or V2.

The first meeting was the introduction and detail explanation about pair counting. The teacher and the collaborator also gave how to do pair counting as the example for the students in the first meeting before they tried it. In the end of first meeting, the students could try to practice pair counting. In the second meeting, the students were divided into four small groups and they started to practice pair counting while the teacher and the collaborator helped and observe them as well. Four students would be as the speakers and the other four students as the counter. The teacher and the collaborator helped and supervised the students while they were doing pair counting. The speakers told their activities in last holiday or last weekend orally for one minutes and the counters counted how many simple past tense verb or V2 which have mentioned by the speakers. Then, the speakers told it once again in round two by reuse or using synonyms of simple past tense verbs that have mentioned in the first round and the counter counted it. Not only counted, the counters should write the simple past tense verb which have mentioned by the speakers. The speakers knew the differences of the total of simple past tense verb in round one and round two by writing it. After that, the counters should report the total of simple past tense verb which have mentioned by the speakers in round one and round two to the teacher. The report consists of the total of V2s and the

lists of V2s which have mentioned by the speaker. Then, the speakers changed to be the counters and the other way around. The procedures are also same as the previous.

The writer used two data collections. Those were observation and FGD (Focus Group Discussions). The writer and the collaborator were done observation twice, in the first meeting and the second meeting. Observation was used to observe the steps or procedures in practicing pair counting to increase grammatical accuracy of the students in the classroom. The teacher was helped by the collaborator to observe the steps or the procedures of practicing pair counting because the writer could not observe by herself. The steps for first and second meeting were different. Through this research as well, the teacher wants to prove whether pair counting could increase the students' grammatical accuracy. FGD was used to know their perceptions about pair counting whether they interested more or not in the lesson if the teacher used pair counting to increase grammatical accuracy. It was held in the end of the second meeting. After the writer got the data from observation and FGD, in the end, the writer analyzed the data by using (Miles & Huberman, 1994). According to (Miles & Huberman, 1994), there are three steps to analyze the data, as follow data reduction, data display, and drawing conclusion.

#### 4. Discussion

(Rogers, 2003) states that an innovation is 'an idea, practice, or object perceived as new by an individual or other unit of adoption'. Related to that statement, practicing and or adapting pair counting to increase grammatical accuracy also included in innovation as a practice. It is because the teacher practiced new and or developed teaching technique in English Language Teaching (ELT) which is pair counting. (Kennedy, 2013) divides innovation become three, mechanistic; ecological; and individual. Practicing pair counting to increase grammatical accuracy is related to innovation in the level of individual because it is used in the local area or environment which is classroom and practiced by the teacher to the students.

The practice of pair counting is never found in the writer's context. Therefore, it is perceived as new teaching technique in English Language Teaching especially in the writer's context. The writer implemented pair counting for students in an English course. The teacher has been teaching all eight students for more than six months. Based on the teacher's observation during teaching the students, they did not really understand yet about simple past tense verb or V2. Therefore, the teacher was interested in pair counting to be practiced to the students. The teacher investigated whether pair counting could increase their grammatical accuracy or not.

Based on the result of observation which was done by the collaborator, these are the steps of practicing pair counting to increase grammatical accuracy in the first meeting:

1. The teacher gave a simple story about holiday to give them background knowledge and explained detail about simple past tense verbs or V2.
2. After that, the teacher read short simple story again and the students were asked to mention simple past tense verbs in that story and count it.
3. The students were given lists of regular and irregular simple past tense verb to give them more knowledge about simple past tense verbs.
4. Then, the teacher and the collaborator practice pair counting as the example for the students. The teacher as the speaker and the collaborator as the counter.
5. After giving the example, the teacher asked the students to do pair counting as well.
6. The teacher divided them into four groups. Every group consists of two students. One student as the speaker and the other as the counter.

7. The teacher gave them the theme about “what did you do in the last holiday?” In the first round, the speaker should tell simple story related to that theme in one minute orally. The counter counted and wrote the simple past tense verb which had mentioned by the speaker. In the second round, the speaker and the counter would also do the same thing. The speaker can reuse or choose synonyms of simple past tense verbs which have mentioned before but still told about same story.
8. The speaker would be the counter and the other way around. So, they changed the position but they still had to do the same thing as before. They had to do two rounds as well.
9. In the end, the students should collect the report of the total and the list of simple past tense verbs which have mentioned by them to the teacher.
10. The teacher would evaluate whether the students made mistake or not. If there were some mistakes, the teacher corrected it but if it was not, the teacher would show the result of it. The teacher would show the result of first round was better or not from the second round.

In the first meeting, the teacher and the collaborator observed that the students showed their interest when they were doing pair counting. Actually, the teacher have explained before about simple past tense verbs three months before practicing pair counting but the students did not show the same interest as they were learning simple past tense verbs through pair counting. After doing pair counting, they also started to more understand about simple past tense verbs or V2. Even they were still had few mistakes in the first meeting but most of them already understood about simple past tense verbs. They could do it easily and they were very happy when doing it. The students could mentioned, counted, and wrote simple past tense verb well even the result showed that they could mention more simple past tense verbs in the first round rather than in the second round.

These are the steps in the second meeting in practicing pair counting to increase grammatical accuracy of the students:

1. The teacher reviewed material which had explained last meeting.
2. The teacher mentioned the theme on that day “what did you do in the last weekend?”
3. The teacher divided them into four groups, each group consist of two students, one as the speaker and the other as the counter.
4. Then, every speaker should tell their simple story about what did they do in the last weekend in one minute for the first round and the counter counted how many simple past tense verb or V2 in their story.
5. The counter wrote the total and the list of simple past tense verb that had mentioned by the speaker. The teacher and the collaborator checked and supervised each of grup when they were telling the story.
6. The teacher checked first and second group and the collaborator checked third and fourth group. The first group and the third group would be checked first then later the third and forth group. When first and third group were doing pair counting, second and forth group were preparing or exercising their story while waiting the teacher to check their grammatical accuracy especially in simple past tense verbs.
7. Next, the speaker was given second chance to tell the same story again in one minute in the second round but they can add some new simple past tense verbs and use the synonym of their previous story or reuse simple past tense verbs which have mentioned in the first round. The teacher gave the second chance to the speaker to know the comparison of the total of V2s which had mentioned in first round and second round whether it was increasing or even decreasing.

8. After that, the counter would be the speaker and they had to tell their story two rounds as well in one minute as same as the previous. The prior speaker would be the counter.
9. After all had done, the students should collect the report of the total of V2s and the lists of V2 which had mentioned by them to the teacher.
10. The teacher evaluated the report whether there were some mistakes or not, probably if there were some difficult words or some questions from the students then the teacher explained it as well.
11. In the end of second meeting, the researcher conducted Focus Group Discussion (FGD) to investigate students' perception on the use of pair counting as new technique to increase grammatical accuracy.

In the second meeting, based on the teacher and collaborator's observation, the students also still showed their interest in practicing pair counting. They were very excited to do it. The teacher did not explain detail about the steps because they had practiced it in the previous meeting. Based on the report, the result shows that the students could mention more simple past tense verb or V2 in the first round rather than in the second round. The result is as same as in the first meeting. The students understand well about simple past tense verb because in the second meeting all of them can mention simple past tense verbs very well in their short story. All of them did not make any mistake. Yet, the total of simple past tense verb in the first round is more than the second round. It means that they have understood well about the concept of simple past tense verb or V2 but they still have difficulties to find the synonym or add new simple past tense verbs in the second round. In other word, they are accurate in mentioning the simple past tense verbs or V2 but they still feel difficulties for adding new V2 or finding synonyms of simple past tense verbs which have mentioned before in the first round. It is probably happened because they are still lack of vocabularies. Therefore, they still find difficulties in choosing the appropriate words. The teacher has been teaching them for more than six months and before using pair counting, the students do not really understand yet about simple past tense verb. They knew but they did not really understand.

As it is explained above that the teacher have explained simple past tense verbs three months before practicing pair counting but the students did not show their interest and still did not fully understand about simple past tense verbs and still not accurate to use it in the sentences. However, after the teacher used pair counting as the teaching technique in teaching and learning grammar especially simple past verbs, they showed their interest and they could understand well about simple past tense verbs. It means that pair counting could increase their grammar accuracy.

After practicing pair counting, the writer conducted FGD to the students to investigate students' perception on the use of pair counting to increase grammatical accuracy. The result shows that most of the students are more interested in teaching and learning grammar especially simple past tense verbs because it is fun and easy. They are easier to understand the simple past tense verbs because of the teacher uses pair counting as the new teaching technique which is practiced in the classroom. It is related to the (Hanson, 2017) statement that pair counting is an easy, interactive, and can motivate students to work on spoken fluency and also on producing specific grammatical form because pair counting is adaptable to many different grammar structures. Based on the students' statement, all of them do not practice yet about pair counting. Therefore, they are more interested in the lesson when the teacher introduces them to a new teaching technique which is pair counting. They also expect that the teacher often uses pair counting when the material is related to grammar. Yet, the difficulty when they are doing this techniques is that they feel hard to

find the synonym or to find new simple past verbs which is closed to the words that they have mentioned in the first round.

## 5. CONCLUSION

As the conclusion, the writer as well as the teacher was done an innovation in practice especially in the level of individual because the innovation is practiced in local area which is in the classroom. The innovation which was used by the writer is pair counting. Pair counting is firstly introduced by (Hanson, 2017) and the writer adapted it by adjusting to the students' need. Based on the observation by the collaborator, the steps of practicing pair counting which is done by the teacher and the students are ten steps in the first meeting and eleven steps in the second meeting. The result shows that the students could mention more simple past tense verbs or V2 in the first round rather than in the second round. They could mention simple past tense verb accurately but they have difficulties in finding new V2 or synonyms of V2 which are closed to the words that they have mentioned in the first round. The teacher already proven that pair counting could increase students' grammar accuracy. The result from FGD also proves that the students are more interested in the teaching and learning grammar when the teacher uses pair counting as the new teaching technique in the classroom.

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# Students' Peer Assessment in Speaking Practice at Hospitality Program of State Vocational High School

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## ABSTRACT

Peer assessment demands students to provide a feedback to their peers on performance based on the criteria of assessment. This study focuses on analyzing the implementation of students' peer assessment in speaking practice at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo. Therefore, this research conducted based on the research questions. (1) How is implementation of students' peer assessment in speaking practice at Hospitality Program? (2) What are the students' responses of peer assessment in speaking practice at Hospitality Program? The subjects of this research are the teacher and the students of tenth grade students of Hospitality Program at State Vocational High School 1 Buduran. There are 72 students from APH (*Akademi Perhotelan*) 1 and APH 2. The researcher took all students as a research subject. The researcher used descriptive qualitative method to present the data. Here, the researcher collected the data used three techniques, such as; observation checklist, interview guideline, and questionnaire. The first, researcher conducted observation in APH 1 then in APH 2 related to implementation of peer assessment in speaking practice at Hospitality Program. Then after doing observation, the researcher interviewed the teacher. Finally, the researcher share questionnaire to students relate to students' responses about peer assessment. The result of this study the researcher found that there are advantages and give good impact for student related implementation of peer assessment. Furthermore, students give good responses related to implementation of peer assessment. This is known from the result of questionnaire. The students agreed that peer assessment to be applied for future assessment.

**Key Words:** Implementation, Peer assessment, Speaking, Hospitality Program, Response

## 1. INTRODUCTION

Assessment refers to the ways used to evaluate information about a learner's language ability or achievement (Hyland: 2006). Assessment is one way to measure how far students understand in a lesson. In addition, assessment in a lesson can use for evaluating how well students have succeeded. Assessment helps teachers draw inferences about students' language abilities. They use assessment for make judgments about the progress, strengths and weakness of their learners and communicate these to students.

One of the major responsibilities of any teacher working with English language learners is enable students to communicate effectively through oral language or sometimes called speaking. Oral language or speaking assessment of English language learners in school aims to capture students' ability to communicate for both basic communicative and academic purposes (O'Malley: 1996).

Recently, there is some specification in learning English. For example English for Specific Purposes (ESP) and English for Academic purposes. Such general English, English for Specific Purposes (ESP) in the end of learning there is an assessment. For example in the Hospitality Program, in this program apply ESP about hospitality and this program strengthen students' speaking ability because the students after the program will face guests from many countries. So, the teacher will assess students' speaking ability with an assessment instrument or rubric assessment.

One of issue in assessing oral language or speaking in the classroom has been lack of authenticity (O'Malley: 1996). Authenticity in oral language assessment or speaking relates to both type of language used and the task to which language is applied. Such Paltridge (2013) assessment in English for specific purposes (ESP) is in principle no different from other areas of language assessment. In assessing ESP, also use authentic assessment approach like general English. There are kinds of authentic assessment approach. They are self-assessment, peer-assessment, and portfolio assessment (Fulcher: 2007). Peer-assessment is an authentic assessment approach because peers are asked to rate the effectiveness of communication by others.

According to Fulcher (2007) the useful techniques in assessing for learning are self-assessment, peer-assessment and portfolio assessment. Self-assessment is an evaluation of the work by students, peer-assessment is evaluation of the students' work with their partner and portfolio assessment is a selective collection of student work, teacher observations, and self-assessment that is used to show progress over time with regard to specific criteria. Self-assessment and peer-assessment, which can be understood as measurements carried out by learners themselves or by their peers. It can play a significant role in helping the learners to monitor their learning progress or to judge their language abilities.

Peer-assessment is evaluation of the students' work with their partner. It appropriate to assess speaking because in this assessment the teacher can keep providing useful feedback to students and the students can learn how to monitor their own performance (Hsiu Chen Chao: 2010). Hence, appropriately implementing peer-assessment can receive more information and feedback to improve their performance in speaking practice. Peer assessment is beneficial for student learning in various ways. It improves students' ability to relate instructional objectives to assessment activities, to understand assessment criteria and processes, to identify the strengths and weaknesses of the students' own performance, to improve their understanding of and their confidence in the subject matter at hand, and to improve their future performance (Hsiu Chen Chao: 2010).

There are previous studies which similar with this study. The first is the study by Lisa Rosaline who conducted a research entitled *Peer Assessment as an Alternative Assessment to Assess Student's Ability in Learning English*. The similarities between the previous study and this study are both of studies analyze on the students' peer assessment especially in speaking skill. The differences between this previous study and this study are; this previous study was classroom action research and focus on peer assessment in two skills which are speaking skill and writing skill, but this study only focus on speaking skill at hospitality program.

The second is a study by Eddy White who conducted a research entitled *Students Perspectives of Peer Assessment for Learning in a Public Speaking Course*. The similarities between this previous study and this study are both studies analyze on the students' peer



assessment in particular in speaking skill. The differences between this previous study and this study are; speaking skill in previous study is about public speaking but in this study is about speaking in ESP (English for Specific Purposes). This study will use descriptive qualitative research and focuses on implementation of students' peer assessment in speaking practice at hospitality program at SMKN 1 Buduran Sidoarjo.

According to phenomenon, State Vocational High School 1 Buduran Sidoarjo, in particular hospitality program attempt to students in speaking practice before the students practice in real sphere. Relating the vision of SMKN 1 Buduran that is become an education and training institution which is able to produce professional, independent and competing graduates in national and International social work. In particular, Hospitality Program there is students exchange program which some of students has a chance to go overseas to job training. The program collaborates with Malaysia. Furthermore, the students of hospitality program must speak English very well.

This research is conducted to analyze students' peer-assessment in speaking practice of hospitality program. In the hospitality program, the teacher applies peer-assessment in assessing students' speaking practice. The teacher considers the result of peer-assessment and the feedback in assessing his students. So the teacher does not take a score by himself but including his students through peer-assessment. This research, focus on how implementation of peer-assessment and students response in implementing peer assessment.

“Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining” (Falchikov, 2007, p.132). Involving students in assessing require teacher to explain clearly the rule or each criteria of point in the assessment. Furthermore, the students assess their peers' oral performance with rubric of assessment that given by the teacher.

The evidence suggests that students become better at peer assessment with practice (Falchikov: 2006). Regarding the implementation of peer assessment in assessing performance of speaking, students must evaluate their peers while perform. Before students assess their peers, the teacher must explain the criteria for any piece aspect of peer assessment clearly.

According to Stiggins (2006), there are seven strategies that teachers might use with rubrics as instructional tools in the classroom assessment. They can be summarized as follows:

1. Provide a clear and understandable vision of the learning target;
2. Use examples and models of strong and weak work;
3. Continue to provide regular descriptive feedback;
4. Train students to peer-assess and set goals;
5. Teach students to revise their work;
6. Engage students in peer-assessment by letting them keep track of and share their learning.
7. Determine how to convey feedback clearly to the fictitious student.

One way to make sure students understand this type of evaluation is to give students a practice session with it. The teacher provides a sample writing or speaking assignment. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. Then the teacher gives students a sample to

complete assignment. Students assess this using the criteria they have developed, and determine how to convey feedback clearly to the fictitious student.

Assessment is closely associated with student learning (Arter: 1997). Through assessing students, the teacher knows about the progress of the students. In practicing traditional assessment, it provides a grade at the end of the learning process which no longer practical to help students learn. Therefore, in traditional assessment, students less participate in assessing.

In the last decade, authentic assessment has received much attention. For instance, self-assessment, peer assessment and portfolio assessment (Fulcher: 2007. p.71). Those assessments involve students in assessing themselves. For example, peer-assessment involves learners judging and evaluating the work or performance of their peers (Sitthiworachart: 2004). In peer assessment, the students allow to give feedback to their peers.

In traditional and authentic assessment has an impact for students. Such as in authentic assessment, the assessment is a new assessment for them which they involve in the assessment. Their peers decide their score. It has a positive and negative view from the students. On the positive side these include fairness (being assessed by more people) and the formative usefulness of detailed peer feedback. On the other hand, students expressed a dislike for possible social embarrassment (especially concerning identifying weaknesses in the work of peers) and the fact that PA may be cognitively challenging and straining for students (White: 2009).

Student questionnaire responses about Peer Assessment included such themes as: motivation to impress peers, difficulties with being objective, discomfort with peers judging work, and gaining a better understanding of marking procedures through peer assessment. Conducting peer assessment has benefit, such as students felt that peer assessment encourages them to compare and reflect on their own work; it gave them the opportunity to develop skills useful for future employment (Ballantyne: 2002). In addition, students see the positive benefits of having it part of a courses' assessment framework and the impact it can have on their learning.

## **2. PROBLEMS**

According to the background of the research, the problems of this research are stated How is the implementation of students' peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo? What are the students' responses of peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo?

## **3. METHOD**

Based on Bogdan and Taylor in Moeleong (2001) state qualitative research is a research procedure that represents the descriptive data such as words in written and oral from the people and the behavior that can be observed. According to this theory, this research is descriptive research. The researcher 'described the situations in the process of teaching and learning English especially in assessing students use peer assessment. Therefore the writer used qualitative approach to conduct this study.

Ary (1979) stated that descriptive study is designed to obtain information with the current status of phenomena. In addition, this research is based on the observation, interview and questionnaire; it analyzed the student's assessment especially in using peer assessment.

Also, it collected information about the students' response while doing peer assessment to find out the answer to the problem.

In this research, the researcher collected the data from the teacher and the students of hospitality program using observation checklist, interview guideline and questionnaire. Then the data will be analyzed and collected based on the research questions, they are; how is the implementation of peer assessment in speaking practice at hospitality program? And what are students' responses in implementing peer assessment?

#### 4. DISCUSSION

##### 1. The Implementation of Student's peer assessment in speaking practice at Hospitality Program

To find the data related implementation of peer assessment in speaking practice at hospitality program, the researcher collected the data by using observation checklist and interview guideline. The first section presents about the result of observation checklist, then the result of interview.

This is the result of observation and interview related on implementation of peer assessment at Hospitality Program, the first observation conducted at tenth grade of *APH 1* then on *APH 2*. Before conducting observation, in the beginning the teacher introduced the researcher to all students. Also, he explained about researcher what purpose of her coming to the class.

The roles of the teacher while doing peer assessment are instructor and monitor. The instructor such before doing peer assessment, the teacher giving instruction and explain about the use of rubric speaking assessment. Then the teacher as a monitor while student doing peer assessment to decrease students in giving unfair score.

The role of the students while doing peer assessment is assessor of their peers. In the first student must understand the instruction of the teacher related rubric of assessment. Then they give a score and feedback to their peers based on the rubric. While doing peer assessment student should be fair in giving score.

The process of peer assessment was at the beginning of the lesson; the teacher provided a clear and understandable vision of the learning target. The students listened teacher's explanation carefully. In the both of class, *APH 1* and *APH2*, the teacher did this to make sure that students understand what teacher will do. Also, the students can prepare themselves to rich the goal of the lesson. After that, the teacher checked students understanding about the material in last meeting. Some of student answered teacher's question.

After explaining and checking students understanding, then the teacher gave an instruction about what they would do. The teacher explained about peer assessment. Before conducted peer assessment, the teacher showed an example of strong and weak work. While the students listened the instruction, but some of student did not listen teacher's instruction then the teacher warned them and asked to repeat the instruction.

Then, the teacher continued to provide regular descriptive feedback. In this stage, the teacher showed a feedback of his presentation which as an example. The teacher suggested students give a feedback to their friends like him. Moreover, students gave a feedback more than an example. Then He gave an instruction how the way to do peer assessment while shared a rubric of speaking assessment.

Before conducting peer assessment, the teacher asked one more time to make sure that all of students knew what will they do and how the way to complete the rubric of speaking assessment. Also the teacher trained students to peer assess and set goals of peer assessment. Through speaking rubric assessment, the teacher taught students to revise their work, in particular their peers.

The researcher found that the teacher engaged students in peer assessment by letting them kept track of or monitored and shared their learning. Even though only some of student shared their learning. Then, the last of stage, the teacher determined how to convey feedback clearly to the fictitious student. Because this one of issue in implementation peer assessment that the fictitious students did not do seriously and they do what they want to do, do not consider the instruction of the teacher.

In the other hand, the researcher also interviewed the teacher related implementation of peer-assessment. The researcher interviewed the teacher using interview guideline. According to the result of interview, the teacher applied peer-assessment such in observation, particularly in staging of peer-assessment. Such as giving instruction, giving an example of good and bad of presentation, and then giving feedback.

Then the teacher found an advantages of peer-assessment, for instance through peer-assessment students know how the way to get a goal of learning. For example in this case is speaking, so students know about how the way to be a good speaker and the criteria of good speaking. The teacher also mentioned that one of the difficult of implementation peer-assessment is fairness in giving score of their peer. Such as because the presenter is best friend, so he/she get good score. This is the responsible for the teacher to make all students fair in giving score.

Based on the findings, the implementation of peer assessment in speaking practice at Hospitality program similar to Stiggins' theory that explain about the staging of peer assessment. According to Stiggins, there are seven strategies that teachers might use with rubrics as instructional tools in the classroom assessment. They can be summarized as follows: (1) Provide a clear and understandable vision of the learning target; (2) Use examples and models of strong and weak work; (3) Continue to provide regular descriptive feedback; (4) Train students to peer-assess and set goals; (5) Teach students to revise their work; (6) Engage students in peer-assessment by letting them keep track of and share their learning; and (7) Determine how to convey feedback clearly to the fictitious student. The results of data are gotten to answer the implementation peer assessment in speaking practice. The teacher applied the staging of peer assessment such the theory above.

Based on the observation in the tenth grade of APH 1 and APH 2, the teacher applied peer assessment in assessing speaking. Related to Stiggins, Arter, Chappuis.J and Chappuis.S, (2006), there are seven steps in implementing peer-assessment. The first step was the teacher provides a clear and understandable vision of the learning target, in the field the teacher applied this step. The teacher showed the learning clear enough.

Then the second step was the teacher use examples and models of strong and weak work. In the field, the teacher applied this step through giving an example speaking in front of all students dealing with the rubric for speaking. Meanwhile, the students understand how the way to practice speaking very well.

For the third step was the teacher continues to provide regular descriptive feedback. In this step, the English teacher of Hospitality Program has done it. He allowed the students to provide feedback for their peers. And also the teacher provided feedback for

the presenter just like what students done. Then, for the next step was the teacher trained students to peer-assess and set goals. In the field, this step was the main practice of peer assessment. The students assessed their peer used rubric which given by the teacher. The students assessed their peers fairly and reasonably.

Then, the following step was the teacher taught students to revise their work. In the class, the teacher has done this step through peer assessment. The sixth step was the teacher engaged students in peer-assessment by letting them keep track of and share their learning. In the class, students always monitor their peer while doing presentation. They gave score and shared their feedback. The last step was the teacher determined how to convey feedback clearly to the fictitious student. The teacher let the students to convey feedback after the presenter presents. Students can give a comment orally or in the written.

In addition, the result of interview answered the first research question of this study. For instance; the staging of implementation peer assessment; the impact of peer assessment for the teacher and the students; the advantages of peer assessment also the issues of peer assessment.

## 2. Students' response of peer assessment in speaking practice at hospitality program

In the last of collecting data, the researcher distributed the questionnaire. From the result of questionnaire, the researcher got the data related students' response of peer assessment in speaking practice of hospitality program at State Vocational High School 1 Buduran Sidoarjo. There are ten items in a questionnaire.

**TABLE 1.** The result of students' response on peer assessment

Survey item	Strongly Agree	Agree	Disagree	Strongly disagree	Conclusion
1. Assessment items on the rubric were easy to understand.	14%	56%	31%	0%	It means the majority of students <b>agreed</b> that the assessment item on the rubric which is provided by the teacher easy to understand.
2. It was difficult to decide the overall score for each presenter.	7%	54%	32%	7%	It means the majority of students <b>agreed</b> that the assessment item on the rubric which is provided by the teacher easy to understand.
3. Relationships with presenters may have influenced overall scores and comments I gave	18%	71%	11%	0%	It means that the majority of students <b>agreed</b> that relationships with presenters may have influenced overall scores and comments.
4. I was comfortable being a judge and scoring my peers presentations.	7%	75%	10%	3%	It means that the majority of students <b>agreed</b> that comfortable being a judge and scoring my peers presentations.
5. I was comfortable having my presentations judged and	7%	74%	14%	5%	It means that the majority of students <b>agreed</b> that comfortable being a judge and scoring my peers presentations.

scored by my peers.					
6. The overall scores my peers gave me were fair and reasonable.	18%	64%	11%	7%	%. It means that the majority of students <b>agreed</b> that the overall scores their peers gave them were fair and reasonable.
7. Assessing other students' presentations helped me plan and deliver my own.	18%	71%	8%	3%	It means that the majority of students <b>agreed</b> that assessing other students' presentations helped them plan and deliver their own.
8. Students should <b>not</b> be involved in assessing peers; assessment should be solely the teachers' job.	3%	11%	82%	4%	It means that the majority of students <b>disagreed</b> that they should not be involved in assessing peers; assessment should be solely the teachers' job.
9. Making peer assessment scores a part of student final grades is a good idea.	0%	12%	60%	28%	It means that the majority of students <b>disagreed</b> in making peers assessment scores a part of student final grades is a good idea.
10. I recommend using peer assessment in future hospitality classes.	11%	81%	8%	0%	It means the majority of students <b>agreed</b> that they recommend using peer assessment in future hospitality class.

Based on the result of questionnaire, the researcher found that most of students agree and interest in implementing of peer assessment in speaking practice.

In the **item 1** that is about assessment rubric, based on the finding, 56% students agree that assessment items on the rubric were easy to understand. Before conducting peer assessment, the teacher gave students a rubric. The rubric included five components of speaking assessment (David: 1969), such as pronunciation, grammar vocabulary, fluency, and comprehension. The teacher has considered those components. Peer assessment is effective when the criteria clearly understood by all students, and for presentation assessment the criteria made clear from the outset of the course (Papinczak: 2007).

In the **item 2**, 39 from 72 students or 54 % agree that they difficult to decide the overall score for each presenter. Conducting peer assessment or peer correction for students is a new assessment for them, so they still lack in understanding, even though the teacher gave the instruction in the beginning. In addition, insufficient time giving impact for them in assessing their peer. The rubric from the teacher may also impacted students in deciding score for their peers. It was difficult to understand for them.

In the **item 3**, related about the influence relationship in giving score or comment, the survey showed that 71% agree that relationship with presenters may have influenced overall scores and comments. According to the teacher in interview, he said that one of disadvantage of peer assessment was reliability. It may cause by relationship between the assessor and the person being assessed.

In the **item 4** and **item 5** has a similar focus that was about students' feeling of being an assessment decision-maker and of being assessed by peers. In **item 4**, there were 75 % or 54 students from 72 students agreed that they were comfortable being a judge and scoring their peers' presentation. Such the teacher said in interview that students more confident in presentation if their peers which corrected. In **item 5**, there were 74% students response agreed that they were comfortable having their presentations judged and scored by their peers. This may caused similar with **item 4** that they were more confident. As a result, decreased student stress may have been caused by doing peer assessment.

In **item 6**, that was about fairness of peers in giving score. The result of questionnaire was 64% agreed that the overall scores students' peers gave were fair and reasonable. The fact that most students were satisfied that peer scores were generally fair and reasonable indicates that this group of students were, on the whole, 'capable and conscientious' assessors of their classmates presentations.

In **item 7**, 71% students agreed that assessing other students' presentation helped them plan and deliver their own. Conducting peer assessment make students knew how the way to do a good work, the teacher said in interview. The significant component of helping students to develop a clear picture of the goals of their own learning compared to their current performance is self- and peer- assessment (Fulcher: 2007).

In **item 8**, related about involving students in assessing their peers which actually that was teacher's job. 82% students disagreed about that. According to Stiggins (2007), when students participate in the thoughtful analysis of quality work: they become better performers; they better understand shortcomings in their own work; take responsibility for improving and become conscious of their own improvement. Students felt that doing peer assessment can help them in understanding the quality of their work. Also, they felt that their presence was considered by the teacher; moreover they have a role in determine score or give a feedback to their peers.

In **item 9**, 60% students disagreed if scores of peer assessment as a part of final grades. Even though their peers gave score them fairly and reasonable but the score from the teacher should be consideration in determining final score. Such the result of interview, the teacher took 50% of score peer assessment in determining the final score.

Students agreed that peer assessment recommended for future in assessing speaking. In the **item 10**, the response from students was 81% related using peer assessment for future Hospitality class. This may cause the advantages of peer assessment which they feel during conducting peer assessment. For instance; encourages student involvement and responsibility; agreed marking criteria means there can be little confusion about assignment outcomes and expectations; Students are involved in the process and are encouraged to take part ownership of this process (McDowell: 1996).

## 5. Conclusion

Implementation of peer assessment in speaking practice at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo is appropriates such Stiggins et al theory

related to 7 stages in implementing peer assessment. There are 7 appropriate stages in implementation of peer assessment which is applied by the teacher of Hospitality Program in assessing speaking. The stages are Provide a clear and understandable vision of the learning target; Use examples and models of strong and weak work; Continue to provide regular descriptive feedback; Train students to peer-assess and set goals; Teach students to revise their work; Engage students in peer-assessment by letting them keep track of and share their learning; and determine how to convey feedback clearly to the fictitious student.

Conducting peer assessment also have an advantages and important in assessing students assessment as a new approach. The advantages such as encourages student involvement and responsibility; agreed marking criteria means there can be little confusion about assignment outcomes and expectations; Students are involved in the process and are encouraged to take part ownership of this process.

Based on the result of questionnaire related to students' response in implementing peer assessment for speaking practice are good responses. Furthermore, students enjoy it and give good response. Also they agree if peer assessment apply for assessing speaking in the future.

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# Improving Students' Ability in Writing Descriptive Paragraph Using Pair Work Activity

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## ABSTRACT

The researcher have done this research to improve students' writing ability by using pairwork activity at the tenth grade of MA Miftahul Qulub Polagan Galis Pamekasan. The method is Classroom Action Research that used two cycles that consisted of four stages : Planning, Action, Observation, and Reflection. In collecting the data, the researcher used interview, observation, questionnaire and tests. The result shows that pairwork activity can improve the students' writing ability. The students improvement showed a significant improvement. The score of minimum mastery criterion (KKM) of English is 70. The mean score of the students in pre-test is 60,5 ( 15,4% students passed the target while 84,6% did not pass the target ). The mean score of the cycle 1 is 70,7 ( 46,2% students passed the target while 53,8 % students did not pass the target). The mean score of the cycle 2 is 79,4 ( 84,6 % students passed the target while 15,4% students did not pass the target). In conclusion, the use of pairwork activity in writing descriptive paragraph can improve the students' writing ability at the tenth grade of MA Miftahul Qulub Polagan Galis Pamekasan.

Keywords: *Students, Writing Ability, Descriptive text, Paragraph, Pairwork activity*

## 1. INTRODUCTION

English has important roles in the global area. Knowledge of English can open the door to opportunities all over the world. English language teaching has a special role in school. Beside in Indonesian language, English Language are also taught in every school in Indonesia especially in Senior High School level because it is very useful for the student's future. Language is a mean of communication that used by the people to express everything in their mind to others.

One of the language skills is writing that is used by human to communicate with others. Writing in the language class reflects many recurrent themes. We shall need, for instance, to call on various communicative criteria: on the concepts of product and process, and on the role of language, practice, to see how, along with other skills, writing too has developed and has accumulated many insights into the nature of language and learning (Leo, et al, 2007:31 ). The students need writing to convey their ideas in written form like: narrative text, descriptive text, recount text and etc. According to Warriner on Bagus Nawawi said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). It means that descriptive text give some characteristic of an object to the readers that are described in detail so that they can feel the real condition of the object. Anderson and Anderson said that to construct a description usually uses an opening paragraph introducing a subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end of the description (1998:26-27).

In writing the descriptive text students often face some difficulties when they get the topic from their teacher then they are confused how to develop it into a good paragraph. At the tenth grade of MA

Miftahul Qulub Polagan Pamekasan, the students get this kind of difficulty. They did not know how to describe an object in writing form. They also did not know to use grammar well. Furthermore they just mastered a little vocabulary so it was hard for them to write a paragraph. Because of this problem the researcher wants to improve their writing ability especially in descriptive paragraph by using pairwork activity.

Wendy and Ytreberg stated that pairwork is everyone in the class is occupied, but even if everyone in the class is working on the same thing, not all pairs will finish at the same time (P.16). Pair work can be more effective if we used at the right times and the structured in a good way. So pair work can be excellent tools to promote students interaction by the teacher. Harmer, 2001: P.116 said that there are several advantages and disadvantages of using pair work activity, as follows:

- a. It dramatically increases the amount of speaking time any one student gets in the class.
- b. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- c. It allows teacher time to work with one or two pairs while the other students continue working.
- d. It recognizes the old maxim that ‘two heads are better than one’ and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answer to a question about a reading text), we allow them to share responsibility rather than having to bear the whole weight themselves.
- e. It is relatively quick and easy to organize.

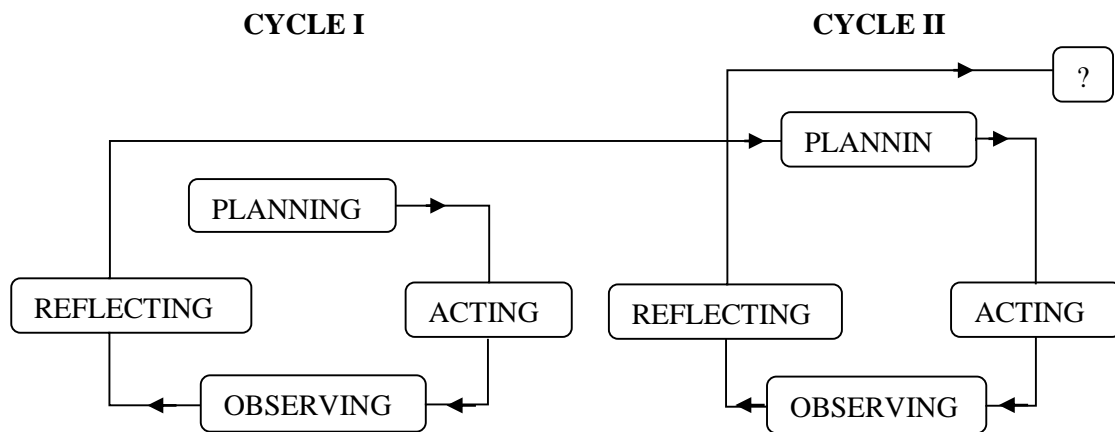
The researcher hopes that by using this method the students can get easy to develop their writing especially in descriptive paragraph. Based on the background above, the researcher would like to do the research by implementing a classroom action research entitled “Students’ Ability In Writing Descriptive Paragraph Using Pairwork Activity”.

## **2. METHOD**

### **2.1 Research Design and Respondent**

The purpose of this research is to know whether the pairwork activity is effective to improve students’ ability in writing descriptive paragraph, and to know how the pairwork activity can improve students’ ability in writing descriptive paragraph on learning process at the tenth grade of MA Miftahul Qulub Polagan Pamekasan. This research has been done to 26 students at the tenth grade of MA Miftahul Qulub Polagan Pamekasan. The design of this study is called Classroom Action Research (CAR) as Mulyasa proposed that classroom action research consists of four steps, they are planning, acting, observing and reflecting.

The figure can be seen as follows:

**Figure 1.** Model of Action Research (Mulyasa, 2009: 73) :

## 2.2 Instrument

The researchers used some instruments here like: Interview, Questionnaire, Field note, and Test. The interview is used to dig some information from the English teacher about the problem faced by the teacher and students in writing class and to know the teacher and students' respond about the pair work activity. The questionnaire is used to know the students' respond of pairwork activity. The field note is used to see the information during the implementation of pair work activity. And the test is given to measure the students' ability in writing descriptive paragraph, it consist of pre-test and post-test.

## 2.3 Research Procedure

There are two cycles in this research that consist of four elements: Planning (designing lesson plan, designing the model of pairwork activity, preparing materials and media, determining the criteria of success), Acting (the implementation of the action based on the lesson plan), Observing ( observing the activities in the class), Reflecting ( determining whether the method is effective or not).

In implementing of the pairwork activity, the researcher designed some steps as follow:

1. Vocabulary: Working in pair to build vocabulary
2. Writing : Students practice writing in the target language
3. Grammar : Students work to develop better grammar in the target language
4. Partner Check: After composing a piece of writing, students exchange their work with the partner, students correct each others' mistakes or provide suggestions for improvement
5. Matching : Pairs of Student take turn matching up answer one side of page with the appropriate question on the other side.
6. Information Gap: In pair, students ask each other question in order to collect information they are missing from their worksheet.

## 2.4 Technique of Collecting Data

In this research the researcher use some techniques to collect the data like : observation, interview, questionnaire and test to help the researcher in getting the data during teaching and learning process. The test is also used to get the quantitative data and used interview, and observation to get the qualitative data.

## 2.5 Data Analysis

The researcher analyze the data to know and measure the result of the research. This research used analytical scoring rubric adapted from Nurgiyantoro, 2001:307-308:

**Tabel 1.** Scoring rubric of Writing (Sudjono, 2008: 43):

No.	Component of writing	Rating Score	Rating Scale	Indicators
1.	Content	27-30	Excellent to Very Good	<ul style="list-style-type: none"> <li>• Knowledgeable</li> <li>• Substantive</li> <li>• Thorough development of thesis</li> <li>• Relevant to assigned topic</li> </ul>
		22-26	Good to Average	<ul style="list-style-type: none"> <li>• Some knowledge of subject adequate range</li> <li>• Limited development of thesis</li> <li>• Mostly relevant to topic but lacks detail.</li> </ul>
		27-21	Fair to poor	<ul style="list-style-type: none"> <li>• Limited knowledge of subject</li> <li>• Little substance</li> <li>• Inadequate development of topic.</li> </ul>
		13-16	Very Poor	<ul style="list-style-type: none"> <li>• Does not show knowledge of subject</li> <li>• Non-substantive</li> <li>• Not enough to evaluate.</li> </ul>
2.	Organization	18-20	Excellent to Very Good	<ul style="list-style-type: none"> <li>• Fluent expression</li> <li>• Idea clearly stated supported</li> <li>• Succinct</li> <li>• Well organized</li> <li>• Logical sequencing,</li> <li>• Cohesive.</li> </ul>
		14-17	Good to Average	<ul style="list-style-type: none"> <li>• Somewhat copy</li> <li>• Loosely organized, but main idea stand out</li> <li>• Limited support</li> <li>• Logical but incomplete sequencing.</li> </ul>
		10-13	Fair to poor	<ul style="list-style-type: none"> <li>• Non-fluent</li> <li>• Ideas confused or disconnected</li> <li>• Lacks logical sequencing and development.</li> </ul>
		7-9	Very Poor	<ul style="list-style-type: none"> <li>• Does not communicate</li> <li>• No organization</li> <li>• Not enough to evaluate.</li> </ul>
3.	Vocabulary	18-20	Excellent to Very Good	<ul style="list-style-type: none"> <li>• Sophisticated range</li> <li>• Elective word/idiom, choice and usage</li> <li>• Word form mastery</li> <li>• Appropriate register.</li> </ul>
		14-17	Good to Average	<ul style="list-style-type: none"> <li>• Adequate range</li> <li>• Occasional errors of word/idiom form, choice, usage but meaning not obscured.</li> </ul>
		10-13	Fair to poor	<ul style="list-style-type: none"> <li>• Limited range</li> <li>• Frequent errors of word/idiom form, choice, usage</li> <li>• Meaning confused or obscured</li> </ul>
		7-9	Very Poor	<ul style="list-style-type: none"> <li>• Essentially translation</li> <li>• Little knowledge of English vocabulary, idiom, word form</li> <li>• Not enough to evaluate</li> </ul>
4.	Language Use	22-25	Excellent to Very Good	<ul style="list-style-type: none"> <li>• Effective complete construction</li> <li>• Few errors of arrangement, tense number, word order/function, article, pronouns, prepositions.</li> </ul>

		18-21	Good to Average	<ul style="list-style-type: none"> <li>• Effective but simple construction</li> <li>• Minor problems in complex constructions</li> <li>• Several errors of arrangement, tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured</li> </ul>
		11-17	Fair to Poor	<ul style="list-style-type: none"> <li>• Major problem in simple complete constructions.</li> <li>• Frequent error of negation, agreement, tense, number, word order function, articles, pronouns, preposition or fragments, deletion.</li> <li>• Meaning confuse or obscured.</li> </ul>
		5-10	Very Poor	<ul style="list-style-type: none"> <li>• Virtually no master of sentence construction rules.</li> <li>• Dominated by error.</li> <li>• Does communicate</li> <li>• Not enough to evaluate.</li> </ul>
5	Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> <li>• Demonstrates mastery of conventions.</li> <li>• Few error of spelling, punctuation, capitalization, paragraphing.</li> </ul>
		4	Good to average	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured.</li> </ul>
		3	Fair to poor	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization, paragraphing.</li> <li>• Poor handwriting.</li> <li>• Meaning confuse or obscured.</li> </ul>
		2	Very poor	<ul style="list-style-type: none"> <li>• No mastery of conventions</li> <li>• Dominated by errors of spelling punctuation, capitalization, paragraphing</li> <li>• Handwriting illegible.</li> <li>• Not enough to evaluate</li> </ul>

The researcher used a certain formula to determine the class percentage that achieve the KKM (The minimum Mastery Criterion)  $70 : P = \frac{F}{N} \times 100\%$

P: the percentage of the class

F: total percentage

N: number of students

## 2.6 Criteria of The Success

The researcher make the criterion of success of this Classroo action research as follow:

- The students give participation actively in the class. They also happy and enjoy each steps of the pairwork activity.
- The students' writing ability get improve which can be seen from the result of each cycle
- The 70% students' score should achieved the target (KKM)

## 3. FINDING AND DISCUSSION

### 3.1 Finding

#### 3.1.1 Finding of Preliminary study

##### a. The result of Interview

From the data of interview, it is found that the English teacher usually used conventional method in teaching writing. He gave the explanation about the materials and then he asked students to do a task by giving a certain topic to be developed by the students. The teacher also told the researcher about

some problems during the teaching learning process, the students felt boring with that method and became passive in the class. They also could not make a good composition.

#### **b. The Result of Questionnaire**

From the questionnaire result of the first question, it is found that 76,9 % students very interested to learn English, 11,5 % students were just interested in learning English, and 11,5 % students were less interest in learning English.

The result of the second question, it was found that 11,5% students answered that English is difficult to learn, 76,9% students answered that English easy to learn, and 11,5 % students answered that English is very difficult to learn.

The result of the third question, 73,1% students want to master writing skill, 15,4 % students want to master reading skill, and 11,5% students want to aster Listening skill.

The result of the fourth question, 11,5 %students answered that Writing is easy to learn, 57,7% students answered that writing is difficult to learn, and 30,8% students answered that writing is very difficult to learn.

The result of the fifth question, 7,7 % students answered that they were interest to the teachers' method, 34,6 % students answered that they were less interest to the teachers' method, and 57,7% students answered that they were bored to the teachers' method.

#### **c. The Result of Pre-Test**

Based on the result of pre-test, the data shows that the mean score is 60,5. While the presentage is only 4 or 15,4% students passed the target and 27 students or 84,6% did not pass the target . It means that the students ability in writing descriptive paragraph is still low, the students still got some difficulty to write descriptif paragraph so the teacher should use Pairwork activity as one of method in teaching witing.

### **3.1.2 Finding of Cycle 1**

#### **a. Planning**

Before applying the teaching of writing by using pairwork activity,the researcher and english teacher prepared and planned the lesson plan, the media of teaching, and the materials to make the students understand easily in writing.

#### **b. Acting**

There were three meeting in implementing pairwork activity in teaching witing. On the first meeting the teacher explained about the descriptive text, then He introduced the pairwork activity method and give the topic to the students. , next students practice writing in the targert language with their partner. In the second meeting the students work to developed better grammar with their partner in the target language. On the last meeting the students take turn matching up answer one side of page with the appropriate question on the other side. Then they ask each other question in order to collect information they are missing from their worksheet so it can help the to be better in their future writing. The last,the teacher asked the students to make their final writing individually.

#### **c. Observing**

In this activity the researcher observed everything happened in the teaching learning process. The students looked enjoy the activities but in other case there were some students still confused to start to write the task. They were also weak in vocabulary mastery. Furthermore they still got difficulty to combine the words to be a good sentence although some of them looked enjoy the activities. The result of this cycle (post-test 1) is the data shows that the mean score is 70,7. While the presentage is only 12 or 46,2% students passed the target and 14 students or 53,8 % did not pass the target .

#### **d. Reflecting**

Based on the data got from the post-test , the students were still confused in the process and there was some of them could not enjoy the activities. Although, there was a little improvement on the mean score of the cycle 1 from the pre-test result but the students who passed KKM score is still not on the target because it is not achieve the criterion of success that 70% students' score should achieved the target (KKM). It found that the cycle 1 was not satisfying of using pairwork activity in writing descriptive paragraph. So the researcher would like to continued to the cycle 2.

### **3.1.3 Finding of Cycle 2**

#### **a. Planning**

The planning phase of the second cycle was the researcher revised the lesson plan, use the attractive media and prepare the some new materials with the interesting topic for students in order to students will not feel boring in the class and they can participate the class enthusiastically .

#### **b. Acting**

In the cycle 2 the implementation of pairwork activity were still same with the cycle 1 but here there were some steps that had been revised by the researcher to make the students get improvement than before. On the first meeting the teacher used some pictures in teaching about the descriptive text to enriched the students' understanding, then He reminded the students about the pairwork activity deeply and give new topic (like: My lovely thing) to make them be excited in writing. Then the students working in pair to built vocabulary , In the second meeting the students practice writing in the targert language then they work to developed better grammar in the target language. On the last meeting after composing a piece of writing the students exchange their work with the partners and provide suggestions for improvement then the students take turn matching up answer one side of page with the appropriate question on the other side. Then they ask each other question in order to collect information they are missing from their worksheet so it can be usefull for them in their next writing. The last,the teacher asked the students to make their final writing individually.

#### **c. Observing**

When the researcher observed the teaching learning process on the cycle 2, they found that everything was running well the students were very happy and active in the class. The students was not looked confused when they collected some vocabularies and made the sentences because they can share with their partners so they could enjoy the class enthusiastically. They also looked enjoy and happy during teaching learning process. The result of this cycle (post-test 2) the data shows that the mean score is 79,4. While the presentage get improvement, that is22 or 84,6 % students passed the target and 4 students or 15,4 % did not pass the target .

#### **d. Reflecting**

Based on the data got from the post-test 2, the students were happy and active in participating the steps of pairwork activities. The means score is 79,4, it found that there was improvement 8,7 point from mean score of the cycle 1. The students who passed KKM score is 84,6% students, it means that it avhieved and exceed the criterion of success. It is proved that the use of pairwork activity can improve the students' ability in writing descriptive paragraph.



### 3.1.4 Finding after The Implementation

#### a. The Result of Interview

The reasearcher asked about the implementation of pair work activity to the teacher. He explained that the use of pairwork activity give a progress in writing class because the students be more active and give participation in the class. They were very happy and enjoy each the steps of the pairwork activity. The students like to do the task in pair because they can share the difficulty with their friend finally they could finished the task well.

#### b. The Result of Questionnaire

From the questionnaire result of the first question, it is found that 65,4 % students very interested to learn writing, 23,1 % students were just interested in learning writing, and 11,5% students were less interest in learning writing.

The result of the second question, it was found that 73,1 % students answered that pairwork activity is very helpful to improve their writing ability, 19,2% students answered that pairwork activity is just helpful to improve their writing ability, and 7,7 % students answered that pairwork activity is helpless to improve their writing ability .

The result of the third question, 61,5% students were very interest to the pairwork activity 30,8% students were interest to the pairwork activity, and 7,7% students less interest to the pairwork activity

The result of the fourth question, 57,7 % students answered that writing were very easy by using pairwork activity, 30,8% students answered that writing were easy by using pairwork activity, and 11,5% students answered that writing were difficult by using pairwork activity

The result of the fifth question, there were 42,3 % students were happy on pairwork activity, there were 53,8 % students were very happy on pairwork activity and there were 3,8 % students were not happy on pairwork activity.

### 3.2 Discussion

Based on the research findings, the students were anthusiastic on the pairwork activity. They looked enjoy the wrting class actively. In each cycles there was an improvement that can be known that the mean score of the students in pre-test is 60,5 ( 15,4% students passed the target while 84,6% did not pass the target ). It is lower than the mean score of the cycle 1, that is 70,7 ( 46,2% students passed the target while 53,8 % students did not pass the target) . Although there was improvement 10,2 point, but the result of the cycle 1 has not been satiesfying because the presentage of students' score did not achieve 70% students in KKM. So the researcher decided to continue the research to the cycle 2. In the cycle 2, the mean score is 79,4 ( 84,6 % students passed the target while 15,4% students did not pass the target), there was improvement 8,7 point from cycle 1. It means that there were 84,6 % students passed the KKM, automatically it achieved the criteria of success that the researchers and the teacher designed. The conclusion is this classroom action research is success in improving the students' ability in writing descriptive paragraph at the tenth grade of MA Miftahul Qulub Polagan Pamekasan. It has been proved that the pairwork activity is appropriate tobe implemented by the English teacher in teaching writing descriptive paragraph.

## 4. CONCLUSION

The research conclusion is presented based on the data which have been analyzed. It is known that this classroom action research is successfull in improving the students' ability in writing descriptive paragraph by using pairwork activity. The qualitative data from the result of interview and observation described that the use of pairwork activity give a progress in writing class because the students be more active and give participation in the class. They were very happy and enjoy each the steps of the pairwork

activity. The successful of this research also be supported by the students' improvements that can be proved by the result of each cycles. From the Preliminary study, it was found that the mean score of the pre-test was just 60,5 then it was getting improvement in the cycle 1 that the mean score is 70,7. Furthermore in the cycle 2, the mean score be higher than cycle 1 that is 79,4. Beside that there were 84,6% students who achieved KKM score, it is passed the criteria of success.

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# Digital Literacy's Role through Project Based Learning in SMAN 1 Kedamean Gresik

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## ABSTRACT

As technology has been advanced so far in this information epoch, education should also follow the pace of technology. Thus, the school need to understand the needs of the students in digital literacy and implement the digital literacy in school. As digital literacy contains some competencies such as computer competencies, and communication competencies within digital literacy; several subjects could be used in the project-based learning that emphasize on the digital literacy. This paper gives a glimpse of implementation of digital literacy found in SMAN 1 Kedamean in Gresik which is applied narrative video as subject matter. Teachers there already implemented the digital literacy in language learning as a project based learning for the students. Yet, there were some shortcoming in the implementation of digital literacy in this school. The lack of good scoring method and teaching planning were the only lack of the implementation of digital literacy in this school.

**Keyword:** Literacy, digital literate, computer competence, multimodality, project-based learning.

## 1. Introduction

In this information era, one will not survive in this wild concrete jungle without being able to access the Internet. We are so dependent in technology, as if we could not do anything if we are away from our electronics. We could not imagine how we would access entertainment media to make our day less dull and boring. In addition, the communication with our colleagues will cut off temporally due the inability for us to access the social media. These reasons keep us addicted, in a good way, by technology. Furthermore, as students in urban area become socialized into communities of increasing cultural and communicational connectivity and complexity, education is one aspect that should also dependent to technology (Jenkins, Purushotma, Weigel, Clinton, & Robison, 2009)

The idea of implement technology in school emerged in long before the millennium era. (Furstenberg, 1997, p. 22) Provides the idea of the implementation of technology with wonderful context of authentic cultural background and historical information that support the learners with autonomy learning, a sense of empowerment, and the opportunity to become active learners in language learning. She argues that technology should not be identified as a magical elixir for language teaching and learning. However, education participators should use technology as a tool that needs to be used wisely.

Interactive, collaborative, and process-oriented features of technology has its best assets, in which, necessity the development of new pedagogical practices. A fresh method is needed in language teaching and learning activity. Furstenberg calls for tasks that could gather the students' creativity and importance that are needed for the students in order to learn a language and as an acceptable tool for language learning. She also concludes that teachers should emphasize on the main role, and then to

design the tasks. Obviously, the teachers' creativity is the vital requirement to design such interactive, collaborative, and process-oriented method that uses technology as tool in teaching and learning.

One of the way to implement technology in language teaching and learning process is by using digital literacy. We use multiple modals in digital literacy, by this reason, by using digital literacy; we also use multimodal literacy in the digital literacy. However, multimodality in communication is not a new thing. Traditional face-to-face communication also consists of multimodality, and even has a small window of modern literate. Furthermore, books that have alphabetic prints or even pictures, diagrams, illustrations, maps also contain multimodality. Regardless of the use multimodality in digital literacy, digital technology enables mode to be configured, be circulated, and get recycled in different ways (Jewitt, 2008, p. 1).

The accessible new media in the high-end technology revolutionized social literacy practices. New kind of writing, authorship moving to collaborative remix, and genres such electronic games has become the main picture of the complexity of literacy practices. In this epoch, alphabetic writing is no longer the primary modes of literate meaning (Kress, 2010). Thus, the digital literacy should be positioned in the frontline of the language education. This is a new frontier for language learning, language form and format, text types, and social discourse should be revised.

Fortunately, some schools in Indonesia has begun to realize the importance of digital learning and implementation of it in the teaching and learning process. SMAN 1 Kedamean Gresik is one of the school that understand the importance of digital literacy in education, especially in language teaching and learning. This paper will explains the digital literacy role in SMAN 1 which apply into narrative animation form as one of subject matter in SMAN 1 Kedamean Gresik.

## **2. problems**

Firstly, the researcher should synchronize the definition of literacy the writer use in this paper. Literacy here is the same with reading and writing skills that are able to be train, to be taught, and to be learned in school or any other places. Yet, literacy is an everywhere situated and is not separable with practices (Pahl & Rowsell, 2005, p. 3). For example, if one goes to the bank and about to signing a bank check, and the person filling the form of the check. While filling the check, that person is doing what is called literacy practices. Then we could see here 'filling the check' is not merely caused by the ability to write, no. 'Filling the check' here what we call a social practice because it is related to something we do in real life, and 'banking' is the correct definition of the social practice of the example. Furthermore, we could see the importance of literacy studies as a social practice because literacy now has advanced as a life-skill in any cultural activity (Dewayanti & Retnaningdyah, 2017, p. 10)

Surefire, the traditional concept of literacy, which is reading and writing, are still the soul of the digital literacy. However, in digital literacy, it provides different and advancing facility for us to use the technology, which are the technology to receive and communicate within the technology. Moreover, digital literacy also provides us bigger number of skills than the traditional literacy, such as reading an e-book, finding and acquiring journal, sharing videos via social media, video calling people from overseas, and many other thing related to the use of technology, and receiving and communicating through technology. Thus, we see digital literacy as a competency that needs several skills required to master to be able to be active in virtual society (Lankshear & Knobel, 2008). Furthermore, digital literacy also needs some technical competences, which is called computer literacy; such as using advanced electronic devices such as laptop, personal computer, or smartphones to be able to use the digital literacy. To sum up, (Gilster, 1997) described digital literacy as how we use and understand any related information and communication, and the importance of acquiring such skills to be able to survive in this digital era.

Furthermore, a person with digital literacy ability automatically possesses the digital skills, basic knowledge of how to operating computer devices, and how to use a computer networks. By possessing these competences, a person will be able to use the digital literacy, which could engage in online networks and communities. Furthermore, the digital literate person own the ability to learn, to find information, capturing knowledge, and evaluate information within the technology. However, a digital literate person needs to master the ability to be able thinking critically to analyze the information within the digital world. Thus, digital literacy, and all of the fruition of the digital world, could not be separate from the traditional literacy.

Despite of the lenience the digital literacy could bring to our life; digital literacy does not replace traditional forms of literacy. Digital literacy does not take over the traditional literacy, in fact, digital literacy builds upon the foundation of traditional forms of literacy (Jenkins, Purushotma, Weigel, Clinton, & Robison, 2009). Furthermore, digital literacy allows individuals to communicate and learn in through a plethora of ways.

Digital literacy has beneficial skills to offer to the students in teaching and learning process. Nowadays, as the Internet has growing larger, there are plenty of information for students to access easily. These benefits are the good side of the digital literacy and could bring more benefits compared to the traditional, physical books for learning. Furthermore, digital literacy also accommodates the students, and its users, the easiness of communicating to each other. School and teachers should acting as a bridge in evaluating information available in the Internet and guidance for the students to be able to distinguish the difference between reliable and trash classification of digital resources.

There are so many ways in applying the digital literacy into language classroom. One of the way to implement this is by using project of short movie. In such project, the students are able to express their understanding of language and its culture by using act and role-playing in the short movie. Moreover, the use of digital literacy means that the students are able to use modes that are available inside the digital literacy. Only by giving music to certain scene could give the viewer various feelings toward the scenario. This is what modes could bring from the short movie, which is called multimodal.

Multimodal literacy means how meaning is represented in different modes (Pahl & Rowsell, 2005, p. 27). The modes could be in form of visual, linguistic, aural or tactile. Nowadays with the improvement of the technology students are now able not only read, decode, skim and scan the text, but also they could use the modes such as texts, the font they use, editing and rendering images, and so on. From one small amount of information, we can understand the semiotic out of it.

Furthermore multimodal literacy representing meaning through text and image (Pahl & Rowsell, 2005, p. 30). For example, when students are making project and record a digital audio-visual, they could use not only the script of the explanation of their project, but also the camera angle, the position of the things, and also their movement in their recording. Moreover, there are also creativity in textual forms. Children tend to be guided more by other modes such as the visual, kinesthetic, three-dimensional, and gestural modes. For example, a drawing of a child when they are asked to draw their close persons, he/she draw only lines inside a circle. Although the drawing seems not logical, but for him/her, the drawing is meaningful and it could be representing his/her family.

Moreover, Digital literacy has a big difference from computer literacy and digital skills. Computer literacy refers to knowledge and skills in using traditional computers, such as desktop PCs and laptops. Computer literacy focuses only on practical skills in using software application packages. Furthermore, digital skills is a more contemporary term and are limited to practical abilities in using digital devices, such as laptops and smartphones. Moreover, digital literacy is the marrying of the two terms digital and literacy. However, it is much more than a combination of the two terms. Digital

information is a symbolic representation of data, represented by number zero and one, and literacy refers to the ability to read for knowledge, write coherently, and think critically about the written word.

### **2.1. Narrative Video**

According to (Otenson, 2013) A narrative is some kind of retelling, often in words, of something that happened. The narrative is not the story itself but rather the telling of the story which is why it is so often used in phrases such as "written narrative," "oral narrative," etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. In a series of events, a car crash takes a split second. A narrative account, however, might be almost entirely about the crash itself and the few seconds leading up to it. Narratives thus shape history (the series of events, the story of what happened).

Furthermore, video has become a critical communications tool that is accessible to everyone thanks to services like YouTube. Students who create video as a part of their coursework often comment on the value of learning this 21st-century tool. The possibilities for using video in your classes are endless. There is not impossible to combine and to tell a narrative story by using a video (Otenson, 2013).

### **2.2. Language Testing**

Testing is a technique to obtain information (Hopkins & Stanley, 1981). Most language tests measure one's ability to perform language, that is, to speak, write, read, or listen to a subset of language. Some important reasons tests are administered in today's schools are to provide diagnostic information about individuals and group performance, assess the learning progress of individuals and groups, predict future academic performance, and evaluate the effectiveness of instruction.

At the end of a semester, teachers often give students an achievement test. According to (Wilmar, 1988) an achievement test should measure clearly defined learning outcomes that are in harmony with the instructional objectives. The test that can measure the intended learning outcome must have a good quality. (Bachman, 2005) States that in developing language tests, we must take into account considerations and follow procedures that are characteristic of tests and measurement in the social sciences. Teachers can have a good test by developing it through proper stages.

According to (Bachman, 2005) test development is a thorough and systematic procedure to follow in making a set of test. There are consecutive standard procedures that a test developer needs to follow in order to develop a good test. It starts with the formulation of the test objectives. Then, competences to be measured are derived from the competence standards and basic competences. The next step is the construction of blueprints. Then, the blueprints need to be reviewed. The next step is item writing. The items already written are then assembled into a set of test.

When the test items are arranged in the form of a test consisting of sub tests or test items, then it comes to the process of expert review. Following this stage, there are two other possible steps that may be taken: putting the assembled items in the item bank in which the tests are kept before it is used, or using the test as planned. After that, the test can be administered. Then there comes another important process called test analysis. The outcome of the test analysis reflects the quality of the test.

The results of language tests are most often reported as numbers or scores, and it is these scores, ultimately, that test users will make use off. The scoring methods used to arrive at scores must be decided earlier before he test is held. Decisions need to be taken on whether simply to add marks up to arrive at a total score for the test, or whether to give some items more importance than others. Testers need to decide which candidates can be considered to have performed adequately, and thus to have passed the test and which have failed (Bachman, 2005, p. 37).

Each item in a test must be well-constructed based on the type of the items. For multiple-choice question type, the criteria are every item must use clear and simple language, measure only one formulated problem, use proper grammar and, avoid any form that might provide clues for the test takers (Gronlund & Waugh, 2009, pp. 93-106)

### **3. Methods**

This paper uses qualitative study in conducting the mini research to gain the data. A researcher may conduct the qualitative study in order to observe the activity, situation, or events. (Bryman & Bell, 2007) stated that qualitative research is a research strategy that explains the connection between theory and what happen in the field and usually emphasizes on how theories were generated. Furthermore, qualitative research is inductivist, constructionist, and interpretivist.

Qualitative research methods are used to see about what happen in the social and cultural of a group or people in certain situation (Mayers, 2013). The findings of qualitative usually in form of written text, not in numbers and statistical data as a quantitative research could provide. Qualitative methods are constructed based on the real life of the participants, which is holistic and has the following beliefs; there is not a single reality, reality based upon perceptions that are different for each person and change over time, what we know has meaning only within a given situation of context.

There are eight types of qualitative research. There are ethnography, case studies, document studies, natural observation, focused interview, Phenomenology, grounded theory, and historical research. However, the writer choose the natural observation in the classroom, and focused interview with the teachers. Natural Observation is a type of qualitative research by conducting observation in a particular background without changing any of it. The main purpose of observation is to see and understand the behavior within a group or discussion. The writer uses camera recorder to note the behavior found in the observation.

The writer here use interview as a data collection technique to gain deep understanding of opinions, feeling, emotions and experience of the teacher. Thus interview is a reasonable data collection technique for this mini research (Denscombe, 2010). The flexibility he interview could give also can adjust to the complexity of the subject matter. In the other words, the researcher needs to collect the opinions, feeling, emotions, and experience that need to be explored by the subject more than a word or two. However, only two English teachers were willingly to join the interview through one-on-one interview, and through social media.

### **4. Analysis / Discussions**

Based in the result of the interview of teachers in SMAN 1 Kedamean, when the teacher was applying the digital literacy as a project based learning in the classroom, the teacher explain the topic that the students should use and about the digital literacy orally in the classroom in one meeting. In explaining the digital literacy, the teacher used moviemaker as the tool for the students to finish their project. Furthermore, the teacher also explained the use of digital camera to record the scene and audio to be edited in the software and became a complete short movie.

After the students understand about the usage of moviemaker, the students record their own short movie with their groups. This method is relevant with the newest curriculum 2013 which emphasize on the students centered learning. In this step, the teacher act as a facilitator for the students if they have difficulties in finishing their project. The students also able to experiment with their groups about completing the short movie. The activeness of the students are proven in the short movie. There are many modes found in the short movie, such as digital competence, language use, fonts, colors, and music.

In line with that (Ngiam, et al., 2011), stated that short movie could be categorized into audio-visual learning. Audio-visual media has complex role in the script writing of the students. Audio-visual learning could help the passive students to be more active in the short movie. The teacher could use the short movie as a project based learning for the students. As in the students' short movie, the writer could find the digital competence and language use. This also perfectly suit the newest curriculum 2013 which emphasize on thematic approach. The teachers across subjects could make use of the project to score their students competences for the project or even achievement test. This also would minimize the students load since they could get score of several subjects by doing one project.

The students also need to upload their product of short movie into social media. The social media used in the SMAN 1 Kedamean is YouTube. Since the short movies were uploaded in the social media, all of their friends could see, review, and give comments about their short movie. The writer could see some positive comments in one of the short movie entitled "Messenger of Muadzin You". It got many positive comments about the story line and the moral value that could be found in the movie.



Picture 1

#### Short Movie Project based learning

This could act as a moral boost for the students to learn more about the language, and students will be more confident about their language skill. The students also use several fonts, colors, and music as the background of some scenes. Despite, the students only use fonts or colors that they like in the movie without understanding to use particular fonts for particular thing that they want to explain in the short movie.

A quantitative study about short movie by (Bar-Joseph, El-Yaniv, Lischinski, & Werman, 2001) confirms these findings found in this mini research. They found out that by using short movie could improve the students cognitive, affective, and psychomotor in teaching and learning process. While in cognitive, the students feel more focused and easier to learn something. In affective, the students have more willingness to finish their project. The last is in psychomotor while the students do acts and recording the scenario. Furthermore, by using the short movie as project based learning, the students could express themselves, thus they feel that their feeling could also give value to their learning process.

Unfortunately, the benefits that digital literacy brought in project based learning the students competences have not planned well in the implementation from the planning to the scoring method. In the lesson plan, the teacher did not provide the clear guidance for the students in completing the project.



This affected the length of the students' short movies. Some of the movie have very lengthy duration. Furthermore, there is no clear scoring method found in the lesson plan to give score to the students' product.

## 5. Conclusion

From the findings in this mini research of digital literacy as achievement test, the writer concludes that:

- a. Digital literacy act as a project based learning in SMAN 1 Kedamean, and could be used in several subjects in classroom. As short movie is a thematic product, thus one theme could be used in cross subjects and could ease the students' burden in doing the final examination. Thus, short movie will make the students more enjoyable in doing the assignment.
- b. Short movie as an achievement tool could also provoke the students cognitive, affection, and psychomotor in learning. The students also have more willingness in gaining information and more active in learning than the traditional learning.
- c. As the advancement in this world related to technology, education should also follow the pace of the advancement and implement digital literacy to the curriculum. For this, the teachers would have well guidance related to the planning, implementing, and scoring method of digital literacy.

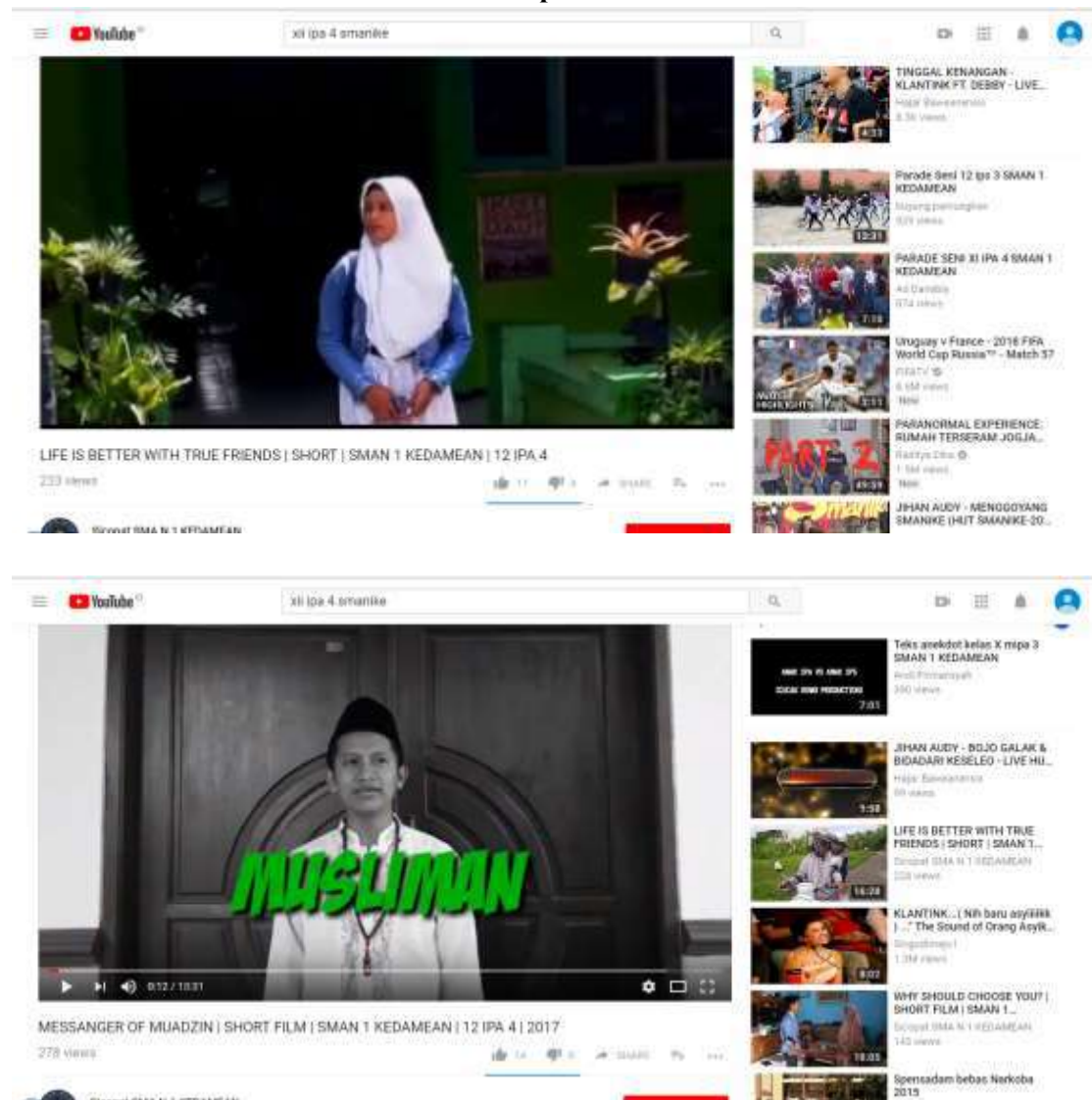
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## Appendixes

### The Short Movie “Narrative Video” that Uploaded in Social Media





# The Scaffolding Talk Used by English Teacher in English Language Center

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## Abstract

This study deals with classroom discourse study on a teacher's scaffolding talks in English Language Center. It is a qualitative study concerning on an English teacher who teaches students from a various background of departments in a class. The data of this study were taken from spoken interaction between teacher and students. The data were analyzed qualitatively through several stages, like, data transcription, data classification, data analysis, and data interpretations. The types of scaffolding talks were analyzed based on Afda Walqui, Wood, Bruner, Turney et al. etc. Based on the data analysis, there were some results drawn. First, there were twelve types of teacher's scaffolding talks found in the English teaching process. They were questioning, directing, explaining, clarifying, inviting students' participation, reviewing, modeling, reinforcing, gaining attention, prompting, stating the goal, and evaluating. The main scaffolding talk used by the teacher were questioning and clarifying which take 92% in the classroom, and the less scaffolding talk used was prompting, it occurs only 12% in the class. Means that the teacher become the students' guides by asking many questions and clarifying the student's answer and it is as her strategy to achieve the desired expressions of the students too. She used less prompting because she only focused on the active interaction and asking and clarifying between the teacher and the students. So, it also can be said that the scaffold is a good guide for the teacher in constructing a communication in teaching-learning process.

**Keywords:** *scaffolding talk, English, Teacher-students interaction*

## 1. INTRODUCTION

English is important to our life and is used all over the world as a means of communication. Then, the competency to communicate it is the ability to create and understand the discourse. A discourse is a text, and either spoken or written having context of situation or context of culture. This competence is supported by linguistic competence, actionable competence, sociocultural competence, and strategic competence. As stated by Murcia & Marianne (2000) that the interaction between the two people or more is conducted in order to create a communication competence between them. In creating communication some students may find it difficult to say something well, so as a teacher they must find out a way to assist the students to be able to communicate by using some strategies which are further the strategies of communication is included in scaffolding talk.

Scaffolding talk is an aid to the students by providing the words or by probing to open the way to the learners in order to achieve the desired expressions easily. Then, scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning. This statement supported by Wood (1976) that scaffolding in an educational context is tutoring or other assistance provided in a learning setting to assist students with attaining levels of

understanding. Furthermore, it encourages students to develop their own initiative, motivation, and resourcefulness.

Moreover, scaffolding talk is also an assistance given by the teacher to the students in learning in order they are able to work independently and reach the target of teaching and learning process. The intense dialogues are needed in scaffolding process to know students' needs and development. So here, the teacher should be able to be good assistants, facilitators, and guides in order to be able to mediate their students across the bridge safely to accomplish the main talk or desired expression more easily.

Furthermore, there are some types of scaffolding talk as stated by Gibbon (2002) and Roehler (1997) they are:

1. Modeling
2. Explaining (directing, stating the goal)
3. Prompting
4. Inviting the students' participation
5. Questioning
  - 1) Basic questioning
  - 2) Advance questioning
  - 3) Clarifying students' understanding
  - 4) Developing students' understanding
  - 5) Reinforcing (verbal reinforcing, gestural reinforcing)
6. Introductory Procedure and Closure
  - 1) Gaining attention
  - 2) Making emphasis
  - 3) Making links
  - 4) Reviewing
  - 5) Evaluating (showing desired solution)

In addition, the teacher's scaffolding talk has been widely investigated by some researchers. The more recent study has been conducted by Surtiati (2008). She informed that the theory of scaffolding is not new, but it has been employed largely to teach literacy skills in the foreign language classroom. Another study conducted by Nengsih (2009) has informed that the most of the types scaffolding provided were fulfilled by the teacher in teaching.

Moreover, Panselinas & Komis (2009) stated 'scaffolding' as a particular type of teaching and learning process that takes into account both teacher and student's interaction, and peer collaboration. It is also mentioned that the role of the teacher in monitoring, coaching or guiding peer group work is very important in learning. While Macdonald & Martinez (2005) found more going on in the interaction of teacher scaffolding talk. They argued that scaffolding as effective approaches for classroom discourse which is advanced both content-area knowledge and language learning.

Based on those investigations above, most of them did not apply scaffolding talk in Language Center of colleges within various background of students in one class yet. So, this further research will examine the type of scaffolding talk in an English Language Center in order to get the insight of what types of scaffolding talk the teacher use in order to make the students able to communicate in English.

## 2. RESEARCH PROBLEM

This article is designed to find out the types of scaffolding talk used by the English teacher during the teaching-learning process in English Language Center.

## 3. METHOD

### 3.1 Research Design

This study uses a qualitative approach where all the data collected are analyzed qualitatively. This approach is used to overcome social phenomena which in this case is the teacher's scaffolding strategy in the classroom. Besides, it reveals how successful the scaffolding strategy is able to help student in obtaining the pedagogic goals.

The study was conducted in a Language Center in Mojokerto, East Java. This place was chosen by the researcher because the researcher wants to know the scaffolding talk used in this Language Center.

The subject of this study was the students of English class which consist of 20 learners who comes from different department background students and the teacher of English class. The researcher wanted to observe the scaffolding talk which is carrying out by the teacher during teaching-learning process.

In this study, there were some of instruments used. They were an observation sheet, data recording and interview. Those were chosen to answer research questions which need data triangulation that refers to using different method, such as observation, analysis of transcript, and self-report surveys to collect the data. So here, the researchers will analyze the teacher's scaffolding talks performed in classroom discourse into types of scaffolding talks.

Based on Arikunto (2006, p. 146), observation sheet is used to survey the certain subject by using human's senses. It is used to describe the implementation of the strategy and what kind of activities which happened during the teaching-learning process in the classroom. The phenomena observed were including the points about the teacher's activity, the student's activity, material, and the teaching-learning process.

### 3.2 Source and Data of the Study

The source of the data in this study were both from the English teacher and from the students who learns the material. The researcher also used the observation sheet and took notes to get further information about the types of scaffolding talk in English class.

The data of this study is from the result of the observation sheet, data recorded, and the result of the unstructured interview. Then, in order to see the answer the research question, the researcher attempts to use both observation sheet and data recorded while teaching-learning process, and clarified by the data of interview.

### 3.3 Data Collection Technique

The researcher got the data from the result of the observation sheet, the result of recording and teacher interview in the class. The researcher collected the first data using observation sheet. In this study, the observation sheet is an observation in which the researcher only researched the process of teaching and learning process. The researcher used observation sheet in order to get the data in the process of observation. The researcher did not only put check marks on the observation sheet but also watched, paid attention, and wrote the important things on the observation sheet during the implementation of teacher's scaffolding talk.

The second data collection was done by transcribing the recorded data of the interaction in spoken discourse between the teacher and the students. Then, the recorded talks will be divided into three: (1) spoken language, (2) scaffolding talks in English, Indonesia, Javanese and other local

dialects (typed italic), and (3) main talks using theory suggested by Agustien (2002). After that is labeling them into types of scaffolding suggested by wood in Cameron (2001, p. 81) and Turny et al. (1983), such as offering explanation, inviting students participants, bridging, providing learning experiences, providing feedback, reinforcing, modeling etc.

### 3.4 Data Analyzing Technique

In this study, the first data that was the data from observation sheet was analyzed descriptively based on the phenomena occurred when the teaching-learning process. The data from observation sheet were analyzed by reducing the data first and relating into literature review and the theory in order to discard the irrelevant data. Then, the researcher organized and compressed the data into data display. After that, the researcher made a conclusion based on the data.

The second data is from the recording. The data collections of the recording will be transcribing and labeling with the code to make it clear in explaining. It counted in the percentage of occurrence of teacher in using the scaffolding talks. Finally, explain the possible causes triggering the use of certain in the scaffolding talks during the teaching and learning process.

## 4. RESULT AND DISCUSSION

### 4.1 Result

#### 4.1.1 Teacher's Scaffolding Talks during Teaching-Learning Process

Speaker	Teacher's Talk	Division of Teacher's Talk	
		Scaffolding Talks	Main Talks
T	1. Assalamualaikum Wr.Wb.		Assalamualaikum Wr.Wb.
	2. Good morning class. How are you?		Good morning class. How are you?
	3. Oke I think we can start our lesson without waiting for the other students because it has already 10 minutes late.		Oke I think we can start our lesson without waiting for the other students because it has already 10 minutes late.
	1. Before that I will check your attendant list.		Before that I will check you attendant list.
	2. Ya class, our material today is about shopping.		Ya class, our material today is about shopping.
	6. Everybody tahu kan arti shopping? Yang cewek cewek ini biasanya terdepan masalah ini.		Everybody tahu kan arti shopping? Yang cewek cewek ini biasanya terdepan masalah ini.
	7. Oke, talking about shopping, where is your favourite place to shop? dan barang apa yang biasanya kalian beli?		Oke, talking about shopping, where is your favourite place to shop? dan barang apa yang biasanya kalian beli?
	8. What about you, Desy?		What about you, Desy?
	9. Anybody has ever buy T-shirt on a traditional market? Yudi?		Anybody has ever buy T-shirt on a traditional market? Yudi?
	10. Oke fine, that is what we are going to discuss today. Like what I've told you that we are going to learn about how to shop.	Oke fine that is what we are going to discuss today. Like what I've told you that we are going to learn about how to shop.	
	11. So it is better for you to listen carefully to the audio about the way how to shop	So it is better for you to listen carefully to the audio about the way how to shop	

	and in a modern mart and traditional market.	and in a modern mart and traditional market.	
	12. Selain itu coba dimengerti ungkapan ungkapan yang diucapkan oleh pembeli dan penjualnya.	Selain itu coba dimengerti ungkapan ungkapan yang diucapkan oleh pembeli dan penjualnya.	
	13. What does the buyer wants to buy?	What does the buyer wants to buy?	
	14. Good. How about poin 2. Rina can you please read and answer?	Good. How about poin 2. Rina can you please read and answer?	
	15. Very good, how do you know it? Kita tau harga 20 pounds tadi dari apa nya?	Very good, how do you know it? Kita tau harga 20 pounds tadi dari apa nya?	
	16. Excellent, so how much sale does the jacket have? 50? 20?	Excellent, so how much sale does the jacket have? 50? 20?	
	17. Exactly, so jika ada keterangan off, seperti tadi 50% off, itu maksudnya adalah diskon 50%.	Exactly, so jika ada keterangan off, seperti tadi 50% off, itu maksudnya adalah diskon 50%.	
	18. Pertanyaan made of maksudnya kan tentang bahan. If it is jacket, biasanya yang agak mahal bahan dari apa?	Pertanyaan made of maksudnya kan tentang bahan. If it is jacket, biasanya yang agak mahal bahan dari apa?	
	19. Good, so what is kulit in English?	Good, so what is kulit in English?	
	20. Ya, it is not skin, skin memang kulit, untuk kulit kita misalnya, jadi our skin. Kalau untuk pakaian seperti jacket kita pakai istilah? apa? Leather!	Ya, it is not skin, skin memang kulit, untuk kulit kita misalnya, jadi our skin. Kalau untuk pakaian seperti jacket kita pakai istilah? apa? Leather!	
	21. What size, menanyakan ukuran bajunya ya.	What size, menanyakan ukuran bajunya ya.	
	22. The last question, How much does Carlos spend? Ingat tadi ada yg diskon ya harganya. How much, menanyakan harga barang nya, total yang harus dibayar kalau ini.	The last question, How much does Carlos spend? Ingat tadi ada yg diskon ya harganya. How much, menanyakan harga barang nya, total yang harus dibayar kalau ini.	
	23. Well done. So what can you conclude from the dialogue between the shop assistant and the customer? Bagaimana cara offer service dari shop assistant pada awalnya? By saying?	Well done. So what can you conclude from the dialogue between the shop assistant and the customer? Bagaimana cara offer service dari shop assistant pada awalnya? By saying?	
	24. Baik, ada istilah discount, sale, off missal tadi 50% off. Ya dan biasanya untuk semua istilah itu seringkali kita temukan di department store yang cukup besar ya.	Baik, ada istilah discount, sale, off missal tadi 50% off. Ya dan biasanya untuk semua istilah itu seringkali kita temukan di department store yang cukup besar ya.	



	25. If there is something you still do not understand you may ask me.	If there is something you still do not understand you may ask me.	
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#### 4.1.2 The Total Amount and Percentage of Teacher's Scaffolding Talks

No.	Types of Scaffolding	The Total Amount of Teacher's Scaffolding Talks Types	The Percentage of Teacher's Scaffolding Talk Types ( % )
1.	Stating the goal	5	20%
2.	Gaining Attention	10	40%
3.	Prompting	3	12%
4.	Modeling	12	48%
5.	Directing	9	36%
6.	Explaining	16	64%
7.	Inviting Student's Participation	20	80%
8.	Questioning	23	92%
9.	Clarifying Student's Understanding	23	92%
10.	Developing Student's Understanding	22	88%
11.	Reinforcing	4	16%
12.	Making Emphasis	18	72%
13.	Making Links	15	60%
14.	Reviewing	5	20%
15.	Evaluating	20	80%
16.	Showing Desired Solution	14	56%
	<b>Total</b>	219	876%

**Note:** The Percentage of Teacher's Scaffolding Talk Types (%) =  $\frac{\text{The total amount of teacher's scaffolding talk}}{\text{Total}} \times 100$

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## 4.2 DISCUSSION

### 4.2.1 Types of Scaffolding Talks Carried out by the Teachers

The teacher carries out teacher's scaffolding talks from the beginning until the end of the lesson in the interactive phase. She has relatively similar to types of scaffolding talks. Before the lesson begins she mentioned the goal of the lesson she gave. Furthermore, to motivate the students for their readiness to follow the lesson, the teacher used a strategy that is by attracting the students' attention; i.e. to recall the concepts they have got in order to be easy to catch the new knowledge, deliver some scaffold questioning. It takes more than 80% from the beginning

until the end of the teaching-learning process. It means that the teacher guided the students by asking many questions and clarifying the student's answer to achieve the desired expressions of the students. The teacher would likely elicit the students' communication competence by delivering some questions to them, it used to promote involvement, guide the learners toward particular response, guide them to make longer response and check their understanding.

Then the teacher did not forget to ask the students to take part in the lesson throughout the questions given to their students by inviting the students' participation and giving their feedback. She ask the students to answer the question as the teacher wants to check their understanding the new material given. In the explanation's techniques used by the teachers are making link which takes 60%, making emphasis for the essential points throughout repetitions that takes 72%, writing down on the black board and verbal markers.

Furthermore, to develop the students' understanding teacher asked other students to elaborate and to conform their answers and it takes 88%. Here, the teacher stimulated the students to be more and more active in participating the lesson throughout teacher's enthusiasm in praising and expressing the agreement towards the students' responses. Moreover, providing a model is by reading aloud, paraphrasing their answers and making links, bridging the students to reach target language well which takes 48%. Then, the teacher used clear instruction (directing) that takes 36% throughout concrete description and sample assist the students to lessen their confusion and frustration. But, on the other hand, the teacher less using prompting which takes only 12% because she was only focused on the active interaction with doing asking and clarifying between the teacher and the students.

By the end of the lesson, the teacher does not forget to make summary by writing down on the blackboard, repeating the essential points and sometimes involving the students which takes 20%. Then, from the beginning until the end of the lesson, the teacher speak more English than Indonesian. It proves that she is competent to speak English or she has capability in speaking English. The students would be able to speak English, if the teacher speak English. As the students hear the English words more and more at a certain time they have the capability to speak it as a habit. As Piaget says that God endows human being's brain having compartment for the language.

The scaffolding talk used by the teacher in the classroom was because they needed to be assisted to make better English communication since they were from different department background in the classroom, so the competence and the grade were various. Some of the students were capable to communicate in English, some were not.

Furthermore, the stages from stating the goal before the main material given until making summary by the end of the lesson belong to the types of scaffolding talks that the teacher performed during the teaching-learning cycle and the stages to create a classroom discourse from opening to closing activities. In short, there are about 16 types of scaffolding talks found in this study, among others: stating the goal (20%), gaining the students' attention (40%), prompting (12%), modelling (48%), making emphasis (72%), making links (60%), prompting (12%), providing clear direction/directing (36%), explaining (64%), inviting students' participation (80%), questioning (92%), clarifying the students' understanding/providing feedback (92%), developing students' understanding (88%), reinforcing (16%), providing desired solution (56%), making summary/evaluating (80%).

## 5. CONCLUSION AND SUGGESTION

Based on the data analysis, it can be seen that there are some scaffolding talk there are twelve types of teachers' scaffolding talks found in the English teaching process. They are questioning, directing, explaining, clarifying, inviting students' participation, reviewing, modeling, reinforcing, gaining attention, prompting, stating the goal, and evaluating. It means that the teacher really assists the student to create a well English communication in class. The questioning and clarifying were mostly used by the teacher in order to elicit the students' communication and help them to make longer response as well as check their understanding of the lesson that day. The scaffolding talk of the teacher was as a guide for the students in creating good communication.

It is advisable for the teacher to be able to choose the scaffolding talks properly in order that the students are not bored and not frustrated, they have to make efforts not to give the explanation and not to answer their own questions most of the time. To solve this problem it is better if they give more variety of process types not only questioning and clarifying dominated in the classroom discourse but balance to each other as well.

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# Using Video Recording to Achieve the Speaking Skill in English Class

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## ABSTRACT

This research examined how far ICT influenced to the language learners in speaking ability it caused that some factors hinders them giving a successful in oral presentation. Furthermore, through the video recorded students took advantages for their performance. The data were gathered from qualitative on each student motivation and quantitative for the percentage preliminary study to their posttest. In this study, researcher choose classroom action research method which conducted in two cycles in getting better achieving in speaking performance. The subjects assisted WhatsApp groups as a means of peer back learning in students discussion when students and teacher outside of the class. Students are allowed to know details of aspects of the assessment of the speaking ability. Teachers emphasized to the aspects whose score is below the standard criteria to get better results. In the result of this study got increasing motivation and achieving in students 'score. Finally students can better present their work in terms of pronunciation, vocabulary, grammar, fluency and comprehension. It proved that from the assessment of the first observation of speech and observation after treatment. The students' video demonstration also helps the students deal with English presentation because it helped the students achieve their performance and increase their confidence.

**Keywords:** *speaking skill, video recording, achievement, motivation, confidence*

## 1. INTRODUCTION

Concerning to the language learning focus of students, teacher have to enrich their self in many aspects. In this study, teacher as researcher combined the ICT and student skill in speaking English. Teacher combined that matters means that learning language is not limit on one source as the media but also many medias that can use to increase the achievement as well. Technology development is the one of media which is familiar in teenage. Greger et al, 2007 concluded that combination of technologies is especially beneficial for raising language awareness and focus on form. Means that to invite student's focus in language learning it could create some programs combining technology and language learning material. In this study teacher takes advantage of smartphone as the media. WhatsApp is one of the application on the net media which effective way to take communication student and teacher in the process. Although text chat has value for writing, as discusses earlier, it is also employed to enhance oral production (Okuyama, 2005; Payne & Whitney, 2002) Payne and his colleagues have conducted a number of studies that demonstrate that real-time conversational exchange via text may directly develop L2 speaking ability (Payne & Ross, 2005) in this work, Levelt's (1989) model of cognitive processing provides an important theoretical argument for bridging the gap, and explaining the relationship between oral and written production.

Through “The Use Of Speech Through Video Recording To Represent The Students’ Speaking Skills”, Hidayati Anik 2015, she revealed that in her research got students feel improvement for the speakings’ skill when the assignment is conducting via speech through video recording, it got from her observation and interview. Also through her research she got the dominant aspect skills in her assessing observation, it is a comprehension total score 64, means that students could understand word by word what they talked. So based on the previous study, supported teacher implement this kind of strategy to her students, to know how far the video recorded could influence student’s motivation and could improve achievement in speaking skills.

This researched embarked from the findings of a preliminary research conducted by the writer on student of XII TGB 2 of the SMK Negeri Kudu Jombang. First it was found that the students comprising of various social background which some character of them in their study. It was indicated they have various on their achieving in English learning. Often, they were nervous and lost confidence although they had prepared for their performance. According to the assessment aspect of speaking skill, some of them forgot on pronunciation, grammar, fluency and comprehension.

As Jack, Ricard (1990) says that “The mastery of speaking skills in English is a priority for many second or foreign language learners”. It means that students must be better in their improving in their English speaking. Furthermore, teaching speaking English must be focused on how the student needed. Analyzed hinders factor on speaking and repaired it well. So that, some reasons in how they produced a speech could solve by repaired their mistake.

Recording video had chosen as the effective media in their performance of speaking task. Speech is express the main in the base of words that shown to many people to discourse that prepare to say in front of many people (Sugiyono, 1990: 681). Generally, speech is shown from the people or the group of people to ask celebrate, to accept visitor, to celebrate festal day, etc (Karomami, 2011: 12). Through recording video student would active to improve their listening skill beside their speaking skill as the purpose of this study. They could take many ways to record and replay as they want.

Similar with the research of Hidayati, Anik titled *The Use of Speech Through Video Recording To Represent The Students’ Speaking Skills* that concluded that using an assessment speech through video recording, the students relatively had good understanding and comprehension of what they were talking to in the speech. So in this research the writer starting research to her students in the same way, in order to get the better achievement. It begin from preliminary study that conducted on the first meeting by observing student in their presentation of speaking. Also to their motivation and their speaking score. Based on the preliminary observation on student achievement and motivation it indicated some problems in the teaching of speaking. The scores resulted from the speaking performance in the preliminary study was 47,33% on the average. The data resulted from the students’ questionnaires in the preliminary study was revealed that most of students (53,3%) quite didnt like speaking class, 33% of the students did not like the class, and only 6,6% or only one student liked the class.

Teacher as the researcher conduct this action research to fix the speaking skill of students into the better one. In this study, teacher aims the study combine some the technology

approaches which is familiar among students. Second reason in ICT usage is also means to improve students motivation in their speaking skill. The researcher needs to know how interest student in improving speaking skill into video recorded. Therefore, this study attempted to answer research question: 1). How can video recording improve students' speaking skills?

## 2. METHOD

To answer the research question, according to Latief (2000) Classroom Action Research for English subject is to develop a strategy or English learning strategy. In its process, in order to solve the problems that the teachers and students get in the classroom. Class Room Research is a reflective process which helps a teacher to explore and examine aspects of teaching and learning and to take the action to change and improve her teaching practice. In this research the researcher involves in the action teaching and learning process, collecting and analyzing data, also making a conclusion and report. The result of this research is the description of the process in teaching speaking to the students by using asses' student video presenting that they submitted. And in this action research hopes the students get score in their speaking skills achievement gain 20 points compare the implementation of video. Also students show active participation during the implementation of video.

This research conducted during 4 months, starting September until December 2018, starting on September teacher prepare the students with the material of presenting report, doing class observation by task of short speech in small group. In second and third meeting with the teacher guidance, students presenting their speech while teacher observe and assess the score. In forth meeting, teacher give their score and some aspect where they could correct. Based on the 4 aspects students must understand the talk about. At fifth meeting, teacher may start the cycle 1 and tell the strategy of video recording. By the group students can discuss with group and teacher as guidance. And at six meeting students could presenting their speech in front of class and recorded by their friend of their group. With the collaborator, teacher observes the score and start doing interview after the strategy. And it could replay to the next cycle whenever it got fail or will get the score under the minimum criteria. The research is conducted at SMK Negeri Kudu Jombang, 12th Grade proficiency TGB (Technic of Drawing Building) academic year 2017/2018. The total student is 31 students. This action research was done by the researcher in her own classroom. As a teacher, the researcher have solve the problems or improve the quality of their classroom practices to result in her English achievement of the student speaking. Producing the strategy to make an interesting atmosphere in English lesson is the next purpose in this study.

Teacher was begun the class with the task after material explanation as the follow up of the teacher to the students. Based on the assessment of the students, the research starts with observed and identified classroom problems as:

- 1) The student had difficulties in pronunciation, grammar, fluency and comprehension.
- 2) The student was inactive in class because they got uninterested in English lesson.

In this study writer used video as the media to improve the speaking activity in the classroom. The problem was focused on the first semester material at competence "to understand manual" and "reporting report". That material was done in daily activity so that it

is very important teaching in interesting atmosphere. By searches the alternative strategy the teacher discuss with other English language. One best alternative strategy was selected and translating into the lesson plan. All necessary instructional media and assessment instrument developed to the lesson plan.

The teacher as researcher learned well how applied that strategy into the classroom before start the action. Here, the researcher had collaboration with co-teacher to help her in observed and act the scenario. Then the action was started by the collaborator recorded the problems and some information to get the solution in the classroom. The criteria of success of the observation was analyzed and reflex how successfully the strategy solved the problems, included the progress of the score of the students in speaking skill, the increased of the motivation student to participate in the English lesson.

In the action phase, the researcher has divided in two mains cycles: 1). Cycle 1: discussed on the group how to deliver a speech by the step- simulation-performance-reflection; 2) Arranged good presentation – simulation – video recording – reflection. The observation phase, the researcher gathered the data from the reflections, analyzed and interpreted them. The result of preliminary study of students 'score would analyze with speaking performance's score on video recorded. The result of the question are (distributed on the first meeting) which determined how far they learn, what like and dislike in video recording implementation also what the advantages of video recording influenced into their English speaking. The result of the questionnaire was then compared with the preliminary study in order to find correlation.

### 3. FINDINGS AND DISCUSSION

#### 3.1 The Result of Students' Speaking in Cycle 1

This strategy done by recorded student task in front of the class. Student prepared their performance by groups discussed. Teacher guided them in their proceed of discussing. It carried out on the class in two sessions. And finally student could performed in front of class and the group started record the presentation each students. The teacher collected data from the student scores; it got by spread the assessment sheet and let the students assessed their friend performance. Passed students' performance in two sessions, teacher used questionnaire as measurement in students' satisfactory in this phase.

**TABLE 1.** Results of Cycle 1

Category	Total Students' Frequency				Compre hension	Total
	Fleuncy	Grammar	Pronunciation	Vocabulary		
4	0	0	1	0	0	1
3	6	9	10	9	7	41
2	24	22	22	23	23	114
1	3	2	0	1	3	9

After observed the result, from 33 students it got 75% the lower score on how they difficult to understand due to there are problems with pronunciation and they need to repeat the words. Means that, their comprehension has influence with their fluency. 25% have problems in their pronunciation due to misunderstanding in each word. Means that correlation

between grammar and pronunciation is important in fluency. It needs more practice and concentration.

TABLE 2. THE QUESTIONNAIRE RESULT OF CYCLE 1

NO	QUESTIONARE	RESPONSE	
1.	What is your opinion of the using video recorded speaking task?	15 positives	18 negatives
2.	What did you like in the using Video recorded speaking task?	27 positives	6 negatives
3.	What did you dislike in the using of video recorded speaking task?	10 positives	13 negatives
4.	What advantage did you get from the using of video recorded task?	15 positives	18 negatives
5.	How the impression after doing video is recorded speaking task?	7 positives	26 negatives

Based on analyzed the question result it got more negatives responses from the cycle 1. Means that preparation of students in their group couldn't show positivizes. Some reasons said that limited time be a problems, cooperation between students couldn't they got in some groups. In video performance problem got that student decreased confident because of unready performance. It caused the bad preparation influence to their performance at all.

According to these result above it reflected that preparation of the students in some aspects of speaking there are grammar, vocabulary, grammar, pronunciation, fluency and comprehension had to more emphasize by teacher guide. In order students could got the perfect performance and confidence in front of camera. Teacher concluded that this strategy needed more improvement in some aspects to increase motivation of the student. There are comprehend and fluency in its teaching way. So based on data analyzed this phase should continue to the cycle 2 for better result.

### 3.2 The Result of Students' Speaking Skills in Cycle 2

Continued the cycle 1 reflection, started the new planned in cycle two, teacher as researcher implemented the strategy on speaking task used whatsapp group as peer feedback. Student could connect to the teacher all the time they wanted to discuss their task, so that limited time could handle it well. Also teacher could control group management into whatsapp group. These precede need two seasons treated students into perfect preparation. When students preparation ready to perform they could record by their passion, meant that place and time they could manage by their selves. The passion could influence their achievement and confidence.

TABLE 3. THE RESULT OF STUDENT ACHIEVEMENT AT CYCLE 2

CATEGO RY	TOTAL STUDENTS FREQUENCY				COMPR EHENSI ON	TOTAL
	FLUENCY	GRAMMA R	PRONOUNCIAT ION	VOCABULA RY		
5 (excellent)	0	0	0	0	0	0
4 (Good)	3	1	4	1	8	17
3 (Medium)	28	29	27	30	25	139



<b>2 (Less)</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>
<b>1 (Poor)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

In this phase of analyzed the data it got the significant progress from student score also the result of questionnaire showed that students prefer the video recorded to without media in their performed. It meant that this strategy was able to implementing to the students. Based on reading number, the score of medium more than the fewer score, means that the achievement of the students in this cycle could increase because of this strategy. They could pronounce their word clearly, in grammar teacher got lower mistake; student could talk fluently because some of them could understand they talk. It showed from how they explained step by step what they presented.

**TABLE 3. THE QUESTIONARE RESULT OF CYCLE 2**

<b>NO</b>	<b>QUESTIONARE</b>	<b>RESPONSE</b>	
1.	What is your opinion of the using video recorded speaking task?	33 positives	0 negative
2.	What did you like in the using Video recorded speaking task?	30 positives	3 negatives
3.	What did you dislike in the using of video recorded speaking task?	2 positives	31 negatives
4.	What advantage did you get from the using of video recorded task?	28 positives	5 negatives
5.	How the impression after doing video is recorded speaking task?	31 positives	2 negatives

Concluding the questionnaire data, it got the achievement of the research in students' motivation. It showed that video recorded strategy that done by student selves it more motivated them performed more than in front of the audience. Some advantages got from this strategy; they could more focus on how to pronounce word by word. Besides they could explained contain of the presentation clearly because students could understand what the said. Also student more confident after their record a presentation, it because of perfect preparation.

Teacher and collaborator reflected in this phase that this strategy could help teacher to solve the speaking problems, decrease the motivation of the students and give new atmosphere in the English classroom.

**TABLE 4. T-Test**

<b>One-Sample Statistics</b>				
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
First Speaking Performance	31	10.1290	2.48652	.44659
Post Speaking Performance	31	13.0323	2.85755	.51323

**TABLE 5. THE COMPARISON OF CYCLE 1 AND 2**

One-Sample Test						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
First Speaking Performance	22.681	30	.000	10.12903	9.2170	11.0411
Post speaking Performance	25.393	30	.000	13.03226	11.9841	14.0804

Table One-Sample Test shows that Sig. observed value is .000 which is below .05. This means that the First Speaking Performance (the before) and Post Speaking Performance (the after) are significantly different. Looking at the means (10.12903 & 13.03226) of the two performances, it can be seen that post speaking performance (the after) is higher than the preliminary Speaking Performance (the before). Thus, the null hypothesis is rejected (the null hypothesis states that there is no difference between the mean of First Speaking Performance (the before) and Post Speaking Performance (the after)). In other words, the data support the action hypothesis, i.e. video recorded strategy can improve students' speaking performance/ability to make a spoken report text.

#### 4. CONCLUSION AND SUGGESTION

The conclusion can be drawn that messages, more learned time of them to make communication to the teacher more motivated them to do their task, more prepared their speaking task more they created a good performance in their speaking task. It means that this strategy has some advantages in English class so that students could learn the positive things how to use ICT and disregarded unimportant things. Students could focus on each component of speaking clearly in the right usage. No limitation communicates to the teacher in consultation of speaking problems. Whatsapp enabled students to have a good comprehension in speaking preparation. Increased confidence on their speaking performance, due to video recorded are made by student selves. They could prepare a speech in much times until it be better one.

Therefore beneficial for teacher is consist of; teacher could use the strategy for other classes, through Whatsapp teacher could controlled and monitored class easily. Besides this strategy could achieve aims of learning it could be teacher's reference to conduct more research on new concepts in ICT. Also teacher attempt to reveal that Whatsapp chat has other function in monitoring students in distance. As a researcher it is imperative that we give great attention to the fact that unprepared performance does not exist among the students and we need to train the students to record their performance in video.

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# Students' Social skill Development in Learning Process: Integrating Digital Media in EFL Teaching

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## ABSTRACT

In EFL learning, students not only learn the language but also they learn how to interact and use the language. This interaction leads them to their social skill development. Besides, this social skill helps them to achieve the target language. However, students are not always sociable. They have their own learning characteristics. In this case, promoting students to develop their social skills will assist them to a better learning. Integrating digital media in teaching and learning activities utilized students to cooperatively work upon the learning objective. This study aimed at assisting students to build their social skill when learning English more meaningful. This study was done qualitatively involving senior high school student. To gain the data, this study used observation and questionnaire. The findings of the study showed that students developed their social skills to work cooperatively, respect others' different argument, increase their responsibility, and interact positively. Their individual social skills presented that they were responsible, responsive, interactive, respectful, and accountable. At last, this study also revealed that the students gained their self motivation.

## 1. INTRODUCTION

Teaching English is challenging for many teachers in schools especially English as a foreign language (EFL Teaching). Hindi (cited in Pathan, Khaiyali, & Marayi, 2016) states that teaching English as a foreign or a second language gives a challenge for teachers whether they are beginner or experienced. Teaching EFL requires teacher's good teaching skills. Furthermore, the teacher need to consider some teaching aspects, for instance; the use of media, teaching methods and understanding students' characters. Considering to these aspects, determining which one is the major concern leads to bring the students' achievement. It's of course teachers' duty. Some students might have difficulties in interpreting the language they use. To help them better to understand the language is that to have teaching aids. Thus, selecting appropriate teaching aids is purposively intended to helps teachers successfully achieve the learning target. In fact, many teachers still find the difficulties to use the media during the learning process. In fact, some of the problematic aspects for many EFL school teachers are the lack of technologies used and teaching aids in teaching (Pathan, Khaiyali, & Marayi, 2016). Some

EFL teachers are not native to the use of technology in transforming and transferring the knowledge to the students.

Within the learning process, the main focus teaching and learning process is not only on the teachers, but also how the learners learn their best way. In learning language, students need to be active and communicative to use the language. They should be familiar with the language they learnt. Mphlae and Mhlauli (2018) argue that an academic performance can be improved by the students involvement in learning. The teacher should give a chance to the students to be active during the learning process, and involve them especially use the language to communicate and interaction with other. On the other hand, learning process happens when the learning is associated with the environment condition ( Crow & Tian, 2006). Thus, the students need to deal with their learning environment. They need to be sociable with others to understand their environment and help them maintain their academic achievement. In addition, this way of thinking will trigger students' social skill development.

Tallat (2010) defines social skills as the cognitive functions and specific verbal and nonverbal behaviors that an individual engages in the interaction with others, including both verbal and nonverbal skills. Social skills are most often defines as a set of skills that allows us to communicate, relate and socialize with others. In relation to learners' interaction pattern based on Vygotsky's theory, the interaction between students in small groups allows children to acquire skills and to giving an understanding to them that they could not reach something by themselves, the social interaction that is created in small groups causes cognitive growth in students and leads to improvement in learning achievement (cited in Mafra, 2015). Building an interaction with others is very important in learning process. During process of learning, students are supposed to be sociable learners since they are engaged in learning society but they are not. Thus, learning must be able develop how students interact or how they communicate effectively with their surroundings.

The use of a media in teaching can be an alternative way to solve this problem. Taiwo (2009) claims that the function of media is assisting teachers to enhance the effectiveness of learning process in a classroom. Indeed, the use of media helps to increase the clarity in communication, diversity in method and so forth, for instance; how the students interact with their learning environment, work cooperatively, exhibit responsibility, and respect others'. In other word, integrating media is needed for helping and supporting the learning process of EFL teaching.

In 21<sup>st</sup> century, the use of online devices, tools and technologies in schools are needed in order to help the students easily achieve their target language. In recent researches, new scienties describe some of these 21st Century skills in a group of schools in the United States in which students have one on one device (i.e. one laptop, netbook, tablet computer, or others mobile-computing device for every student) (McNaughton, 2018). Digital media can also be used to develop instructional materials; teachers can make use of digital media to provide the proper materials for teaching in the classroom. They help students to find learning resources they need and also set their own pace for learning with the enjoyable way. McNaughton further argues that learners' agency and collaborative activity will be enhanced with digital access. Thus, learning by utilizing the development of digital access creates an enjoyable learning experience.

There are more digital Apps or webs based learning. Most of them are addressed to be usefully applied within instructional material in a certain learning, for example; socrative, padlet, and quizlet. Moreover, using digital media in teaching process will also help teachers to build a meaningful learning process, especially in the purpose of enhancing students' social skill. It describes a meaningful learning experience' concept referring to the students' learning processes and various events, activities and circumstances, that they consider to have a special meaning to them (Kostiainen, et al., 2018). More importantly, social skills correspond to social compatibility (Daraeea, Salehi, & Fakhr, 2016). Students'

social skills development involves the ability to create interactions with others in a social background. The students need to build a good relation and communication with their learning environment. Daraeaa, et al., further argue that social skills involve mutual compatibility between a child and the social environment and in relation to peers.

To achieve the goal of social skill development, the students must know and trust each other; build communicate effectively; accept and support each other and resolve conflicts constructively (Gillies, Ashman, & Tarwel, 2008). A great achievement and productivity of the students' social skill will increase significantly when groups function on a long-term basis and complex engagement, free exploratory activity and the interpersonal and small group skills of the students. The base rule of the digital media application is group based discussion. To create and arouse students' social skills, they are engaged in group learning. At last, the great advantage of arousing students' social skills is that teachers are not only able to improve both academic and social functioning of individuals but also increase thier interpersonal classroom circumstance (Siperstein & Rickards cited in Waldron et.al., 2014).

## **2. PROBLEMS**

Teaching students through integrating digital media can be autonomous. Students are able to learn independently. However, involving students to attain and develop their both academic performance and social skill relies on how students can learn and work together with others. Their way of interaction and communication determines students learning characters. Some students were not quite interactive and tended to be passive. Their inactiveness remained unsuccessful learning. Thus, the main purpose of this study was based on the problems of the study that it sought how digital learning could be utilized and maximized in EFL learning to develop students social skills that it contributed to their learning motivation to the learning achievement, especially achieving learning goals.

## **3. METHOD**

As this study aimed at analyzing and describing students' social skill development emerged during teaching learning process in the context of EFL teaching integrated through the use of digital media, it used qualitative research. More importantly, this study focused more on interpreting certain condition of real setting, in this case teaching students' by intergrating digital media (Denzin & Lincolin, 1994). The participants of this study were the second semester of university students, students of English Language Education department. To gain the data as this study needed, observation and questionnaire were used.

Observing students activities related to their social skill was done using observation guide. This observation sought the detail of how students develop their social skill during the learning focusing on; individual and group accountability, responsibility, communication building in terms of interaction and responses, problem-solving, and face-to-face interaction. Meanwhile, to gain students' responses toward their learning process integrated to digital media, questionnaire was addressed to them. It sought deeply on how they perceived on learning activities using digital media to build their social skills. The data gained were then analyzed descriptively to interpret how students develop their social skills.

## **4. ANALYSIS**

As this study aimed at seeking students social skill development during the learning process integrated to the use of digital media, it first identified the types of digital media used. There were 4

digital media based apps used, they were slido, quizlet, socrative, and padlet. Those apps were used in different language skill focus. Among them, it was identified that only one App which was not designed specifically to learning process but the teacher used it instead. Looking at the benefits of these digital media, teachers should be able to manage the class as well as preparation. The preparation covered developing lesson plan and preparing the instructional material within the Apps and of course assessing the internet connection.

In terms of the benefits of technological advance, students tended to rely on their gadget. They felt easy to have their smartphone that it was one of their best resources. Once they were introduced to digital learning, they gained their courage and interest. As it can be seen from their responses toward indicator of this study that was about their perception toward digital learning, it is as follow:

**TABLE 1.** Students' Responses to the Availability of Digital Learning

<b>Indicator</b>	<b>Answer</b>	<b>Percentage</b>
How is your interest toward the availability of digital learning?	Very Interesting	92%
	Interesting	8%
	Less interesting	-
	Not interested	-
Through digital media, it provides effective and efficient learning way	Strongly Agree	81%
	Agree	4%
	Partly Agree	15%
	Disagree	-

Related to the table 1 above, students' interests were really high. It drew their attention that the use of digital media quite interested them. The reason to this was described apparently that more students agreed that what they thought about digital media could better help them save their time of learning. It seems that students' native to technological advance helped them a lot in accessing their learning resources. Furthermore, it psychologically brought them to their positive social – emotional learning perspective that they accepted digital media.

During teaching and learning processes, students were introduced how to use the digital learning. The introduction did not only focus on how students could use the media properly, but also how students could use the media to assist them learn the target language. In terms of utilizing the digital media, students were exposed to learn through building learning communities. They were engaged in group based learning discussion. In this case, the intention was that group based learning motivated students to work collaboratively and cooperatively.



**FIGURE 1.** Brainstorming through Sli.do (An Example of Digital Media Used)

The teacher tried to always involve all the students by inviting them to respond both in group and individual. Based on figure 1, the teacher did brainstorming by inviting the students to respond the instruction displayed in the screen. Here, the teacher used slido App as it had benefit to seek and identify students’ ideas upon the lesson. Students used their individual smartphone to access the App while the teacher showed the screen in the LCD. There was slight different appearance of screen from students’ smartphone from teacher’s screen. Moreover, the screen displayed in students’ smartphone was easy to operate and use. Once the students posted their comments, then these appeared on the slide. Using this way of brainstorming, students interacted with their peers before posting their comments. In fact, students must be responsible of what they did.

During the process, the observation was conducted. The observation covered how students work in groups. As they worked in groups, students expectedly perceived their existence that it triggered their social development. This process of learning required them to communicate and interact among the students. Students’ way of interaction and communication leads to how they performed academic skills. However, students’ activities did not not only focus on how students responded teachers’ instruction of the instructional material, but it rather building students’ communication upon the completion of the tasks. In relation to students’ social skills, the use of digital media facilitated their learning. When groups of students were addressed to tasks, they developed their social skills. These social skills happened in terms of groups association based socio – emotional. They presented the actions of social skills, like face to face interaction, collaboration, cooperation, and individual or group accountability.

**TABLE 2.** Groups’ Social Skills Development

Indicator	Very Weak	Weak	Strong	Very Strong
1. Face to face interaction				√
2. Participating in discussion				√
3. Group Processing			√	
4. Collaborative			√	
5. Being cooperative to problem solving				√

Looking at the result of group observation, it was notified that since they associated with others, students developed their social skills. The role of digital media was that students in groups were challenged to communicate to have problem solving. Their group success depended on other members contribution. In fact, it showed that they intensively interacted among the members. They were reluctantly being selfish and individual. It was no worry that groups’ face to face interaction, their



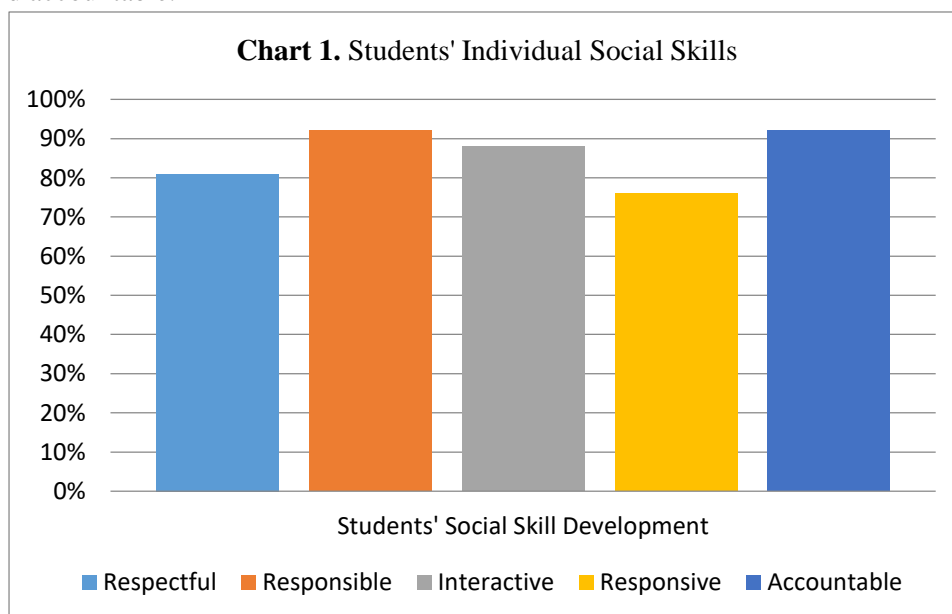
active participation, and being cooperative were very strong. It seemed to be group working failure unless they contributed each other and found the problem solving. One of the evidences showing their solid group work was that when they worked using socrative App. In this App, there was a feature which required their team work and communication, it was space race.



**FIGURE 2.** Space Race Feature from Socrative App

This space race feature asked the students to be able develop their social skills because this feature needed students' collaborative and cooperative working. When the teacher posed a question, students must realized their individual contribution and their own roles in answering the question. Students' team work was measured here. If they had one correct answer, the icon 'plane' departed. However, if they made mistake, they had to start from the beginning. Thus, every member had their prime role that taking a part in group work was the only way out upon the task to achieve group's shared goal.

Meanwhile, as a result of group work discussion, students' individual social skills were also developed as well. Among types of social skill which the students displayed, there were 5 types from students' social skills could be easily identified, they were; respectful, responsible, interactive, responsive, and accountable.



During instructions, students were respectful because they shared the ideas communicatively and they were able to decide the problem solving. The teacher always invited the students to work in groups that the instruction given seemed impossible to be done individually. While being interactive, students were also responsive. They always responded the intructions either from teacher or other members well. Based on the chart above, the findings showed numbers of social skills analysis. More

than 80% of the students showed their respect, 90% was responsible, 87% was interactive, 78% was responsive, and 91% was accountable.

Those development of students' social skills emerged since they were able to play their own roles in a group work during the learning process. It is not neglected that engaging students in instructionals based on digital learning media could give proofs that using digital media was beneficial to improve students social skills. From this study, it was explicitly conveyed that social skills needed to develop inside the academic skills that this skills also determined the level of success of the EFL learning.

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# How We Make Students Actively Involved in Classroom Activities

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## ABSTRACT

As we know that English is a foreign language in Indonesia. So, it is not easy to Indonesian to learn English because Indonesian have their local language as their mother tongue and Bahasa Indonesia as their second language. However, Indonesian curricula put English as one of the main subjects to be mastered by Indonesian students since English is an international language that is used by people all over the world. Moreover, teaching English in remote area is challenging because most of the students think that English won't be useful for their future because they don't have to use English in their daily life. It is even more difficult when we have to teach them grammar. When we teach grammar to our students, we need to modify the method to have joyful instruction to improve the students' motivation in learning English and finally to make them actively involved in the classroom activity. This article discusses some joyful learning activities in teaching grammar as the material that have to be given integrately with the main material, such as transactional and functional text. We hope that these techniques will contribute to shaping the teachers' skill to manage the classroom to be enjoyable and fun.

**Keywords:** *joyful learning, grammar instruction*

## 1. INTRODUCTION

English as one of the main subjects to be mastered by Indonesian students since English is an international language that is used by people all over the world. The history of curriculum development in language teaching like English commences with the concept of syllabus design. Richard (2001) defines a syllabus as arrangement of the content of a course of teaching and lists which are going to be taught and tested. It turns out that the changes in approaches to language teaching are mainly caused by the changes in teaching methods. The development of language teaching methods therefore are as follows: Grammar Translation Method (1800-1900), Direct Method (1890-1930), Structural Method (1930-1960), Reading Method (1920-1950), Audio-Lingual Method (1950-1970), Situational Method (1950-1970), and Communicative Approach (1970-at present) (Richard, 2001:03).

Moreover, teaching English in remote area is challenging because most of the students think that English won't be useful for their future because they don't have to use English in their daily life. It is even more difficult when we have to teach them grammar. When we teach grammar to our students, we need to modify the method to have joyful instruction to improve the students' motivation in learning English and finally to make them actively involved in the classroom activity.

There are some factors influence the development of learning of the students. Dimiyati and Mudjiono (2010:239-254) divides them into two, internal and external. The internal factors come from the students themselves, such as the students' motivation, the students' concentration, the students' habit in study, the students' independence, the students' intelligence etc. While the external factors come from the outer side of the students such as the teachers, the facilities, the government policy, the environment and the curriculum. Those factors can give the positive impact and negative impact to the process of learning and influence the result of learning. Later, we will focus more on the external factors.

Being English teachers in one small high school in a village, MAN 5 Jombang, does not mean that we are not creative in giving the instruction in the classroom. Since our school welcomed some volunteers from Peace Corps Indonesia, the English teachers and the volunteers from United State of America as native speakers of English collaborated some English joyful learning strategies to motivate our students to learn English and finally to achieve the minimum criterion (KKM). We did it because teaching English, especially grammar is a hard thing for the native speaker who didn't know the patterns of grammar such as V1, V2, V3, to be etc. They learn English naturally from they was born. That's why we needed to create the grammar instructions without giving any certain formulas to the students. Hopefully, by touching the students' external factor like this, the students' learning environment will be better.

This article discusses some joyful learning activities in teaching grammar as the material that have to be given integratedly with the main material, such as transactional and functional text. We hope that these techniques will contribute to shaping the teachers' skill to manage the classroom to be enjoyable and fun.

## 2. PROBLEMS

In line with the background, the problem of this study can be formulated as follows: How can the students' involvement in grammar instruction be improved through joyful learning activities in MAN 5 Jombang? This problem can be developed into two sub questions:

- 1) What are the joyful learning strategies in grammar conducted in MAN 5 Jombang?
- 2) How is the joyful learning strategies conducted in MAN 5 Jombang?
- 3) How is the result of joyful learning implementation conducted in MAN 5 Jombang?

## 3. METHODS

This research is ex post facto. Ex post facto research is a study conducted to examine the events that have occurred and then collapsed backwards to include the data to find the factors that precede or determine possible causes of the events under the study (Sugiono, 2005).

The design of this study was descriptive qualitative research which focuses on a particular teaching strategies in teaching grammar. Qualitative research relies primarily on the collection of qualitative data for instance non numeric data such as words and pictures (Susanto, 2010).

The subject of the study is the eleventh grade students of MAN 5 Jombang. The writer used observation to get the qualitative data and questionnaire to gain the students' opinion about the practice of the teaching grammar. The observation sheet digged up the data of the students' participation and motivation and the questionnaire which is used to get the students' opinion is in the form of closed ended questions (yes/no)

#### 4. DISCUSSION

Here are some joyful learning activity in grammar teaching that the writers' had done in our classroom. We would like to share four strategies that we think were successfully implemented in making the students actively involved during the instruction happened.

##### 4.1 Bingo

Bingo is a popular game for kids. Using bingo to teach English might sound like a strange idea. However, using games in EFL lessons is a great way to make classes more fun and keep students entertained ([www.myenglishlanguage.com](http://www.myenglishlanguage.com)). This is a great activity for practicing different ways of teaching grammar. We used this game in "preference" material. The students will face the problem in memorizing the formulas of "preference", for example "like" .... "better than", "prefer" .... "to" and also they have to know what kind of verb used in certain preference.

Commonly, teaching grammar will focus on writing skill, but in this case we focused on speaking skill to make students understand the material unconsciously by making them spoke the preference statement orally.

THE SYNTAXS OF BINGO PREFERENCE

Teacher's Activity	Students' Activity
1. Explain the rules of Bingo and draw a giant bingo board on the board.	1. Draw a Bingo board in notebook.
2. Read each of the question cards aloud, allowing time for students to record individual preferences. Write both choices in giant Bingo board until every box is filled in.	2. Listen to the choices for each question. Write each individual preference in any box until all boxes are filled in.
3. Randomly select individual students to pick a question card, read out loud, and express his/her own preference to that particular question.	3. Take turns reading question card out loud, then giving individual preference. Use the same form of preference that's in the question. One card per students. Students whose response matches that of the reader can mark that square.
4. Go around the room with the questions until someone yells BINGO!	4. Once 5 squares are marked off in a row, yell BINGO! The winner must read back his/her answers in complete sentences.

Source: *No What What, Volunteers of PC Indonesia 1-4*

From the result of our observation during this Bingo lesson, every students involved in the instruction without worrying to make mistakes. They also practice the formulas of preference while doing this game. Bingo is always fun for our students and everyone ends up participating.

##### 4.2 Jeopardy

Jeopardy is one of TV show games that is very popular in many years. This game challenges the participants to answer the questions based on the topic choosen in variety score made based on the level of difficulty. The more difficult the question it is the more score they will have. But choosing the theme is also a gambling for the participants because if they choose a high score and they answer incorrectly, they will lose their point. The point can start at 10 or 100 points with the easiest questions and end at 50 or 500 for the hardest questions. The topics can be about history, countries, famous

people, fictions or about the material in the instruction like narrative, biography, expository, derivative language or poetry.

The education world has adapted this game in various ways. The teachers usually use Jeopardy to review their material in the end of semester before the students face the semester exam. The class is divided into groups based on the number of row in the class. It can be three or four rows. First question will be chosen by the teacher and answered by the group who raise their hand first. Then, the group will choose the next category if they can answer correctly.

Jeopardy is considered offering affective and cognitive benefits, strengthening classroom dynamics, and fostering adaptability (Lengeling and Malascher:1997). This game can be played both in traditional or modern way, so that if there is something happening to the electronic devices, the teacher still can play this game with white board by providing all questions and answer keys in a piece of paper. But using LCD projector is ofcourse more fun, because all students can see the questions and the answers automatically.

#### THE SYNTAXS OF JEOPARDY

Teacher's Activity	Students' Activity
1. Draw/write Jeopardy on the front board. (We can also make an application in our computer)	1. Break into approximately 4 groups, review notes on pronouns.
2. Explain the rules of he game: One team will select a category and a corresponding value (100, 200, 300, 400, 500) (Ex. "Object pronouns for 300"). Erase the value and write a sentence on the board with a blank (and/or read the question aloud).	2. When the teacher is finished writing the sentence, the first team to raise their hand (slap the desk) tries to answer by filling in the blank. If correct, they get the corresponding points and can select the next question.
3. Lead the game: write the selected question on the board (or read aloud). Pick the team that raises their hand or slaps the desk first. Keep score.	3. Play the game and pay attention to friends' answer. Wait until the teacher calls on a group berfore giving an answer. One student could act as score-keeper.
4. Once all the question have been read, determine which team has the most points and announce the winning team. (Optional: give a small prize to the winning team).	4. Winning team celebrates.

*Source: No What What, Volunteers of PC Indonesia 1-4*

We have done many activity using jeopardy and always found Jeopardy is always give positive impact to our students' motivation in learning the material because this game challenge them to be the winner in the competition. If they want to be the winner, they have to study the material harder. In the end, unconsciously, the students comprehend the material without pushing them to study hard.

#### 4.3 The Scene of the Crime

This game is a simplified version of "Cluedo" board game to practice past simple and past continous. The teacher sets a scene of the murder case and devides the students in groups. One group takes the role of the detective, they are given the question prompts and have to "interrogate" the suspects asking the questions using past. The other groups are given the role of the suspects and are randomly given the "You are guilty/ You are not guilty" slips of paper. Then they have to come up with plausible answers to the detevtives' questions except for the

guilty suspect who has to make a mistake in his alibi report. The detectives try to find the murderer (<http://teacher.org/17460-murder-mystery.html>).

#### THE SYNTAXS OF THE SCENE OF THE CRIME

Teacher's Activity	Students' Activity
1. Draw a landscape on the board or pass out copies of the scene.	1. Copy landscape into journals or look at the copy given.
2. Draw a stick figure of yourself in the scene.	2. Watch and listen.
3. Give A Description Of The Time And Place. (Ex. It Was 3 Pm On Saturday afternoon, and I was sitting on the bench reading a book)	3. Watch and listen.
4. Explain that a crime has been committed. (Ex. As I was sitting there, my bike was stolen.)	4. Watch and listen.
5. Explain that all students were present at the scene of the crime.	5. Create an alibi using the past continuous tense, answering the questions "Where were you?" and "What were you doing?"
6. Walk around checking student work.	6. Draw stick figure self into the "scene of the crime" and write an alibi for that time.
7. Ask students to come to the board and draw themselves into the scene and give their alibis.	7. Go to the board one at a time and explain alibi.
8. After everyone is finished, ask the class to vote on who committed the crime. Choose an alibi that wasn't likely. (Ex. Erman said he was swimming, but I know he cannot swim.)	8. Vote on a criminal.

Source: *No What What, Volunteers of PC Indonesia 1-4*

In our class we changed the case into a stolen case. We chose to have the students work individually rather than working in group. So, this game can be modified based on the students' need and the classroom situation. Our students had a great time playing the game and practising the tenses at the same time.

#### 4.4 Tic Tac Toe

Tic Tac Toe is a quick, fun way to review any number grammar forms or vocabulary words. It builds on higher level thinking skills and provides language practice in various skills—primarily listening, speaking, and reading.

The materials of Tic Tac Toe is the grids premade by the teacher with each square focusing on targeted words, or the teacher can draw it on a whiteboard. The marker is also needed in this case.

#### THE SYNTAXS OF TIC TAC TOE

There are some types of Tic Tac Toe syntaxs, but we will show one of them. They are:

- 1) There are 1 – 4 students per team. Two teams play the game, with one team as Os and the other as Xs.
- 2) The teacher distributes the premade Tic Tac Toe grids, or the students copy them from the board.
- 3) The teams take turns choosing any square to try to score "3 in a row."
- 4) The team jointly makes one sentence with the selected grammar or vocabulary.

- 5) The other team judges the sentence with teacher assistance, if necessary. If correct, the team places the appropriate letter (O or X) in the square. If the sentence is incorrect, the square stays as is.
- 6) The winning team is the first to get “3 in a row” horizontally, vertically, or diagonally (<http://blog.tesol.org/esl-games-esl-tic-tac-toe>).

To make the Tic Tac Toe grids, the teacher can make it on a piece of paper and then copy one per team, or the teacher can have the students draw their own game boards modeled on their notebook after the sample on the board. The teacher suggested to consider placing more difficult language items in the center row going across the puzzle. That way, for a team to win, they will likely need to get a harder item correct.

There are some suggested grammar forms to use based on the material giving in the instruction. They are such as “present tense” to “past tense” (especially the irregular verbs like go, sleep, buy, eat, etc.), “adjective” to “adverb” like slow, happy, fast, extreme, etc., or verbs followed by gerund or infinitive like start, stop, try, dread, forget, etc.

For variation, the students can create their own version of Tic Tac Toe based on a unit of study. For example, homonyms, compound words, possessives, pronouns, interrogative questions, idiom, vocabulary words related to school activity, etc. So, the scope of this game is actually unlimited. Besides playing for fun, the students also can do this game for competition.

Below are the examples of Tic Tac Toe game taken from <http://blog.tesol.org/esl-games-esl-tic-tac-toe>.

#### Example: Adjectives to Adverbs

slow	bad	silent
quick	fast	angry
happy	sweet	extreme

Sentence:

The teacher was extremely happy that the students learned so much English.

slow	bad	silent
quick	fast	angry
happy	sweet	<del>extreme</del>

Correct for the X team!



Tic Tac Toe that we have done in our classroom mostly happened as an addition activity when we want to review the material or strengthen the understanding of the students about some materials. The students always enjoy the activity because they can work together in their group.

## 5. CONCLUSION

From the result of this study, there are some conclusions to answer the research problems. Firstly, There are four joyful learning strategies conducted in MAN 5 Jombang. Those strategies were used to teach grammar. Secondly, We did the joyful learning strategies by modifying the syntax based on the need of the material and the competence of the students. Thirdly, We found the implementation of the four joyful learning strategies can make the students actively involved in the teaching and learning process both individually and grouply.

Considering the importance of making the students involved in the instruction, a suggestion is delivered to the English teachers to be aware of using joyful learning strategies to aim the goal of the teaching and learning. By using the joyful learning strategies, we not only can improve the result of the study but also make the student active during the teaching and learning process.

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# Promoting Students Engagement in Writing Through the Use of Instagram

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## ABSTRACT

This study tries to find out whether the implementation of writing activities through Instagram enables to promote students engagement in writing. Furthermore, this study also tries to describe which stages of SAMR model of technology the writing activities through Instagram are belong to. It is a qualitative study that compares the degree of student's engagement in writing between two classes of tenth graders majoring in hotel accommodation program in one of vocational high schools in Sidoarjo, East Java. Additionally, focus group discussion is also used to get students' opinion about the implementation of writing activities through Instagram. The results showed that industrial class students were more actively engaged in writing activities through Instagram than regular class students. It happened because industrial class students' English was more proficient than regular class students. Additionally, based on SAMR model analysis, the writing activities through Instagram were belong to modification and redefinition stages or as it is called transformation. Unfortunately, the degree of engagement were decreased when similar activities were done for the second time. It happened due to weak force of this online tasks, lack of emotional attachment between the researcher and students, and insufficient time to do the activities. However, students in both classes showed positive attitudes towards the implementation of writing activities through Instagram. Based on the results of focus group discussion, they found the activities interesting and could motivate them more to write in English.

**Keywords:** involvement, mLearning tool, recount text, social media.

## 1. INTRODUCTION

Teaching writing to EFL/ESL students can be a challenging task for teachers. Most of EFL/ESL students find writing tasks as boredom activities since most teachers use conventional activities and strategies in teaching this skill. To add, grammar accuracy, punctuation, choice of words, organization and other writing components they have to fulfill burden them to write, especially when some of the components are not really mastered by them.

There are many ways that English teachers can do to enhance or promote students engagement in writing class. One of them is by using social media like Instagram. Instagram as mLearning tool can be used to teach writing innovatively. It facilitates students to practice their writing through different mode from conventional paper-based writing activities to the digital one. Besides, Instagram serves as an authentic material for students to practice their writing. It happens because most of them use it as medium for their daily social interaction with people. Moreover this digital learning activity meets one of the criteria of 21th century learning that emphasizes the use of technology through Information and Communication Technology (ICT). Additionally, Instagram can be used as to implement SAMR model

designed in which Instagram as part of technology is inserted into the teaching and learning of writing skill. Further information about student involvement in writing class, SAMR model, and Instagram as learning tool for EFL/ESL students is described as follows:

### 1.1. Student Involvement Theory

The term involvement and engagement have the same definition and they are used synonymously. The theory of student's involvement was developed by Alexander Astin in 1984. Astin describes involvement as the amount of physical and psychological energy that the students dedicate to the academic experience (Astin, 1984). The theory states that a more successful student is the one who has more engagement, and the higher the engagement the more the learning he/she experiences. Involvement suggests behavioral component. It is not so much about a person thinks or feels, but what the person does, how he or she behaves, that defines and determines involvement. According to Astin, the involvement theory has five basic principles:

- a. Involvement refers to the investment physical and psychological energy in various objects. If this is connected to online social networks used by the students, it can be stated that students are deeply involved in online social networks. They use both of their physical and psychological mental energy when they use these networks. Therefore, designing and developing different academic courses using online networks, such as for foreign languages, can increase student engagement for example, the student-student and student-teacher interactions and communication for learning activities (Akbari et al., 2016).
- b. Involvement occurs along a continuum. Different students express different degrees of involvement in a given object. And the same students express different degrees of involvement in different objects at different times. In other words, some students are more active than the others and dedicate more time to a specific activity than their classmates. According to Akbari et al. (2016), this principle can be applied to online social networks. Within the interactive environment of online social networks, students may work together with their classmates or friends from other courses both within and outside the regular class hours. Interaction, communication, and collaboration between students and teachers may contribute to a more productive content construction within communities with different (linguistic) needs. In this way, students' involvement can increase along the continuum, and they can learn to communicate with other groups within this continuum.
- c. Involvement has both qualitative and quantitative features. The extent of students' involvement in academic work for example, can be measured quantitatively (how many hours the students spend studying) and qualitatively (whether the students understand and do writing assignments or simply stare at the blank notebook and daydream).
- d. The amount of the student learning and personal development related to any educational program is instantly proportional to the quality and quantity of student involvement in that program. This principle can be broaden to the environment and activities in online social networks, and to different kind of learning activities, whether web-based or non-web-based because this principle suggests both the quantity and quality of students involvement can be expected to influence their learning. (Akbari et al., 2016).

- e. The effectiveness of any educational policy or practice is instantly related to the capacity of that policy or practice to increase student's engagement. Therefore, it is hoped that online social networks will provide effective educational practices because the chances they give to increase student's engagement (Akbari et al., 2016).

Regarding to involvement in language, Svalberg (2009) defines involvement in language as cognitive and/or affective and/or social state and process in which the learner is the agent and language is the object, and may be vehicle (means of communication). Cognitively means the engaged person is alert, paying highly attention, and building his/her own knowledge. Next, affectively means the engaged person has a positive, purposeful, willing, and autonomous characters towards the object (language, the language and/ what it represents). Last, socially means the engaged person is interactive and initiating.

### 1.2. SAMR Model

SAMR is a model designed popularized by Dr. Ruben Puentedura to help educators insert technology into teaching and learning. Schrock (2013) states the model makes teacher possible to design, develop, and insert digital learning experiences that uses technology. Furthermore, the SAMR model is divided into 4 levels (Puentedura, 2013):

- a. **Substitution:** is the direct replacement of existing tools or methods used in traditional classrooms. For example, students using word processors instead of pen and paper to write reports.
- b. **Augmentation:** is when substitution provides more functionality, such as when students who write on a word processor also comment on it or share the document with instructors on Google Docs.
- c. **Modification:** is when parts of the tasks are redesigned, such as implementing collaborative writing using Google Docs and use highlighting and chat functionality to give instant feedback to peers.
- d. **Redefinition:** is the highest level, which allow students to do tasks that were previously implausible in traditional classrooms, such as recording videos to submit as homework and then posting them on social media to ask for feedback from the audience.

The first two levels are called as enhancement, where technology helps in the accomplishment of traditional tasks. While the other two levels are called as transformation, in which the real metamorphosis of the classroom gets its position and technology allows creative tasks, which are very different to those found in traditional classrooms.

### 1.3. Instagram as a learning tool for ESL/EFL students

Instagram is one the popular social media or social networking sites (SNSs) beside facebook and twitter. Instagram itself is defined as one platform of social media which its user can share photos and 15-second video (Handayani, 2015). Next, Al-Ali (2014) describes Instagram as one of the few social media tools originally designed for mobile use through apps. By the use of mobile app, an Instagram user can use various functions in Instagram such as create account, post content (photos or 15-second videos), apply filters, add captions, tag user, add locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed posted by followed accounts, and explore (search for) hashtags or users.

Instagram as social media is actually can be used as learning tool in language classroom. Al-Ali (2014) mentions although Instagram has limited functions but it offers a large amount of contextualized visual data that can provide aids in language learning. These aids are useful because they offer visual elements that can cater to visual learner. In addition, using Instagram in classrooms can help in creating a socially connected community of learners, since the tool itself gives space for students to communicate and socialize with each other beyond classroom limitations.

Furthermore, Wiktor.K, 2012 (as quoted by Mansor and Rahim, 2017) states that Instagram has some important tools that would be benefit for educational purposes related to linguistic intelligence. When teachers upload pictures and share them with their students and ask them to make observations or give feedback, the activity will encourage the students to use their language skills.

There are some previous studies done by scholars about the use of Instagram in teaching writing. First study was conducted by Hopkyns (2013). The results of the study showed that the students perceived the use of Instagram as motivating and engaging. It had encouraged students to spend more time and effort on their paragraph writing. Additionally, there was improvement of students' sensitivity to each other due to the sharing of essential aspects of their identities. Second study about Instagram and writing skill was conducted by Al-Ali (2014). Results on the study showed although students did not show their interest to the activity at first, they gradually welcomed the activity and were encouraged to be creative in completing their writing tasks. Instagram helped them to generate ideas for their writing as well as offered them a learning experience that they enjoyed.

## 2. PROBLEMS

Adapted from a study conducted by Al-Ali (2014), this study tries to find out whether the use of Instagram in writing practices will be able to promote students engagement in writing, to find out whether some levels of SAMR model have been achieved by the students, and to know students' perceptions towards the use of Instagram in writing. Thus, the research questions of the study are conducted as follows:

- a. To what extent does the use of Instagram promote students engagement in writing?
- b. What levels of SAMR model do the students achieve through the use of Instagram in writing class?
- c. What are students' perceptions towards the use of Instagram as a writing activity?

## 3. METHOD

The setting of this study is in one of vocational high schools in Sidoarjo, East Java. The participants are tenth graders of hotel accommodation program that include students from two classes, which are regular class and industrial class. There are 30 students in regular class that consist of 4 male students and 26 female students. Meanwhile, there are 31 students in industrial class that consist of 3 male students and 28 female students.

It is a qualitative study. The researcher uses recount text as a topic for students to write. The writing activity using recount text in Instagram serves as a review for them since it has been taught previously based on the syllabus of English subject for this semester (second semester of 2018). Furthermore, the research data are acquired through students' activities observation in Instagram that includes students' action in following the researcher's account,

students' action in posting pictures, students' action in writing recount text through Instagram, and students' action in giving feedback, comments and 'like' for their friends' writing. Next, the researcher is also videotapping the activity in the classroom by the help of the class teacher to find out students' attitude and behavior towards the implementation of the activities. To add, focus group discussion which is done through Instagram, is also used to know students' opinion for the implementation of the activities and to ask for suggestions for the better implementation in the future.

The analysis of recount text writing through Instagram is done by analyzing the number of students who engage in the writing activities, the comparison of sentences length posted based on the number of sentences required by the researcher, students' comments, and 'like' given by their classmates for the writing that they have posted. The SAMR model is used to analyze students' writing to decide which levels of technology do the students' writing belong to.

#### 4. DISCUSSION

##### 4.1. The degree of students engagement in writing through Instagram

Based on the researcher's plans, the writing activities by the use of Instagram were conducted through three learning activities. The information about the learning activities can be seen as follows:

**TABLE 4.1** Instagram as the mLearning tool for three learning activities

Activity	Language Skills	Learning Tools	Learning Tasks
Activity 1		Instagram	Post ten pictures to Instagram.
Activity 2	Speaking skill	Instagram	Present a presentation using five pictures in Instagram.
	Writing skill	Instagram	Browse pictures from Instagram and choose one to be generated into a story. Create a story and post it with the picture to Instagram
Activity 3		Instagram	Post a picture to Instagram.
	Writing skill		Create a story and post it with the picture to Instagram

Consequently, student's engagement in writing activities cannot be seen from students' writing in Instagram only, but it has to be seen from the very first activity that students involved in posting pictures to their accounts to the last activity of creating the paragraphs of recounts text using the pictures they have chosen. The details information of each activity implementation together with student's engagement in each activity are stated as follow:

##### a. Activity 1

In this part, students from both classes were offered to make new account for the project. It was done to avoid students' feeling of being ashamed because their works would be seen not only by the researcher and their classmates, but also publicly. Surprisingly, most students from both classes did not mind to use their personal accounts for this project. They were also asked to follow each other's accounts as well as the researcher's account. Here, the researcher made new account specifically for this project so that the researcher could deeply observe and involve

into the students activities. Next, the students were asked to post ten pictures of their activities in a week and add unique hashtags to the pictures. Based on the researcher's observation of student's engagement of this activity, only some students from both classes actively posted pictures and give unique hashtags to their pictures. Other students chose to use the pictures from the last two weeks of their posting time or just started to post in the second meeting of activity 2 after they were asked by the researcher to do it.

Those different reactions given by students to the task meet one of Astin's principles which is involvement occurs along a continuum, in which different students express different degrees of involvement in a given object. Thus, the students who posted the pictures based on the task devoted more time to the task as their active involvement than those who did not post any pictures or posted the pictures just directly after the researcher asked them for the second time.

**b. Activity 2**

Here, students were asked to choose 5 from 10 pictures they had posted that they liked most or they thought interesting to tell. After they chose the pictures they had to work in group and take turn presented short explanation about the pictures to their friends in the same group. Regarding to students attitude towards this activity, the results showed that industrial class students showed more active involvement than regular class students. The behavior and body language of industrial class students showed they were interested to take part in the activity. On the other hand, regular class students showed low interest towards the activity. Most of them need to be forced and encourage to speak, while few of them kept silent and sometimes did not focus to the activity because they were daydreaming during the activity. Based on Svalberg's theory of involvement in language (2009), it was clear that students in industrial class were more affectively involved than the students in regular class. They were more willing, purposeful, and showed more positive autonomous character better than the students in regular class.

Furthermore, after they had finished presenting the pictures, their friends in the same group must choose one picture for the presenters to develop it into recount text. The students were asked to write a paragraph that consisted of 5-10 sentences about their activities in the picture. The researcher would not assess their writing, but only counted the number of sentences students wrote in their paragraph to find out whether they met the required sentences asked that can be a reference to know the degree of student's engagement in the writing activity. The number of students engaged in this activity was different from the two classes. There were 23 students out of 30 in regular class participated. While there were 29 students out of 31 in industrial class participated. This again, indicated students in industrial class affectively more engaged than students in regular class. The analysis results for the number of sentences composed in students' paragraph showed that most number of students' sentences in both classes met the required total number of sentences asked by the researcher. However, there were still few writing that did not meet the requirement. Moreover, students in industrial class wrote more sentences than students in regular class. Based on Svalberg's theory of involvement in language (2009), it indicated that students in industrial class were cognitively higher than

students in regular class. Additionally, students in industrial class developed their recount text better than students in regular class.

In terms of giving feedback and comments, students in both classes showed little involvement in doing so. They preferred to use 'like' icon to show their appraisal for their friends' writing. Based on social language involvement (Svalberg, 2009), students from both classes showed low social engagement to the activity especially because they showed little interaction in communicating through Instagram. It could be happened because they were not used to show their opinions in English. They had many ideas and opinions to share but they could not get the right sentences to express them. However, the researcher still gave comments and feedback for students' work to give them more confidence and guts to write more in English.

**c. Activity 3**

In activity 3 the researcher asked students in both classes to post a picture of their activity at school and wrote a paragraph of recount text to tell about the activity. Unfortunately the number of students that engaged in this activity were decreasing from both classes. In regular class, from 30 students only 10 students involved, while in industrial class from 31 students only 23 students involved. It showed the decrease of affective language involvement from both classes since it seemed that most of them were not willing to involve in the activity anymore. However, students in both classes wrote more sentences than what they had done previously. It showed that cognitively their language involvement increased. They were more paying attention and devoting themselves to the task given. To add, it can be seen that they were also more confident to write. However, they still showed little social engagement in giving feedback or comments to their friends' work. This of course, will be the teacher's job in the future to make the students get use to in sharing their opinions in English.

The difference of students engagement degrees in both classes, which were different degrees of physical and psychological energies devoted to the activity, happened because of many factors. One of the factors was the difference of students' English proficiency in both classes. Students in regular class showed lower proficiency than the students in industrial class. This led to their difficulty in doing the tasks and their low active participation to the writing activities through Instagram.

Meanwhile, the decrease of student's involvement in activity 3 happened due to the weak power of online tasks to force or encourage students to do them. It seemed that face to face interaction between the teacher and students is still powerful in leading or forcing the students to do the tasks. Next, lack of emotional attachment between the students and the researcher also led to low engagement of the activities. Since the researcher was not their class teacher, the students did not feel any obligation to do the tasks. Last, short meetings in the promotion of Instagram as a learning tool for writing was also the factor of student's low involvement in writing activities through Instagram since they were not introduced enough the importance of using Instagram in language learning. Therefore, they did not really get the benefits of using Instagram to assist them in language learning.



#### 4.2. Levels of SAMR model achieved by students in writing through Instagram

The results of SAMR model analysis in students' writing showed that the works were classified into modification and redefinition stages as it is called transformation level (Puentedura, 2013). Details classification of the stages can be seen through the table below:

**TABLE 4.2** Analysis of learning activities using the SAMR model

Activity	Learning Tools	Learning Tasks	SAMR Classification
Activity 1	Instagram	Post ten pictures to Instagram.	Redefinition
Activity 2	Instagram	Present a presentation using five pictures in Instagram.	Modification
		Browse pictures from Instagram and choose one to be generated into a story.	Modification
		Create a story and post it with the picture to Instagram	Modification
Activity 3	Instagram	Post a picture to Instagram.	Redefinition
		Create a story and post it with the picture to Instagram	Modification

Using Instagram as learning tool for activity 1 and 3, in which the students were asked to post pictures to their Instagram accounts, provided active learning and redefined the learning activities since the students were obliged to generate and develop their own ideas for their writing task based on the picture they had posted. The use of unique hashtag for the picture gave chance for the content to be publicly shared so that it can be directly given comments or feedback online.

Next, learning activities that belong to modification stages include; presentation using pictures in Instagram, browse pictures from Instagram, and created stories based on the pictures chosen and post it in students' Instagram accounts. Presentation using pictures in Instagram is the modification of usual presentation using words processor or Microsoft PowerPoint. Here the audiences could directly browse the presenter's account to see more detail about the pictures that he/she presented. The browsing activity also belong to modification stage since students browsed content generated from Instagram of their own personal experiences rather than browsing from other sources such as google search in order they could be more familiar with the content that will be developed into a paragraph later on. Last, the activity of creating story through Instagram was done to modify the writing activities that most students do through their blogs on the internet. They could directly see their followers' comments about their stories through Instagram notification in their mobile phone apps.

#### 4.3 Students' perception towards the use of Instagram in writing

Focus group discussion was used to get students' opinion in the implementation of Instagram for writing activities. The researcher designed five simple questions for students to answer and post the questions to the researcher's account as caption. The researcher notified the students about the discussion by mentioning the students' account. There were 30 students involved in this discussion. Ten students were from regular class while 20 students were from industrial class

The results of the focus group discussion showed students' positive attitudes towards the implementation of Instagram as writing activities. Students found writing activities through Instagram as enjoyable one. They also thought that Instagram can help and motivate them better in learning English. They also interested to use Instagram as medium for them to learn other English skills. As for the suggestion for future implementation most of them suggested to insert video in Instagram to learn speaking and listening skills. Below are the examples of student's answers (translated from Bahasa Indonesia) from focus group discussion questions:

SR5: "I really like this activity since it motivates me to write more in English. It also helps me to fix the mistakes that I did in my writing when I read the correct sentences in someone's caption. I hope someday video to practice listening and speaking skills will also be added."

SI 7: "I think writing activity through Instagram is more fun than usual writing activities. It can motivate me to learn English better as well as motivate me to make captions in English. I want to learn other skills like listening and reading through Instagram, so maybe someday video can be inserted to support the learning activity."

## 5. CONCLUSION

Students from both classes showed different degrees of engagement in writing through the use of Instagram, in which industrial class students showed higher engagement than regular class students. The decrease engagement from both classes in activity 3 happened due to some factors such as students' low obligation feeling of online learning tasks, lack of emotional attachment between the students and the researcher, and insufficient time used to promote the writing activities through Instagram. Furthermore, based on the SMAR model analysis, the activities of taking and posting pictures in Instagram as well as writing recount text through Instagram apps based on the pictures posted in Instagram are classified into redefinition and modification stages. Last, the results of focus group discussion showed students' positive attitudes towards the use of Instagram as writing activities. Further studies on the use of Instagram to teach other English skills need to be conducted to see if there are significance differences or similarities of students involvement compared to this study.

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**APPENDIX A**

Number of sentences in students' writing of regular class.

Activity 2: Students are expected to write 5-8 sentences.

Activity 3: Students are expected to write 5-10 sentences.

No.	Students	Number of sentences	
		Activity 2	Activity 3
1.	Student R 1	5	4
2.	Student R 2	5	5
3.	Student R 3	5	0
4.	Student R 4	5	0
5.	Student R 5	0	0
6.	Student R 6	0	0
7.	Student R 7	6	8
8.	Student R 8	0	0
9.	Student R 9	5	7
10.	Student R 10	4	0
11.	Student R 11	0	0
12.	Student R 12	5	5
13.	Student R 13	6	8
14.	Student R 14	4	0
15.	Student R 15	5	0
16.	Student R 16	5	7
17.	Student R 17	6	10
18.	Student R 18	4	0
19.	Student R 19	5	0
20.	Student R 20	5	0
21.	Student R 21	4	0
22.	Student R 22	5	0
23.	Student R 23	7	10
24.	Student R 24	5	0
25.	Student R 25	0	0
26.	Student R 26	0	0
27.	Student R 27	0	0
28.	Student R 28	6	9
29.	Student R 29	5	0
30.	Student R 30	0	6

**APPENDIX B**

Number of sentences in students' writing of industrial class.

Activity 2: Students are expected to write 5-8 sentences.

Activity 3: Students are expected to write 5-10 sentences.

No.	Students	Number of sentences	
		Activity 2	Activity 3
1.	Student I 1	3	2
2.	Student I 2	4	5
3.	Student I 3	3	4
4.	Student I 4	0	0
5.	Student I 5	2	2
6.	Student I 6	6	8
7.	Student I 7	3	6
8.	Student I 8	6	8
9.	Student I 9	3	0
10.	Student I 10	3	0
11.	Student I 11	7	10
12.	Student I 12	3	0
13.	Student I 13	10	12
14.	Student I 14	5	3
15.	Student I 15	5	0
16.	Student I 16	5	6
17.	Student I 17	5	0
18.	Student I 18	0	0
19.	Student I 19	9	13
20.	Student I 20	7	4
21.	Student I 21	10	4
22.	Student I 22	2	0
23.	Student I 23	6	8
24.	Student I 24	9	11
25.	Student I 25	9	10
26.	Student I 26	4	0
27.	Student I 27	6	0
28.	Student I 28	7	2
29.	Student I 29	5	7
30.	Student I 30	5	0
31.	Student I 31	4	0

**APPENDIX C**

Pictures of students' activity in presenting the pictures and writing activity through Instagram.

**APPENDIX D**

Focus group discussion questions (translated from Bahasa Indonesia to English).

1. Did you like/ enjoy using Instagram for writing practice in the classroom?
2. Did the use of Instagram motivate you to write in English?
3. Do you think Instagram help you to write better?
4. Will you use Instagram as a medium for you to learn other English skills?
5. Please give suggestions for better future implementation of Instagram in English learning!

### APPENDIX E

Examples of students' writing in Instagram.



# ***Adbusting: Critical Media Literacy for Teaching Writing Hortatory Exposition Text***

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## **ABSTRACT**

This paper aims to describe an innovative way to teach writing by using adbusting technique. Adbusting technique is an activity to oppose the values and assumptions from the advertisement as media literacy. Adbusting technique can help the students to develop hortatory exposition text. It can be integrated in language teaching because it is really needed for the education of students in a 21st century to help them forming opinion become competent and critical learners. This paper will focus on writing skill because through writing the learner can express their idea in written form. However, to master writing skill, the learners will need a hard work not only mastering grammatical function but also they have to be able organized their idea in a good structure. Therefore, this paper offers a recommendation by introducing educational teaching technique to overcome the problems. It focuses to make student develop their critical thinking and encourage them in writing actively. This paper used descriptive qualitative method to describe how the teacher implement adbusting technique in teaching writing and how the students writing task toward the use of adbusting technique to teaching writing Hortatory text.

**Keywords:** media literacy, teaching writing, hortatory exposition text, adbusting technique

## **1 INTRODUCTION**

A complex activity which learners achieve during the learning English is writing because the learner is not only mastering grammatical function but also they have to be able organized their idea in a good structure. It is supported by (Harmer, 2000) he states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar.

Related to the complexity in writing, it is known that some problems which are faced by learners are the teacher need to give much effort to construct a well-organize text and they lack of motivation when doing their writing task (Tessem, 2005). This problem should be avoided because motivation is the important component in learning a foreign language (Cuenca & Carmona, 2012). Furthermore, in order to increase learners' motivation to write a text, the writer thought that there should be some efforts to be done to improve the students' writing skills especially in Hortatory Exposition Text.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Interlanguage, 2008:161). In other words, this kind of text can be called as argumentation. The students learn how to share ideas



or arguments in the form of writing. The students are not only required to think critically to elaborate their arguments but also they have to prove an academics evidence to support their arguments about the given topic. However, the students got difficulties in developing ideas or arguments in hortatory exposition text. They did not have sufficient knowledge to support their ideas about the topic. As the result, the students spent a long time to think what should be written. In order to solve the problem, the teacher needs to develop their media and teaching technique in learning process to increase the students' critical thinking in writing hortatory exposition text.

Corresponding to the statements above, incorporating critical media literacy into the second language classroom is an excellent way to engage students' skills in communication and higher-level thinking (Grigoryan&King:2008). In addition, Kubey (2003) also stated that "a worldwide movement in media literacy education has been growing for roughly twenty-five years now and has been marked by a number of recent developments". From those statements, Media literacy is needed for the education of students in a 21st century to help them forming opinion become competent and critical learners. Media literacy is the ability to access, analyze, evaluate and create media in a variety of forms. So that, students control the interpretation of what they see or hear rather than letting the interpretation control them. Since advertisements are familiar in their daily life, it can be used as a media literacy to teach hortatory exposition text. Thus, the way to integrate advertisement as media literacy in a classroom is by using adbusting technique.

Adbusting technique is an activity to oppose the values and assumptions through its advertising campaigns. We know that advertisements sell not only products, but also ideas. Advertisements are available everywhere which can give the opportunity for learners to evaluate them and create their own written texts.

Concept of teaching writing by using Adbusting technique is understanding, analyzing, and evaluating the hidden message in the advertisement become a text. These activities can develop the students' critical thinking in writing skill because Washburn (2010) points out that "critical thinking relates to the activity to criticize people or things both in terms of the negative side and the positive side of them that may lead to the comprehension and best judgment about them". It means that by criticizing the negative or positive side of the advertisement, the students will develop their critical thinking toward something.

There are eight steps of using adbusting technique in teaching writing skills (Grigoryan and King: 2008). The following steps are:

1. Focused free writing
2. Sample paragraph and adbuster
3. Understand, analyze, and evaluate—find the hidden messages
4. Brainstorming
5. Outlining and Adbuster design
6. First drafts and peer review
7. Second draft and final Adbuster
8. Class presentation and final draft

The steps above are the simple way to implement adbusting technique in a common classroom. In illustration below, the writer shows in depth how adbusting technique is implemented in teaching hortatory exposition text in the Indonesia context.

#### **a) Pre-writing**

In this activity, the teacher explains what the students are going to analyze the original advertisement of the popular product. Pre-writing gives warming up the brain to gathering the ideas to write about.

**b) Understanding, analyzing, and evaluating hidden message**

In this step, the teacher asks students to understanding, analyzing, and evaluating hidden message of the advertisement. These are the examples of hidden message in the advertisements: What product is being sold? What are some possible consequences? (long-term and short-term).

**c) Brainstorming**

In this step, students locate their advertisement's hidden messages or assumptions. For example, if the group believes that their advertisement promotes smoking as a way to achieve freedom and independence, they would list the evidence. Then, students brainstorm for their paragraph, which will critique the central message as well as the hidden messages of their advertisement.

**d) Drafting or Outlining or adbuster design**

In this step the students write the detailed outlines of their two paragraphs and begin work on the adbusting itself. They have to elaborate the first paragraphs describing the hidden messages, and they do the same with the second paragraph to criticize hidden messages. After the students make a paragraph, they design an adbuster as a form of media that looks like an advertisement but actually opposes the values and assumptions.

**e) First design (include peer review)**

Peer review students gives opportunities to give feedback on each other's writing and do editing to learn from each other.

**f) Second draft and final adbusting**

Students make improvements based on the comments they received from their group members.

**g) Final draft**

On the final draft of the lesson, groups will give a presentation of their work to their classmates and the teacher. In this presentation, they will: (1) briefly share and describe their original advertisement, (2) share the ideas in their paragraphs with the class, (3) share and describe their adbusting, and (4) field questions from their classmates.

There is a related previous study which is similar to the present study, the study entitled "*Using Adbusting Technique in Teaching Paragraph Writing to increase students' writing achievement*" written by Fitri Novia (2011) showed that there was a significant difference in writing a paragraph score between students taught by using adbusting technique and those who taught by using non-adbusting technique. Then, Grigoryan, A., & King, J. M. (2008) points out advertisement and adbusting technique provides students not only with greater motivation to write and to engage their creativity, but it also leads them toward a higher awareness of contemporary social, global, and cultural movements for university level.

In those previous studies above, it showed that adbusting as a technique in improving students' writing ability is important and can be used by the students help to think critically, generate the idea and engage themselves more deeply in writing activity. This paper was aimed to identify how adbusting technique is implemented in teaching writing hortatory text for the eleventh grade of SMA Unggulan Amanatul Ummah Surabaya. It will describe in depth the process of implementation adbusting technique in the classrooms and how the students' writing result when it is implemented. The findings of this paper can be a good evaluation of the use of abusting technique for teaching writing especially for hortatory exposition text.

## 2 PROBLEMS

There are several elements of writing; content, organization, grammar, vocabulary, and mechanic which are necessary in making a good writing. These things are very important to be mastered in supporting students' writing to be a good writer. Considering those elements of writing, there are

several obstacles in making a good writing. Those obstacles are (1) The students' writing ability is still low; (2) The student found it difficult to express and generate their ideas in writing (3). The students are less motivation in English writing. As a result, they get stuck in the process of writing. These problems happened in SMA Unggulan Amanatul Ummah Surabaya. Therefore, this paper focuses on investigating and describing the English teaching and learning in teaching writing Hortatory Text for eleventh grade students. The writer focused on some of writing elements, they are content, organization, grammar, vocabulary, and mechanic of the use of adusting technique in teaching writing in order to improve students' writing skill. According to the explanation above, the writer formulated the research questions as follows:

1. How is the implementation of adusting technique in teaching writing hortatory text?
2. How are the students' writing after the implementation of adusting technique in teaching writing?

Hopefully, The use of adusting technique was allowed students to improve their learning through an active participation in writing activity.

### **3 METHOD**

In carrying out this research, the writer used descriptive qualitative research because the researcher needs to describe the process of the implementation of adusting technique in teaching writing hortatory exposition text and the students' writing when adusting technique was implemented. This research employed descriptive qualitative research was in line with Ary (2010) who stated that qualitative research provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. It means that the process was done through analysis and description without manipulating the teaching learning process.

The population of this research was the eleventh grade students at SMA Unggulan Amanatul Ummah. There were twenty students in every class then the writer took one class and described the process of the implementation of adusting technique in teaching writing and how their students' writing performance.

The writer used field notes to obtain the information related to the classroom condition when the implementation of adusting technique is conducted. This instrument is used in the observation stage during the teaching learning process. The result of field note is delivered in the form of description. Ary (2010) stated that qualitative research may use a variety of data collection techniques. Thus, the writer also used student writing task as the instrument to get the data. Task is an activity which was given by the teacher in teaching learning process as an exercise for the students. In this study, the researcher used a short writing task. In analyzing the students' task, the researcher used the guideline of indicators in writing. Here are the samples of guidelines:

Criteria	Rating	Description	Score
Content	5	Main ideas stated clearly and accurately, change of opinion very clear	
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	
	3	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak	
	2	Main ideas not clear or accurate, change of opinion weak	
	1	Main ideas not all clear or accurate, change of opinion very weak	
Organization	5	Well organized and perfectly coherent	
	4	Fairly well organized and generally coherent	
	3	Loosely organized but main idea clear, logical but incomplete sequencing	
	2	Ideas disconnected, lacks logical sequencing	
	1	No organization, incoherent	
Vocabulary	5	Very effective choice of words and use of idioms and word forms	
	4	Effective choice of words and use of idioms and word forms	
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range, confused use of words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Grammar	5	No errors, full control of complex structure	
	4	Almost no errors, good control of structure	
	3	Some errors, fair control of structure	
	2	Many errors, poor control of structure	
	1	Dominated by errors, no control of structure	
Mechanics	5	Mastery of spelling and punctuation	
	4	Few errors in spelling and punctuation	
	3	Fair number of spelling and punctuation errors	
	2	Frequent errors in spelling and punctuation	
	1	No control over spelling and punctuation	
<b>Total Score</b>			

After the data have been collected, the writer analyzed the data descriptively through the entire phenomenon happened. This is the qualitative study thus the data used analyzed inductively, in words rather than in numbers. The data which come from students' writing task result should be transcribed before sorting into relevant data. The data will analyze based on the fact and the interpretation using scoring rubric by Brown (2007) consist of five criterions. Those are content, organization, grammar, vocabulary, and mechanic.

## 4 DISCUSSION

### 4.1 Result of the implementation

The implementation of adusting technique can be figured out from the result of the field notes. There were three stages followed in the implementation of adusting technique, Pre-activity, Whilst-activity, and Post-activity.

Pre-activity, the teacher greeted the students, stimulated them the material that they would learn and explained about media and technique which they would use in writing hortatory text. Here, the writer used advertisement as a literacy media to develop students' critical thinking and adusting technique to elaborate their hortatory paragraph. The writer also explains the student to design an adbuster as a form of media that looks like an advertisement but actually opposes the values and assumptions in this stage. However, the implementation of adusting technique has not maximum yet because the students still confused if they have to design the adbuster but it has been better to develop the students' critical thinking to elaborate their hortatory paragraph.

In the whilst-activity, the teacher divides into four groups. Each groups got some pictures of familiar advertisements to the student like fast food, Cigarettes, online shop and game online. These products will be the topic for their hortatory paragraph.



**FIGURE 1** Original Advertisement

After the students got the advertisement, they have to analyze critically the hidden message of the advertisement like: what product is being sold? what are some possible consequences? (Long-term and short-term) if consume this kind of product. Students make a list of their advertisement's hidden messages or assumptions. This activity was in line with Washburn (2010) who stated that when the students criticize things both in terms of the negative side and the positive side of things, they may lead to have a critical thinking.



**FIGURE 2** Analyze the hidden message of advertisement critically

Then, the students have to elaborate the first paragraphs describing the hidden messages, and they do the same with the second paragraph to criticize hidden messages based on the rhetorical steps in a hortatory exposition text which has been explained in a pre-activity.

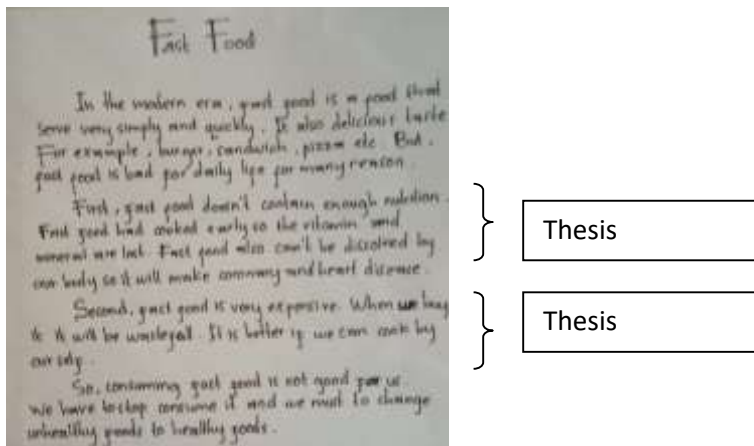


FIGURE 3 Elaborate outline to be paragraph

After the students make a paragraph of hortatory text, they design an adbuster from their original advertisement. Students look very enthusiastic in designing adbuster because they can give feedback on each other's writing and do editing of the adbuster's result.



FIGURE 4 Original advertisement and adbuster

In the last activity, each group communicates their work in front of the class. They present their hortatory text and show their adbuster design to their classmates.



FIGURE 5 Students present their result

The Students 'activities which were implemented by the teacher were in line with (Grigoryan and King: 2008) that consists of 7 stages: Pre-writing, Understanding, analyzing, and evaluating hidden message, Brainstorming, Drafting or Outlining or adbuster design, First design (include peer review), Second draft and final adbusting, and Final draft.

#### 4.2 Result of the Students' writing

Related with the students' writing result, almost all students were considered as the successful writer because they achieved the writing components which adapted from Brown (2007). The scoring for writing rubric comprised content, organization, grammar, vocabulary, and mechanic.

The first was about content, students are able to complete the topic and the details are related with the given topic. For the organization, it showed that almost all of the students understand how to elaborate the organization of the task accurately because they can explain the topic in chronological order.

There are no students got excellent in grammar aspects. Although there is little grammatical inaccuracy in their paragraph, it does not affect in meaning. The last is vocabulary and mechanic which belong to excellent level because they are able to use word choice and word forms effectively

### 5 CONCLUSION

Based on the analysis of previous result, the writer concluded that adusting technique is appropriate in teaching writing hortatory text to the eleventh grade of SMA Unggulan Amanatul Ummah Surabaya.

In the implementation of adusting technique was done into three phases; they are pre-activity, whilst-activity and post activity. In a pre activity, the teacher greeted the students and explained the material, media and technique which is suitable for them in learning writing. In the whilst-activity, the activities were divided into seven stages: Pre-writing, Understanding, analyzing, and evaluating hidden message, Brainstorming, Drafting or Outlining or adbuster design, First design (include peer review), Second draft and final adusting, and Final draft. In the last activity, the students were asked to present their result in front of the class.

After analyzing the students' writing, the writer found that the use of adusting technique give positive effects to the six aspects of writing rubric proposed by Brown (2007). Such as: content, organization, grammar, vocabulary, and mechanic well. Most of them were categorized into good level.

In conclusion, adusting technique provides students not only with greater motivation to write and to engage their creativity in writing hortatory text, but it also leads them to think critically of social, global, and cultural movements.

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# The Importance of Presenting Vocabulary Books as Supplementary Materials for Eleventh Grade Students

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## ABSTRACT

From an evaluative study of the students' works of written Reading Comprehension Test' by the mid-term for Class XI of SMA Negeri 1 Porong Sidoarjo, researcher concluded that most of the students could not gain the passing grade score because they face problem of inadequate vocabularies that some used Bahasa Indonesia to answer the English questions, writing with misword choice, or leaving the answer space on the students' sheet empty. Based on the findings, we should turn to the National Curriculum in which its parts or sections do not present sufficient vocabularies in the Syllabi, and if we take a look closer to the official textbooks which were released to follow the syllable, they do not include the vocabulary parts in detail, too. Why it must be vocabulary? Newmonic (2011) identified the problem of reading mostly takes place in vocabulary. Related to the classroom sources of words, Thornbury stated that vocabulary in mental lexicon of the students might be got from lists, course books, vocabulary books, the teacher and other students (Thornbury:2002). Among these sources, the vocabulary books can't be found during the process that it should be presented specifically. Based on those facts, it is necessary to overcome the problems of the field and this Design Research paper tries to describe the students' difficulties related their lack of vocabularies to answering written test problems in reading comprehension test. This work will also try to present a vocabulary book as supplement which can be used together with the provided compulsory textbook of National Curriculum.

**Keywords:** *passing grade, reading comprehension, lack of vocabularies, insufficient vocabulary source for the level, specific vocabulary books.*

## 1 INTRODUCTION

For a long time, Vocabularies always take important roles in four main English competency skills; Listening, Speaking, Reading and Writing. Specified to Reading, then its assessment of mid-term for Class XI of SMA Negeri 1 Porong Sidoarjo, researcher found out that most of the students could not pass the score grade because they face problem related to inadequate mental lexicon instead of their Grammatical Structure competency that some used Bahasa Indonesia to answer the English questions, writing with misword choice, or leaving the answer space on sheet empty. The result of the evaluative study of the students' works of reading comprehension test meets to Newmonic's (2011), who identified the problem of reading mostly takes place in vocabulary. Related to the classroom sources of words to improve the skill, Thornbury stated that vocabulary in of the learners might be got from lists, course books, vocabulary books, the teacher and other students (Thornbury:2002). Among these sources, the vocabulary books can't be found during the process that it should be presented specifically.

Furthermore, paying attention to the National Curriculum applied in senior high, there will be found that the Syllabi do not present sufficient vocabularies its parts, thus the official textbooks for each level which were released to follow the syllable, do not occupy the vocabulary parts in their sections, too.

Based on those, it is necessary to present a vocabulary book to overcome the problems. In such simple description, this design research tries to describe the students' difficulties related their lack of vocabularies on answering written test problems in reading comprehension test. This work will also try to introduce examples of the pages of vocabulary book as supplement which can be used together with the provided compulsory textbook of National Curriculum.

## 2. PROBLEMS

Based on the findings of background situation above, the design of this research formulated as below:

- (1) There is not any vocabulary books as supplement material for students of Class XI which can support the classrooms' activities so the classes need to have such books;
- (2) The Implementation of National Curriculum 2013 is completed by the release of textbook for each level but it isn't included the sufficient vocabulary book;

## 2. METHOD

The Vocabulary Books as Supplement Material for Class XI will be designed using Scientific Approach with the Four-D Model that divides into 4 steps, they are Define, Design, and Develop and Disseminate (Thiagarajan, Semmel, and Semmel: 1974). The third and fourth steps, Develop and Disseminate, will not be discussed in this paper since the limited time and they need other research.

The objective of Define Step is to stipulate and define the problems of answering the written reading comprehension test. This step is handled with some analyses: Front-end to find out the basic problems/ difficulties on finishing the test problems, Students' analysis is the stage to analyze the target students – of Class XI Science SMA Negeri 1 Porong Sidoarjo. The next stages are Task Analysis to identify the main factors needed by the students to improve the capacity, The Concept analysis is to identify the major concepts should be taught and the last is specifying instructional objectives to convert the result of task.

The second step, Design Step, is to create the prototype the instructional material. Design Step has four stages: Constructing criterion-referred test to find connection between first to second steps, appropriate media selection, format selection to suit the media and Initial selection to present the media into the suitable sequence.

## 3. DISCUSSION

Checking and correcting the result of the answer sheets, researcher found out that many students couldn't get through the passing grade. Based on the findings, this Design Research has been challenged to be started and the steps will be described below.

### 1.1 Define Step

#### 3.1.1 Front-end Analysis

The students were given series of problems that the Based Competence being assessed taken from the Syllabi of The National Curriculum. The number of problems related to reading section is 5 (five) (Problems no. from 2 a—e, while other problems

related to other aspect or material). For the details, question no.2a is related to title of text (C2), Question 2b is about the content of the text (C1), no.2c is about understanding of the text (C3), no.2d is about the communicative purpose of the text (C4) and no.2e is about meaning of a word. And the Passing Grade classes is 77.

The data in Table 1 shows that the 214 students are distributed in 6 classes with 35/ 36 students in each class. After being analyzed, the score of Reading Comprehension Section of all students, it is about 74 students or 35 % receive the test results above the passing grade, 2 students or 0, 9 % get just right to the passing grade score and 138 students/ 64 % of capacity achieve score below the passing grade. (The detail of each student's achievement can be seen in Attachment 1).

**TABLE 1.** The Distribution of the Students of Class XI Middle Semester Test Score, Academic Year 2017/2018

Classes	Students with above Passing Grade / percentage (78-100)			Students on the Passing Grade/ percentage (77)			Students with below Passing Grade/ percentage (1-76)			Total
XI MIPA 1	9	26	%	1	3	%	26	74	%	36
XI MIPA 2	14	40	%	0	0	%	22	63	%	36
XI MIPA 3	2	6	%	0	0	%	33	94	%	35
XI MIPA 4	24	69	%	1	3	%	11	31	%	36
XI MIPA 5	12	34	%	0	0	%	24	69	%	36
XI MIPA 6	13	37	%	0	0	%	22	63	%	35
	74	35	%	2	0.9	%	138	64	%	214

### 3.1.2 Students' Analysis

In the previous part, there has been discussion about the number of students which beco meth population of the research is 214. In fact, the level of competence of this population can be divided from the test result into three level of competences in Reading Section, they are low, middle and high competence. Based on these findings, the sample are taken (two) samples from low level, 2 (two) samples from middle level, and 1 (one) student from high level of competence. Next, 1 (one) class is represented by 5 (five) samples, thus all the samples are 30 respondents.

### 3.1.3 Task Analysis

The next question, what kind of difficulties that the students faced related to the Reading Comprehension? The components of Silent Reading performance (under the context of middle term test) are presented in Intensive Reading which the students' activities associated with Grammar, Discourse markers, Literal meaning, Implications, Rhetorical Relationship and the text Content-related Reading (Brown: 312: 2001). For the reason of limitation of time, the components assessed were focused on Grammar and Content-related Reading of the text.

Surprisingly, from the result can be seen that the main problems on finishing the reading section is not on the Grammar but specifically in content-related reading of the text. Figure 1--5 below will be presented examples of the worksheets.

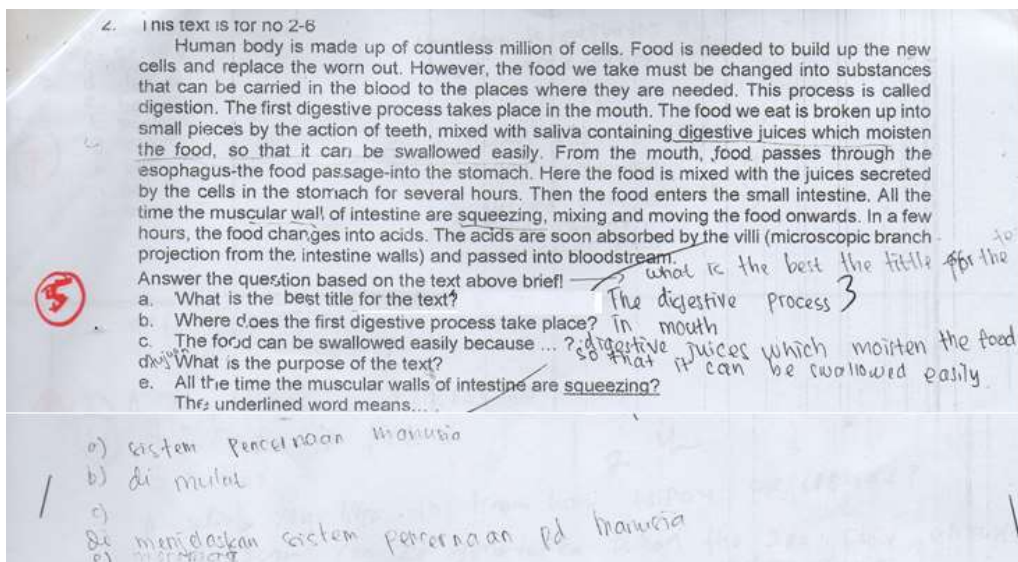


FIGURE 1. Answer sheet of Respondent 5

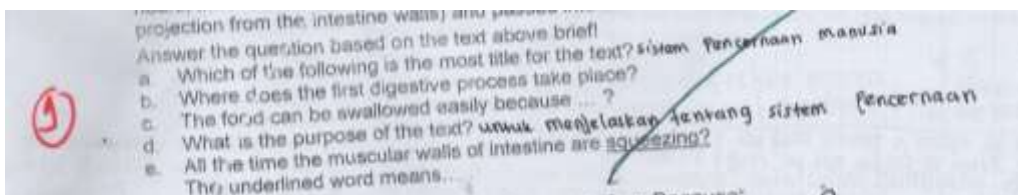


FIGURE 2. Respondent 9

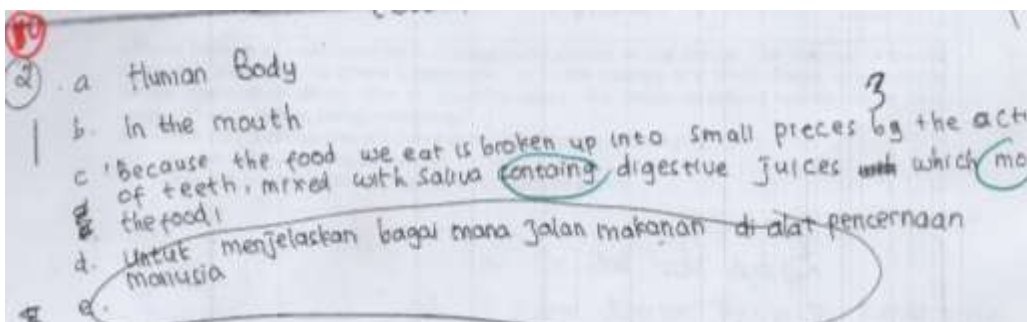


FIGURE 3. Respondent 10

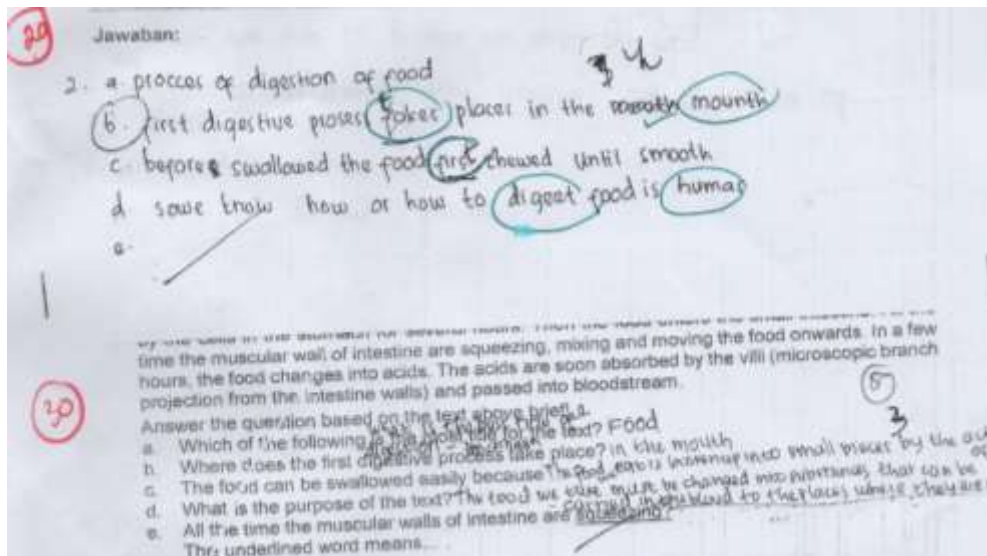


FIGURE 4. Respondents 20 and 21

In Figure 1, the respondent tends to translate the problems that it has difficulties to answer the questions if the meaning can't be understood. In the second figure, the respondent gives almost no answer, just providing the Indonesian translation, and so does the respondent in figure 3, even though there have been English version's answer. However, respondent 10 make a misspelling. In figure 4, there is one number with no answer and the respondents make some mistakes with spelling, too.

To underline the Task Analyses stage of Students answer sheet to compare the result of Grammar and Reading-content, the answer of 5 questions from 30 respondents can gain 72 of 150 maximum score for Grammar, while the content-reading is only 56 of 150. So, it can be concluded that content-reading must be put at higher level of difficulty than Grammatical Structure. (Result in Attachment 2).

In another hand, the Analyses Content-Related Reading Comprehension of the middle term result shows that there are 6 (six) answer of the 30 (thirty) respondents use Bahasa Indonesia to answer the questions. There are 31 (thirty one) of answer (of 5 problems of each respondents) make mistakes on word choice and 37 answer of all questions couldn't finish their work or even left the answer space empty. (Global Result in Attachment 3).

### 3.1.4 Concept Analysis

There is no doubt that reading in English and the vocabulary knowledge of learners of English as a foreign language are directly related to each other. Another issue to be elaborated on in the relationship between vocabulary knowledge and reading is how much vocabulary should be taught to students to facilitate their reading comprehension (Sen and Kuleli: 2015). Adopting Sen and Kuleli's idea, a presence of a vocabulary might become the alternative.

## 3.2 Design Step

This is a step to design a prototype of the instructional material. After comprehending the factors, the appropriate media for the case is the vocabulary book as supplement of the text book.

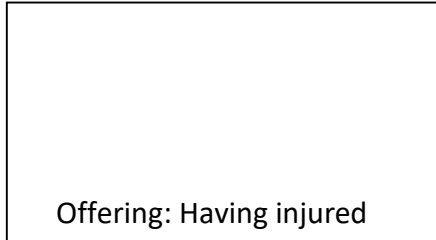
The setting of the prototype here suits to Thornbury's steps to train good vocabulary learners (Thornbury: 2007:144), using Mnemonic (technique for remembering), word cards, guessing from context, coping strategies for production, using dictionaries/ list of words, spelling rules, keeping records, and giving motivation. Some of the activities can be in teacher's supervision, while others can

be done by the students individually or in partnership, and all are provided as the supplement of the textbook. Below are given activities for some chapters.

### Chapter 1. Offers and Suggestions

Examples Word Cards

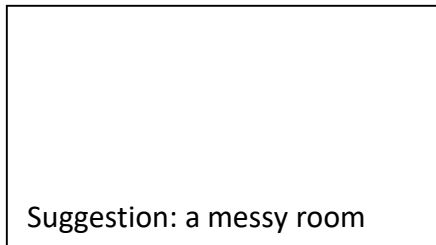
Card A (front)



Card A (rear)



Card B (front)







Card B (rear)



### Chapter 2, Opinion and thought

Examples of Guessing from Context (with serial pictures)

Rules: cut the cards with the context of situation. Use Different Vocabulary from your friend when you're speaking.

Card 1	Card 2	Card 3	Card 4
			
Mr. Johnson always ..... at 4.00 a.m.	Mr. Johnson often ..... his office at 17.00.	Mr. Johnson sometimes ..... basketball on Sunday mornings.	Mr. Johnson usually .....soundly.
He is a ..... man.	He is a ..... manager.	It seems he .....	He might be .....

### Chapter 3, Formal Invitation

**Lists of Words (match the words with its meaning then use the word to say things about formal invitation)**

1. foolish 2. glad 3. healthy 4. short 5. sick 6. strong 7. tall 8. unhappy 9. weak 10. wise	<b>TEST 1</b> ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	bijaksana gembira kuat lemah pendek sakit sedih sehat tolol tinggi	1. clever 2. diligent 3. fat 4. lazy 5. old 6. poor 7. rich 8. stupid 9. thin 10. young	<b>TEST 2</b> ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	bodoh gemuk kaya kurus malas miskin muda pandai rajin tua
1. blunt 2. heavy 3. light 4. noisy 5. quick 6. quiet 7. sharp 8. slow 9. thin 10. thick	<b>TEST 3</b> ..... ..... ..... ..... ..... ..... ..... ..... .....	berat cepat pelan ramai ringan tajam tebal tenang tipis tumpul	1. bitter 2. Delicious 3. fresh 4. hot 5. nice 6. salty 7. sour 8. sweet 9. tasteless 10. tasty	<b>TEST 4</b> ..... ..... ..... ..... ..... ..... ..... ..... .....	asin enak gurih hambar lezat manis masam pahit pedas segar

### Chapter 4, Analytical Exposition

**Word Cards, Guessing Context.**



Why does this



Why does this notice must be understood and taken into real action?

## Chapter 5, Private Letter


### Mnemonic

**17. adjective suffixes -ed, -ing**

**a.** We add the suffix *-ing* to some verbs and make adjectives (*excite + ing = exciting*). These adjectives refer to a characteristic that the verb produces: "It excites me," therefore "it is exciting."

Add *-ing* to these verbs and form adjectives that describe the pictures.

dare  
frighten  
tire




1. .... job    2. .... sight    3. .... rescue

---

**b.** The suffix *-ed* (or *-en*) added to verbs also makes adjectives (*excite + ed = excited*). These adjectives refer to a characteristic that is produced by the verb: "It excites me," therefore "I am excited."

Add *-ed* to these verbs and form adjectives to complete the labels of the pictures.

amaze  
puzzle  
tire



4. .... worker    5. .... shopper    6. .... puzzle

## 4 CONCLUSION

Based on the findings, analyses, theories and facts above, a vocabulary book as supplement material for students of Class XI can be presented to support the classrooms' activities. The Implementation of National Curriculum 2013 has been completed with the release of text book for each level but it should be completed with a sufficient vocabulary book.

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## ATTACHMENT 1

*Students of Class XI's achievement in Mid Semester Test Academic Year 2017/2018*

POPULATION of CLASSES	XI MIPA 1	XI MIPA 2	XI MIPA 3	XI MIPA 4	XI MIPA 5	XI MIPA 6
Student 1	74	78	38	80	70	66
Student 2	64	84	56	90	72	82
Student 3	86	72	66	89	78	72
Student 4	68	70	72	96	78	34
Student 5	82	90	60	89	48	82
Student 6	78	86	72	80	86	70
Student 7	62	70	88	72	64	44
Student 8	82	78	80	85	76	84
Student 9	92	68	74	90	70	78
Student 10	32	54	50	78	72	66
Student 11	76	80	50	83	84	78
Student 12	62	26	34	98	48	80
Student 13	86	50	56	81	38	48
Student 14	52	70	32	60	90	38
Student 15	48	56	32	65	84	56
Student 16	44	72	48	60	36	82
Student 17	68	48	50	80	90	74
Student 18	62	50	58	90	74	44
Student 19	77	42	24	76	70	62
Student 20	70	42	40	90	66	54
Student 21	90	56	38	74	40	86
Student 22	32	60	76	95	70	86
Student 23	74	82	64	80	40	78
Student 24	58	86	40	90	82	48
Student 25	52	78	46	85	74	88
Student 26	74	78	36	76	56	80
Student 27	62	78	76	76	42	80
Student 28	44	60	74	82	38	66
Student 29	60	62	54	82	30	54
Student 30	86	68	74	82	70	76
Student 31	52	80	60	74	64	72
Student 32	62	62	32	77	78	68
Student 33	78	80	64	85	58	38
Student 34	72	74	64	72	78	70
Student 35	62	76	50	76	78	60
Student 36	68	78		90	84	

**ATTACHMENT 2**  
**ERROR ANALYSIS OF READING COMPREHENSION OF MIDDLE TERM TEST**  
**CLASS XI SEMESTER 2**  
**ACADEMIC YEAR 2017/2018**

- 1 Grammar  
 2 Content-related Reading:

No.	SUBJECTS	Problem No.										Total correct answer for the aspects of		Note
		2 a		2 b		2 c		2 d		2 e		Grammar	Content	
		Grammar	Content	Grammar	Content	Grammar	Content	Grammar	Content	Grammar	Content			
1	Respondent 1	1	1	1	1	1	1	1	1	0	0	4	4	Correct : 1
2	Respondent 2	0	1	1	1	1	1	0	1	0	0	2	4	Wrong : 0
3	Respondent 3	1	1	1	1	1	0	1	1	1	0	5	3	
4	Respondent 4	0	0	1	0	1	1	1	1	0	0	3	2	
5	Respondent 5	0	0	0	0	1	0	0	0	0	0	1	0	
6	Respondent 6	1	1	1	0	0	0	0	0	0	0	2	1	
7	Respondent 7	0	0	0	0	0	0	0	0	0	0	0	0	
8	Respondent 8	1	1	1	0	0	0	0	0	0	0	2	1	
9	Respondent 9	0	0	0	0	0	0	0	0	0	0	0	0	
10	Respondent 10	1	0	1	1	1	0	1	0	0	0	4	1	
11	Respondent 11	1	0	0	0	1	0	0	0	0	0	2	0	
12	Respondent 12	1	0	1	1	0	1	0	0	0	0	2	2	
13	Respondent 13	0	0	1	1	0	0	0	0	0	0	1	1	
14	Respondent 14	1	0	1	1	0	1	0	1	0	0	2	3	
15	Respondent 15	1	0	1	1	0	0	0	0	0	0	2	1	
16	Respondent 16	1	1	1	1	1	1	0	1	0	0	3	4	
17	Respondent 17	0	0	1	0	0	0	0	0	1	1	2	1	
18	Respondent 18	0	0	1	1	1	1	0	0	0	0	2	2	
19	Respondent 19	0	0	1	1	1	1	0	0	1	1	3	3	
20	Respondent 20	0	0	1	1	1	1	0	0	0	0	2	2	
21	Respondent 21	0	0	1	1	1	0	1	0	0	0	3	1	
22	Respondent 22	1	1	1	1	1	1	1	0	0	0	4	3	
23	Respondent 23	1	1	0	1	1	1	0	0	0	0	2	3	
24	Respondent 24	1	0	1	1	1	1	0	1	0	0	3	3	
25	Respondent 25	1	1	1	0	1	0	1	0	0	0	4	1	
26	Respondent 26	1	0	1	1	1	1	1	0	0	0	4	2	
27	Respondent 27	0	0	1	1	1	1	0	0	1	1	3	3	
28	Respondent 28	0	0	0	1	0	0	0	0	0	0	0	1	
29	Respondent 29	1	1	1	0	0	1	1	0	0	0	3	2	
30	Respondent 30	0	0	1	1	1	1	0	0	0	0	2	2	
		16	10	24	20	19	16	9	7	4	3	72	56	

Total correct score  
for each aspect

5 X  
answer

30  
respondents

150

## ATTACHMENT 3

## ANALYSIS CONTENT-RELATED READING COMPREHENSION OF RESPONDENTS' TEST RESULT OF MIDDLE TERM TEST CLASS XI SEMESTER 2, ACADEMIC YEAR 2017/2018

No.	SUBJECTS	Problem No.															Problems of the content in student's Answer			Note
		2 a			2 b			2 c			2 d			2 e			Using	Misswords	No answer/ unfinished	
		Using Bahasa	Misswords	No answer/ unfinished	Using Bahasa	Misswords	No answer/ unfinished	Using Bahasa	Misswords	No answer/ unfinished	Using Bahasa	Misswords	No answer/ unfinished	Using Bahasa	Misswords	No answer/ unfinished				
1	Respondent 1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	Yes : 1 (problem)
2	Respondent 2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	No : 0 (no Problem)
3	Respondent 3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
4	Respondent 4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
5	Respondent 5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	
6	Respondent 6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	
7	Respondent 7	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	4	5	
8	Respondent 8	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	
9	Respondent 9	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	2	0	5	
10	Respondent 10	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	
11	Respondent 11	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	2	
12	Respondent 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13	Respondent 13	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	1	3	
14	Respondent 14	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	
15	Respondent 15	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	
16	Respondent 16	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	
17	Respondent 17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18	Respondent 18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19	Respondent 19	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	3	0	
20	Respondent 20	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	3	
21	Respondent 21	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	
22	Respondent 22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
23	Respondent 23	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	3	1	
24	Respondent 24	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	1	
25	Respondent 25	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	
26	Respondent 26	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	3	1	
27	Respondent 27	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	
28	Respondent 28	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	2	1	
29	Respondent 29	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	3	1	
30	Respondent 30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
	Total problems of each content	0	5	5	0	5	2	1	7	4	3	7	6	2	7	20	6	3	37	

# Individual Writing Ability in Using Fish Bone as Medium to Write a Paragraph

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## ABSTRACT

Writing has its own difficulties for the students. When writing, students need to think what to write. Once they get the ideas, they should still consider the writing aspects, such as language features, paragraph organization, etc. One of the media to help the students is by using Fish bone. Fish bone is a visualization tool of classifying some potentials cause-effect of a problem. This media helped them to connect the problem and how to solve it. However, to write a paragraph, students needed to consider the paragraph organizations; determining the topic of sentences, making it clearly and detail, and concluding the paragraph. At all this around, this study used qualitative method. The participants were 10 students taken randomly from twelve grade of Language Class at MAN 2 Jombang. To gain the data, this study used observation and interview. The result of this study revealed that the students' writing ability varied based on the writing aspects. Most of students have good writing in two aspects, those are grammar and coherence of the paragraph, and the other students have good writing in aspects grammar and mechanic.

**Keywords:** *writing ability, Fish Bone, Writing paragraph.*

## 1. INTRODUCTION

There are four basic skills in English language learning. They are speaking, reading, writing, and listening. They have different difficulty levels and should be mastered by the learners to have good English. But in fact, there are still many students who have not been able to learn English, especially in productive skills. One of the productive skills is writing. Writing is an important skill in language, and sometimes it will be difficult for students, because they should be able to express their ideas by writing, such as writing thesis, essay, or an article (Rohmah, 2009:1). Ur (1992) stated that writing purpose is to express the writer's ideas and communicate the message, and the ideas itself are the most important point in writing. However, helping students to be able to have a good writing skill is not easy and need more efforts (Heaton, 1989 : 135). From this statement, it can be said that writing is special skill because it surely needs many materials to be understood, not only about the grammar but also how to develop the idea and make it into a good paragraph.

Based on Oshima and Hogue (2007), a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point.

A good researchers should be able to improve the ability and quality of students in order to face the progress of education. Education is always growing steadily all the time. It means that the researchers has a higher challenge in teaching and learning process. The researchers must be more and more creative in developing strategies of learning in order to create an effective and conducive way in teaching and learning process. One of the challenges faced by the researcher is dealing with the media creation to help students in improving their writing skill.

Many strategies have been implemented to help the students to increase their writing skill easily, one of them is by using Fishbone diagram. Fishbone diagram or cause effect diagram is a part of graphic organizer to analyze an event, object or issue by utilizing web diagram (Krus, 2010:40). Martin (2006:32) argued Fishbone diagram is Ishikawa or cause-effect diagram as a systematic tool analysis way of looking at effect and the causes that create effects. Fishbone diagram is a visualization tool of classifying some potentials cause-effect of a problem. This strategy does not only help the students to write, but also help them to find the problem and how to solve the problem. It means that this strategy will build the students' critical thinking.

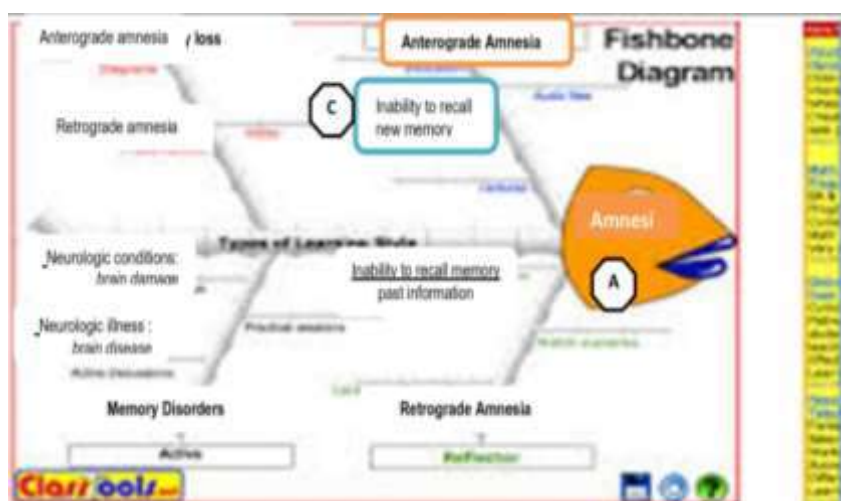
## 2. PROBLEM

Based on previous study taken, students in twelve language class in MAN 2 Jombang have difficulties in developing main ideas become a good paragraph. Moreover, the students also could not make the paragraph in a good coherence. Therefore this research tries to observe closely the application of fishbone diagram in helping the students to develop their idea and make a good paragraph in writing.

## 3. METHOD

The method used in this study is qualitative research. To gain the data and have a dept explanation later on the instruments are needed. The instruments used are test and interview. There are two tests carried out in this research. The first test used to determine the extent to which the student's ability to write a cause-effect paragraph. Then, the second test is used to retrieve data using the Fishbone diagram. The last is interview. Researchers interviewed several students about their opinions on the Fishbone diagram. Simply questions have already prepared to get the information whether the fishbone diagram can help the students to develop their idea in writing skill or not.

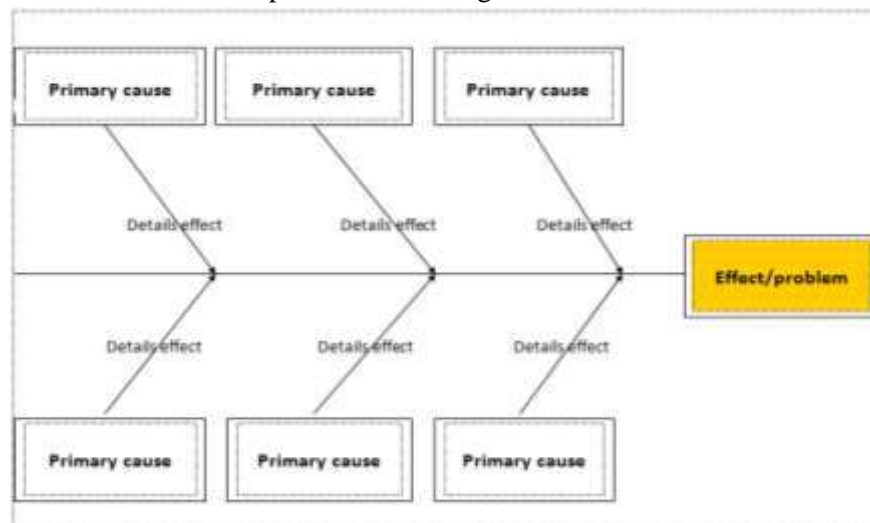
**TABLE 1.** The example of Fishbone



In Nasir's research, he stated that there are some elements in Fishbone diagram. They are (1) fish head discussing effect or problem, (2), primary causes discussing general causes, (3) secondary causes discussing detailed effects of primary causes (Bilsen & Lin, 2012:138). Fishbone strategy provides benefits in visual tools due to visual aids (1) accentuate important ideas; (2) provide oral and written presentation to comprehend the pattern of organization, (3) enable to recall their memories (Daniel, 2012:1).

In this research the researchers use Fish Bone diagram adapted from Nasir. The fish head which discussing the effect or problem can be translated into the title of the text. While the primary causes can be made as the topic sentence of paragraph. And the secondary causes can be made as detail information or supporting sentence that support the topic sentence.

**TABLE 2.** The adapted Fishbone diagram that was used



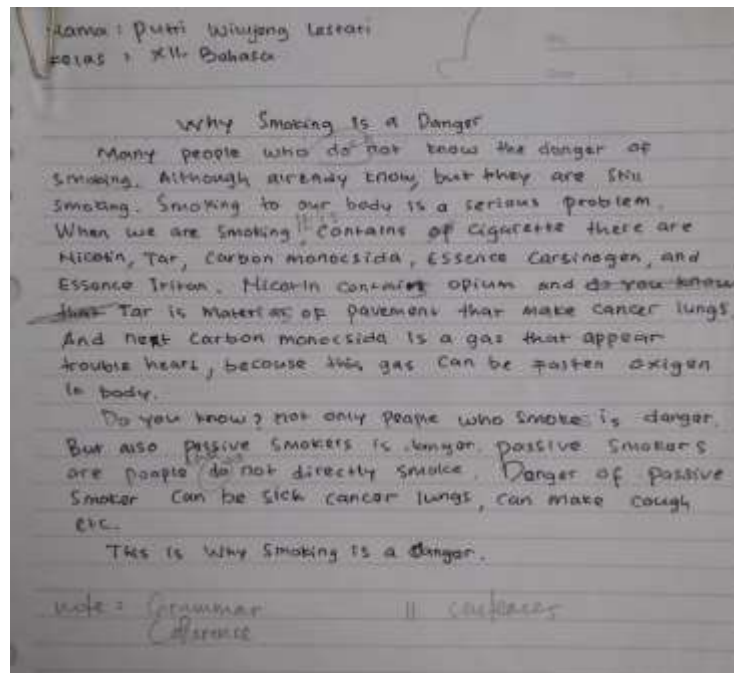
#### 4. FINDINGS AND DISCUSSION

Seeing the difficulties experienced by students in writing causal paragraphs, the researchers try to find out how far the Fishbone diagram can help students develop their ideas into paragraphs. Before using this media, researchers asked students to write freely about cause-effect paragraph. The sample of this research were 10 students of 12 language classes in Man 2 Jombang. From the results of the first data collection media obtained the following data:

**TABLE 3.** Students writing result (before using Fishbone)

Students	Range
Student 1	8 Sentences
Student 2	4 Sentences
Student 3	11 Sentences
Student 4	3 Sentences
Student 5	3 Sentences
Student 6	4 Sentences
Student 7	3 Sentences
Student 8	11 Sentences
Student 9	6 Sentences
Student 10	9 Sentences

From the table above, it can be concluded that some students are able to make paragraphs in large numbers. However, from the paragraphs they make, there are still shortcomings, such as incorrect grammar and incoherent paragraphs. The following are examples of students' writing before using Fish bone :



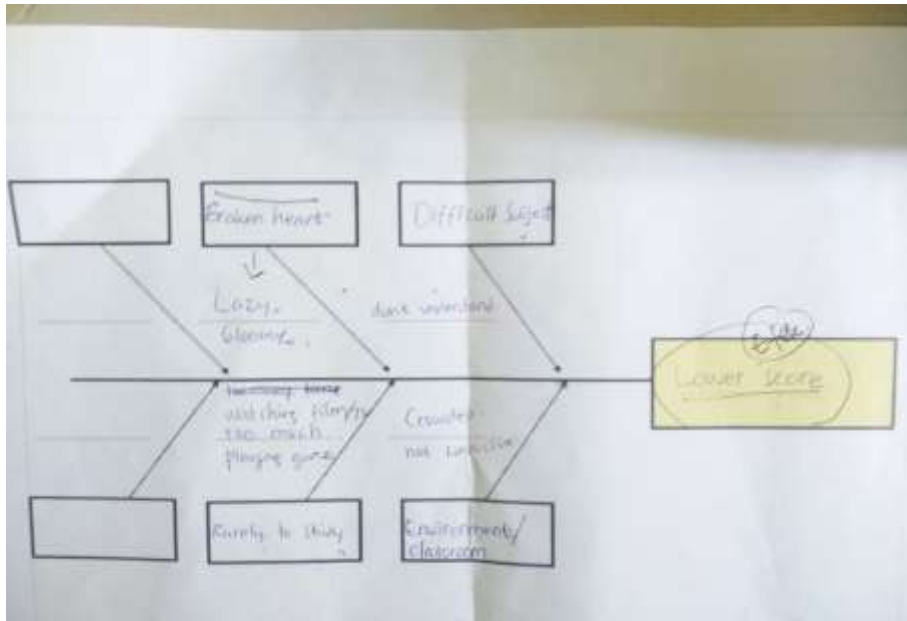
**FIGURE 1.** Example of student's writing before using Fishbone

From the results above, it can be known that students still have difficulties in determining and developing ideas. Grammar, organizational paragraphs, and coherence are still lacking. The text consists of 2 paragraphs. The first paragraph consists of more than 1 main idea. In the topic sentence, she discussed about the danger of smoking, but in supporting sentence, she explained about the ingredients of cigarette. She focused in mentioning each ingredients without explain about the effect of the ingredients. It makes the paragraphs are not coherent.

After knowing these results, researchers tried to use Fishbone media to help students determine and develop their ideas. Student's organizational paragraphs are also expected to be better, such as determining topics, developing supporting detail, and concluding the paragraph.

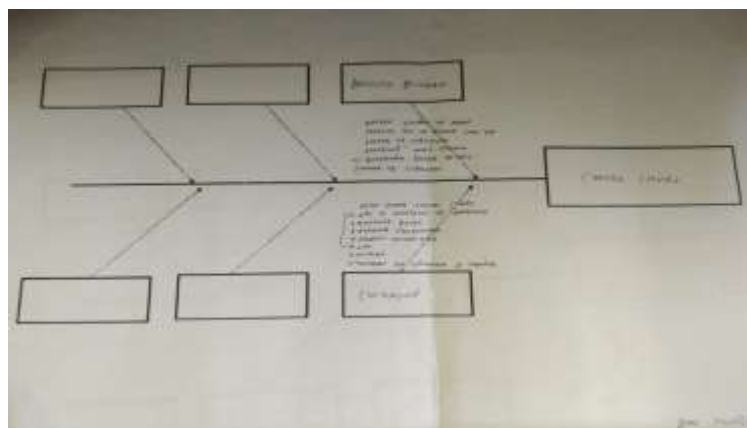
After determining the concept of learning, researchers explained to the students about Fishbone, its function, as well as how to use it. Some of them interested in using it because they have never used this media. After explaining Fishbone, the researchers gave examples how to use Fishbone as media in writing a paragraph as follows :

**TABLE 4.** Example of application the media



After giving an example, researchers share a fishbone template and ask students to determine ideas from what they have written in the previous study.

**TABLE 5.** Students worksheet

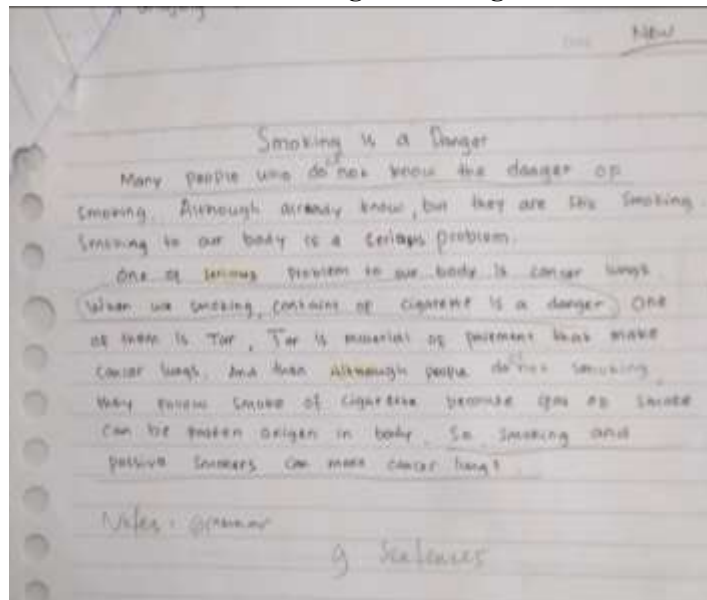


After they have finished filling out the template provided, the researcher asks them to develop what has been written in the template into a paragraph. The time given by the researcher to do the test is about 60 minutes. After that, the researcher asked the students to collect the assignments that had been given.



**Table 1.7. The result after using Fish bone diagram**

Students	Numbers of sentences		Coherence in paragraph	
	before using FBD	after using FBD	before using FBD	after using FBD
Student 1	8 sentences	8 sentences	√	√
Student 2	4 sentences	9 sentences	√	√
Student 3	11 sentences	8 sentences	√	√
Student 4	3 sentences	3 sentences	-	-
Student 5	3 sentences	8 sentences	-	√
Student 6	4 sentence	6 sentences	√	√
Student 7	3 sentences	6 sentences	√	√
Student 8	11 sentences	9 sentences	-	√
Student 9	6 sentences	7 sentences	-	-
Student 10	9 sentences	5 sentences	-	√

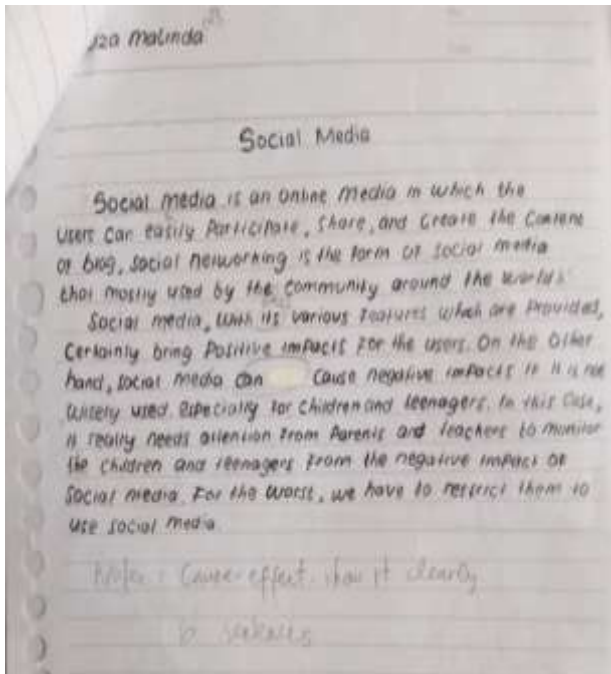
**Table 1.8. student's writing after using Fishbone**

Based on one of student's sheet, it can be seen the progress made by the student. The students can make a good paragraph. The coherence of paragraph is also good. There is a sentence topic, supporting details, and conclusions. Before using fishbone, there were several students who were able to write a cause-effect paragraph more than eleven sentences. However, from these sentences there are several errors, such as not coherent. After students try to write using media fishbone, some of them can develop their paragraph based on the topics well, as well as coherently in the paragraph. However, there are also less sentences than before. Before using fishbone, one paragraph can be made from eleven sentences, but it not coherent. But after using fishbone, the number of sentences in one paragraph becomes less and more coherent and clear.

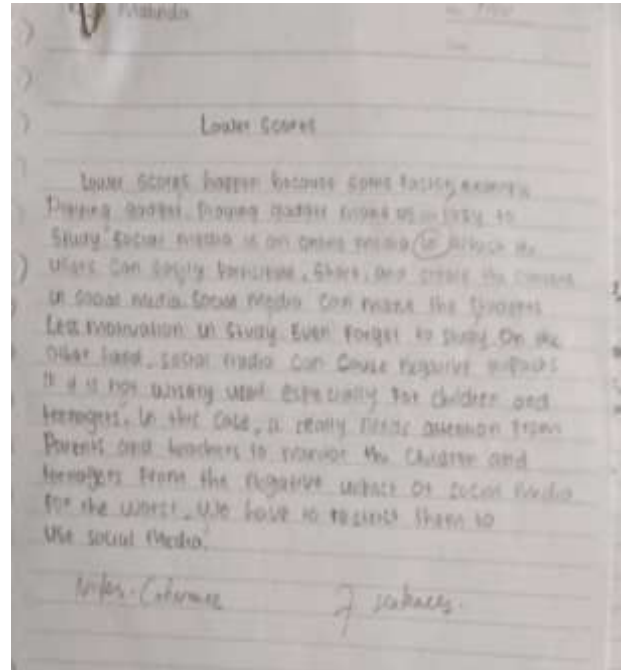
However, in terms of grammar is still lacking and must be paid more attention. It clearly seen in sentence "Her forget eat so she have maag disease." We know that after subject singular (he, she, it) must add e/es. But she did not put it.

Another example of student’s worksheet showed that there is a progress made by the student in terms of developing idea, however in term of coherence still need more attention. For example in student’s worksheet below:

Before using Fishbone



After Using Fishbone



The other students’ worksheet also examined in depth. Interview become another important ways in seeking whether the fishbone diagram can help students in develop their idea or not in writing skill.

TABLE 8. Table of interviews

Students	Question	Answer
1	<ol style="list-style-type: none"> <li>1. Apa pendapatmu tentang Fishbone?</li> <li>2. Apakah Fishbon ini membantu Anda dalam menulis?</li> <li>3. Adakah kesulitan dalam menggunakan Fishbone</li> </ol>	<ol style="list-style-type: none"> <li>1. saya belum pernah diajarkan cara untuk mengkonsep ide seperti ini. Selama ini saya hanya menulis dengan metode tradisional tanpa ada media seperti ini.</li> <li>2. Sangat membantu. Biasanya menulis hanya tinggal menulis dan bahkan bingung apa yang akan ditulis. Namun, dengan adanya Fishbone ini sangat membantu saya mengumpulkan ide, dan setelah itu tinggal menyusun dan mengembangkannya.</li> <li>3. Ada. Di awal memang susah karena media ini asing bagi saya dan saya belum paham konsepnya. Namun setelah diberi contoh dan mencobanya tidak begitu rumit.</li> <li>4. Saya merasa lebih mudah menulis menggunakan Fishbone dan merasa sangat terbantu dibandingkan menulis seperti biasanya.</li> </ol>

	<p>4. <i>Apa pendapat Anda saat menulis sebelum menggunakan Fishbone sebagai media alat bantu nya dengan menulis setelah menggunakan Fishbone?</i></p>	
2	<p>1. <i>Apa pendapatmu tentang Fishbone?</i></p> <p>2. <i>Apakah Fishbone ini membantu Anda dalam menulis?</i></p> <p>3. <i>Adakah kesulitan dalam menggunakan Fishbone</i></p> <p>4. <i>Apa pendapat Anda saat menulis sebelum menggunakan Fishbone sebagai media alat bantu nya dengan menulis setelah menggunakan Fishbone?</i></p>	<p>1. <i>Saya rasa media ini lebih simple dan sangat membantu daya dalam menulis.</i></p> <p>2. <i>Sangat membantu sekali, karena saya lebih mudah dalam menenukan poin-poin apa saja yang akan saya tulis dalam paragraf. Lalu jika selesai dengan konsep tersebut, saya hanya perlu menggabungkannya sehingga menjadi sebuah paragraf.</i></p> <p>3. <i>Ada sedikit kesulitan di awal karena saya masih bingung dengan konsepnya dan bagaimana cara memasukkan paragraf yang sudah saya buat sebelumnya ke dalam diagram tersebut.</i></p> <p>4. <i>Saya merasa lebih mudah menulis menggunakan Fishbone. Selain itu Fishbone lebih simple dan lebih mudah mebantu saya dalam menentukan poin-poin dalam tulisan. Sehingga tulisan saya lebih simple dan padu.</i></p>

The interview was taken to strengthen the result of the test. By taking the interview it can be known the students' response toward the using of fishbone diagram through writing text. Most of the students said that by using Fishbone diagram, writing activity is much easier and simpler than without using the FBD. The media is very helpful, especially in determining their important points or ideas and only needs to develop them to become a good paragraph. However, the obstacle

is determining the cause and effect, because the fishbone diagram was something new for them and still need more time in understanding the concept well.

On the contrary, there are some students who felt that using the fishbone diagram was difficult. They think that Fishbone is too complicated and not used to use it. But this problem related to the time application of the media. The researchers believed that this problem can be solved when the students have more time in understanding the concept.

From the result of the test and interview, it can be inferred that some progress can be seen through the developing idea of the students. And the coherence of the paragraph as well. The students felt that they can determine ideas and develop it easier. However grammar still need more attention or more treatment. Since the result showed that the grammar of the students did not show a good progress.

## 5. CONCLUSIONS

This research had been done to find out the application of fishbone diagram in developing students' writing skill especially in terms of developing idea and make it in a good coherence. Based on the research, it can be said that fishbone diagram can indeed be used as a medium in writing. Students more easily determine their ideas and develop them into good and right paragraphs. However, the using of this diagram unfortunately still cannot make a good progress dealing with the students' grammar. This is what other researchers might be able to do, namely conceptualizing that fishbone not only can develop paragraphs well, but also be able to improve students' grammar skills.

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# Students' Grammar Mastery of Present Perfect through Climbing Mountain Game: An EFL Learning Game

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## ABSTRACT

Grammar takes a vital role in students' understanding of the English language. English grammar seems a very complex problem faced by EFL learning, especially for present perfect tense. Many students were still confused of the pattern of present perfect tense, for example, to form the present perfect sentence, students must know the form of auxiliary verb, past participle, and some functions of present perfect tense. In this case, this study aimed at analyzing students' grammar mastery of present perfect through Climbing Mountain Game (CMG). This game was enjoyable for students to learn game. This research used qualitative method. To gain the data, this study used observation and interview. From this study, it was found that students enjoyed the learning activities through Climbing Mountain Game. More importantly, it showed that the use of Climbing Mountain game was able to help students identify the pattern of present perfect and strengthen their sentence building fluently. It was based on their performance that students could fulfill the worksheet of the game well and made correct sentences using present perfect. As a result, the teaching and learning process was done meaningfully.

**Keywords:** *Climbing Mountain Game, EFL Learning, Grammar Mastery.*

## 1. INTRODUCTION

Grammar is the central language for teaching and learning. It is known as a set of structured rules that govern composition of words in languages. It plays in combining units of language to form sentences. The sentences are acceptable grammatically if they follow the rules of grammar. Grammar mastery is understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication. Brown (2007:420) agreed that grammatical competence occupies a prominent position as a major component of communicative competence. Without grammar, learners cannot use target language in both written and spoken communication well. For the English teacher, English teaching process means to make the students are able to mastery the four basic skills of English in order to be able to use English communicatively. So, grammar is one of the language elements that should be mastered by English Foreign Learners.

In learning English needs teaching aids, one of them is a game. A game is chosen because it is one of the creative and fun manners and also make the teaching learning process more enjoyable, English teacher should use interesting media which can be used in teaching English grammar. It also supported by statement from Wright (1983:1) grammar is difficult to understand and boring can be solved by game. It helps and encourages many learners to sustain their interest and work.

According to the teacher interviewed, students had low and difficulties when they learned about grammar especially for present perfect tense. They just remember about the pattern, but most of them do not understand yet about it and still got many confusing when they are asked to make a sentence. The students have to know how to express the activities by using present perfect correctly. If the students use inappropriate tense, it may cause misunderstanding because every tense will influence the meaning.

Present perfect is a grammatical combination of the present tense and perfect aspect that is used to express a past event that has present consequences. Since the objective of English teaching is to make the students to be mastered in English, the teaching of grammar should be integrated into part of speech; speaking, reading, listening, and writing in learning English. To make the students interested in class and participate actively, the teacher must apply a game as one of teaching technique.

There are many kinds of game that can be found in books or internet. One of them is Climbing Mountain Game which can be used as a reinforcing technique in learning grammar. It may be one of the appropriate teaching technique to address the students' grammar problems. It is easy to prepare and can be adapted to various needs in classroom. This research is focused on analyzing teaching learning process by using Climbing Mountain Game in present perfect tense for Access students. In the journal, Gunn and McCallum (2005) used this game to teach simple present tense. They found out that climbing Mountain Game improved students' ability in understanding the written statements, especially grammatical usage and sentence construction. Basically, it is not only for teaching simple present tense, this game also can be used to teach other tenses, such as present perfect tense.

In addition, McCallum (1980) explains that there are many advantages of Climbing Mountain Game, the first can focus students' attention on specific structures, grammatical patterns, and vocabulary items. Besides that, the game can contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation. It can be adapted to the unique needs of different classroom. Not only the target grammar points can be from beginner levels through advanced level but also it can be used to any material, especially grammar.

## **2. RESEARCH QUESTION**

Based on the background above, this study would like to present the following problems:

1. How does Students' Grammar Mastery of Present Perfect through Climbing Mountain Game?

### **2.1 Research Design**

The purpose of this research was aimed at analyzing Students' Grammar Mastery of Present Perfect through Climbing Mountain Game. The research design used descriptive qualitative because this study describes the students' grammar mastery by using Climbing Mountain Game, especially for present perfect tense. According to (Owen, 2000) descriptive qualitative is a study which is to obtain information of phenomena through observation, analysis, and description. The respondents of this research are Access students. One class consists of 20 students.

### **2.2 Instrument**

This research used a test and direct observation as the ways to collect the data. The observation was done in the form of contextual analysis. And a test was used to describe the students' grammar mastery. In this research, the researcher used field note for observation. The observation covered analyzing teaching learning activities using Climbing Mountain Game related to present perfect sentence. There were 20 sentences that must be applied by the students in team work. Among the 20 sentences, there

were true and false sentences. They must change to correct sentence if they get an error sentence. If they answered correctly, they would get 10 points for one sentence. One group consisted of 5 students.

### **2.3 Procedure of Climbing Mountain Game**

According to McCallum (2005):

1. Draw 4 vertical climbing lines (for a class size of approximately 20 students) on the board or on an overhead transparency. Leave space on the bottom of the transparency to show one sentence at a time.
2. Divide each line into 10 segments to represent vertical feet.
3. Prepare a series of sentences. Some should be correct, and about three quarters should contain one grammatical error per sentence. Choose these sentences from the students' work, or develop sentences to correspond to the particular grammar point or points the class is currently working on. Conversely, the game could be a culminating or review activity and could include one error each from a wide variety of grammatical issues.
4. Run off the sentences on a transparency and cut them apart. Place them in a paper bag or envelope ready to draw from during the game.
5. Divide students into 4 teams of 4 or 5 students each.

### **2.4 Technique of Data Collection**

#### **3.3.1 A test**

1. Asking permission to the teacher.
2. Giving a test
3. Collecting the result of the test

#### **3.3.2 An observation**

1. Asking permission to the teacher.
2. Doing observation during the game takes place.
3. Taking the data by field note and record as a documentation.

### **2.5 Data Analysis Technique**

Data analysis is the process of systematically searching and compiling the data obtained from giving a test and taking field notes, so it can be understood easily, and its findings can inform others (Sugiyono, *Metode Penelitian Pendidikan*, p.334).

In analyzing data had been collected, the researcher used descriptive qualitative research. As using this technique, the researcher collected data, arranged data and presented data. To know the English learning process at Access students, the steps done were as follow:

1. **Data Reduction**  
Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification (Matthew B, 1993). Collecting the data obtained from interview, observation, and documentation.
2. **Data Display**  
The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, chart, relationship between categories, and so on. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood (Sugiyono, p.341).
3. **Conclusion drawing**  
The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and

problems in the qualitative research is still tentative and will be developed after research in the field. From the explanation above, the researcher will apply this technique to describing and analyzing data from the result or research about English grammar teaching for students.

#### 4. FINDINGS AND DISCUSSION

The research findings and discussions dealing with the data that had been collected during the research. The data were taken from the instruments, namely observation, field-notes, and interview. As mentioned in the previous explanation that in this research, the researcher would answer the research question that was: “How does Students’ Grammar Mastery of Present Perfect through Climbing Mountain Game?”

In findings, the researcher presented the result of research and the analysis of the data that were collected through interview to the teacher for beginning. The purpose of this meeting was to find out the problems of student’s grammar ability especially in present perfect tense. This activity was conducted on Saturday, 28 July 2018. In this activity, the researcher interviewed the teacher of Access students about the classroom before conducting the study. The teacher explained that students’ grammar ability is still confusing to distinguish the form of auxiliary verb, past participle, and some functions of present perfect tense. And they are easy to get boring when teaching learning process takes place.

Based on the result of pre-research, the researcher wanted to know about the students’ interaction in the classroom when they were given a game in teaching learning grammar. So, the researcher gave a procedure about Climbing Mountain Game to be applied in the classroom. After that, the researcher also observed the process of teaching learning in the class. In the teaching learning process, the teacher taught 20 students. To begin the class, teacher explained to the students that we wanted to play a game. Teacher told the students that in this game students would identify the present perfect in a sentence. But, before students played the game, teacher should explain about present perfect, what present perfect is, what the function of present perfect is, and what about the adverb of time of present perfect. After that, teacher divided the students into 4 groups that each group consists of 5 students. Teacher arranged the group on the side of classroom, it was supposed to each of group to become careful with the other groups. Before starting the game, teacher drawn a scheme that contains a score in each step. And then, teacher asked to each group to stand up and make a line in front of each their scheme. When all the groups has been already, teacher prepared some cut of paper that contains of present perfect sentences for each group. Among those sentences, there were true and false sentences. The students were asked to take a cut of paper. The students who was in the first of line, they would take a cut of paper for the first. After taking it, they had to identify what the sentence was true or false. If they got an error sentence, they had to correct first, after that they wrote and put a sentence in a scheme from the bottom until top. They would get a point if the sentence which had written was correct. One sentence correct would get 10 points. They should be race with the other group to get many points. Teacher gave 15 minutes for the group to do the game. During the game, we can see how the students was active and enjoy in game process. By playing this game, the atmosphere in the class was different, it could build students’ motivation and spirit.

When teacher stopped the game, we knew that students in group still do the activity. Teacher had to stop their activity and would check the result. Teacher started in group one, check how many sentences that students got. Teacher calculated all the result that all group got. Teacher checked the sentence of each group correct or not and if it was true, the group would get 10 points for each sentence. Teacher lead students to take their score on the scheme based on their group. From the result, the first group got 60 points. The second group was 40 points. The third group was 50 points and the last group was 30 points. So, we knew that the first group was the winner.



Here, the result of each group can be looked from the table below:

**TABLE 3.1** the Result of Group 1

Error Sentences	Correct Sentences	Score
Don't sit on the chair, it have just been painted.	Don't sit on the chair, it has just been painted.	10
I have tell you not to disturb my sister.	I have told you not to disturb my sister.	10
Jokowi have make a new regulation to rearrange the layout of Jakarta city.	Jokowi has make a new regulation to rearrange the layout of Jakarta city.	10
Jerry has been my best friend since senior high school.	Jerry has been my best friend since senior high school.	10
The world has changed because of the technology.	The world has changed because of the technology.	10
My grandfather has just went away due to an accident.	My grandfather has just gone away due to an accident.	10
<b>Total</b>		<b>60</b>

**TABLE 3.2** the Result of Group 2

Error Sentences	Correct Sentences	Score
Tia have given birth to a boy.	Tia has given birth to a boy.	10
Has Kiki been busy for these 2 weeks? If not, why didn't he call me?	Has Kiki been busy for these 2 weeks? If not, why didn't he call me?	10
Has the waiter take your order?	Has the waiter taken your order?	10
Sorry I can't lend you even for little money, I have just lost my wallet.	Sorry I can't lend you even for little money, I have just lost my wallet.	10
<b>Total</b>		<b>40</b>

**TABLE 3.3** the Result of Group 3

Error Sentences	Correct Sentences	Score
Lia has sicked since yesterday. I will bring her to clinic later.	Lia <b>had sicked</b> since yesterday. I will bring her to clinic later.	0
The students has finished their examination, now they are waiting for the result.	The students have finished their examination, now they are waiting for the result.	10
Jennie has not ate her breakfast yet.	Jennie has not <b>ate</b> her breakfast yet.	0
Mia has forgot about her promises to me.	Mia has forgotten about her promises to me.	10
He has drink three bottles of wine, he must be getting headache now.	He has drunk three bottles of wine, he must be getting headache now.	10
<b>Total</b>		<b>30</b>

**TABLE 3.4** the Result of Group 4

Error Sentences	Correct Sentences	Score
Don't pass over here, the floor has just been mopped.	Don't pass over here, the floor has just been mopped.	10
Mr. Brown is a workaholic, and now he have succeed in his career.	Mr. Brown is a workaholic, and now he <b>have succeed</b> in his career.	0
This place has been my working room since last two years.	This place has been my working room since last two years.	10
Mr. SBY has been elect as a president of Indonesia two times.	Mr. SBY has been elected as a president of Indonesia two times.	10
The mechanics has fixed my car, so I can go along with my friend in this weekend.	The mechanics <b>has</b> fixed my car, so I can go along with my friend in this weekend.	0
<b>Total</b>		<b>30</b>

Based on the activity above, using Climbing Mountain Game is support the teacher in teaching grammar. From the 20 students, only 4 students who did not answer incorrectly. It means that they were enthusiasm to conduct this game and kept focus on the subject material. Teaching grammar by using CMG has some advantages. First, it create the enjoyment in the grammar process. It is an interesting way for the students because providing motivation for students to learn grammar. Second, CMG develops students' creativity in teaching grammar. This activity leads them to think about what they have never thought before. Finally, by using Climbing Mountain Game, students can be thinking fast to find error grammatical in present perfect sentence because of depending of time.

## 5. CONCLUSION

From the discussion above, it can be categorized that teaching grammar is so challenging. It need preparation material before come to the class. Some students are unsatisfied if the teacher cannot make their understanding about the lesson that the teacher has explained. We know that students are also easy to get boring in learning grammar. So, teacher should find the alternative way to make them want to learn. Climbing Mountain Game is a way to make them more attractive in the classroom. In addition, Climbing Mountain Game brings many advantages in classroom. It can build their embittered to play the game. So, the students do not bored if they study about grammar.

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# Rubric Assessment for Speaking: Analytical Scoring Procedures for Students of Hospitality Program of Vocational High School

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## ABSTRACT

Students are categorized as a good or bad speakers depend on someone who assesses their ability while speaking. It is common in speaking assessment for classroom purposes when the teachers just use their feel judgment to assess the students' performance. By doing that, the teachers determine the score based on their impression without making an analysis of the aspects of speaking ability. Thus, the research is aimed to figure out whether the teacher's rubrics for speaking assessment of hospitality student comply with the characteristic of Analytic Scoring Procedure or not. A rubric are provided by the faculty and used by the teacher to assess the students' speaking ability. The researcher used descriptive qualitative method to present the data. Here, the researcher analyzed it by using checklist rubric about the valid analytic scoring rubric for oral assessment adapted from the theory of Mary J. Allen in her book *Developing and Applying Rubric*. In conclusion, these rubrics are compliant enough with the characteristics of analytical rubric based on Allen's theory in both created process and the natures. In particular, the rubric is compliant by having 70% compliant to the characteristic of analytic rubric based on the created process and 60% compliant based on the natures.

**Keywords:** *Analytic Scoring Procedure, Analytic Rubric, Speaking, English for Specific Purposes.*

## 1. INTRODUCTION

Speaking seems intuitively the most important of all the four language skills (listening, writing, reading, and speaking) since people who know a language are referred to as a 'speaker' of that language, as if speaking included all other skill knowing that language. Through speaking, somebody shows their idea or their feeling. Moreover in English class, the teacher will know students idea through speaking. As another skill, the teacher conduct speaking test to measure that students understand and have a progress during study in the class.

Underhill stated that speaking test is a procedure to measure speaking ability that requires the learner to speak or to produce utterances and he/she is assessed on the basis of his/her utterances. The learners will know their progress, strengths and weakness during study the lesson in the class. Furthermore, through speaking test the teacher knows their students about their progress.

Presently, learners are demanded to speak English during their English Lesson or in full case for English for Specific Purposes Students such students of Vocational High School in a hospitality

program. They are forced to speak English fluently because the purpose of their study is getting in touch with many foreigners in their working world.

It is common that speaking assessment for classroom purposes done by the teachers has been done without any theoretical basis. So, the teachers just use their feel judgment to score the students' performance. By doing that, the teachers determine the score based on their impression without making an analysis of the aspects of speaking ability. Thus, the researcher directly shows the use of analytic scoring procedure in assessing speaking ability of students used English for Specific Purposes. Analytic schemes have also been found to be particularly useful for scorers who are relatively inexperienced.

Most of researchers find out the effectiveness of those scoring procedure by comparing both of analytic and impressionistic. In this research, the researcher wants to find out compliance of the teacher's rubric for speaking assessment with the characteristic of Analytic Scoring rubric and make it related with English for Specific Purposes (ESP). It should be analytic because this scoring procedure is more effective than the holistic one.

This research only focuses on the teachers' rubric in assessing speaking of hospitality students at on of State Vocational High School in Sidoarjo. The school was chosen as the research place because the quality of the school. Some of big institutions whether domestic or foreign have cooperation with this Vocational High School. In particular, Hospitality Program there is student exchange program which some of students has a chance to go overseas to job training. The program collaborates with Malaysia. Thus, the students of hospitality program must speak English very well.

To simplify the research, the researcher provide the statement of research problem that are "Do the teacher's rubrics for speaking assessment of hospitality program at State Vocational High School comply with the characteristic of Analytic scoring procedure?"

## 2. THEORITICAL FRAMEWORK

### A. Scoring Procedures for Speaking Skill

The scoring procedure of a functional speaking test on the contrary is more complicated as it requires the rater to pay attention to the overall components of speaking skill at one time. Cited from Brown and Yule in Mukminatien (2000), the functional speaking test can be done in an interactive communication or transitive one. Interactive communication is referring to the function of language to maintain social interaction like interview and role play. The transitive interaction is referring to a type of communication that is focused on conveying the message, and not on the interaction, like storytelling, giving speech, reading an announcement, presenting a report, and many others.

According to Underhill in Nur Mukminatien (2000), there are two approaches in the scoring procedures of a speaking test, the analytic approach and the impressionistic approach. First is scoring the learners' speaking ability by separating the components of speaking skill into sub skills, and the rater scores each component, and then sums the sub scores into final score. The latter is scoring/judging the learners' speaking ability on the basis of the rater's general impression on the learners' performance without necessarily separating the speaking components.

### B. Analytical Scoring Procedures

Jones *et.al*, defines that the procedure of scoring based on analysis of features is called analytic. Trong Tuan also states that analytic scoring is assessment which the objectives of the

final product is broken down into criteria parts, and each part is scored independently. The procedures of this method involve the separation of the various features of a discourse into categories for scoring purpose, meanwhile the final score from this analytic is the rating which is calculated and summarized from the total score for all of the parts that are being evaluated. Therefore, to avoid bias towards the whole product, it is necessary for the teacher to treat each criterion or part as separate. Related to this research conducting in analyzing an analytic scoring procedure that the teacher used in assessing speaking in Islamic banking English Course of State Islamic University, there are characteristics of scoring procedures. It is described as follow:

### **Characteristics of Analytical Scoring Procedure**

#### **a. Created Process**

Rubrics provide the criteria for assessing students' work. They can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, and works of art, recitals, oral presentations, performances, and group activities. Judgments can be self-assessments by students; or judgments can be made by others, such as faculty, other students, fieldwork supervisors, and external reviewers. Rubrics can be used to provide formative feedback to students, to grade students, and to assess courses or programs.

As mentioned above, rubric is divided into two kinds: holistic rubric (one global, holistic score for a product or behavior) and analytic rubric (separate, holistic scoring of specified characteristics of a product or behavior). Specifically, as this research is focused on analytic rubric, there are some particular characteristics explained by Allen in these following details:

##### **1) *Based on the standards***

Standards are typically one-sentence statements of what students should know and be able to do at a certain point. There are many sources that teachers can find examples of goals and standards that might be appropriate for students. There are national and state standards as well as numerous websites with many good choices. Regarding to this, there are three steps in deciding the standards: reflect, review and write. Basically, it is unnecessary to start from scratch, which can confine teacher's thinking. However, it is necessary to look at the work of others; therefore, considering what do teacher really wants the students to know and be able to do when they leave the grade or school. This is called as reflection. As a result of this reflection, teacher might reach consensus on a few things you most value and agree should be included in the standards. Teacher might actually write a few standards or, teacher might produce a long list of possible candidates for standards. Furthermore, reviewing is the next step. Then, the last one is writing. After writing the standards, it is considerable to make guiding questions to the standards makers or teachers' partners.

##### **2) *Designed to assess created authentic task***

Authentic assessment does not compete with traditional assessments like tests. Rather, they complement each other. Each typically serves different assessment needs, so a combination of the two is often appropriate. As teacher wants to find a way students can demonstrate that they are fully capable of meeting the standard. It is necessary to consider the authentic task is also designed based on the standards and the real world. Therefore, as the task for students is good, the analytic rubric should be created and scaled based on the task given as well.

##### **3) *Consists of the characteristics of good criterion***

Criteria here mean indicators of good performance on a task. In order to concept an analytic rubric, questions such as "What does good performance on this task look like?" or "How

will I know they have done a good job on this task?" frequently need to be appeared. In answering those questions teacher will be identifying the criteria for good performance on that task. Teacher will use those criteria to evaluate how well students completed the task and, thus, how well they have met the standard or standards. Regarding to this, the first thing to be considered is the number of criteria is the essential elements of the task; the next one is everything on every task is not assessed; and the last is numbers of criteria are based on the kinds of assignment.

4) *The same number of levels of performance for each criterion within a rubric*

As mentioned before, keep the number of criteria manageable. Teacher does not have to look for everything on every assessment. Teacher could have five levels of performance for three criteria in a rubric, three levels for two other criteria, and four levels for another criterion, all within the same rubric. Rubrics are very flexible. There is no need to force an unnatural judgment of performance just to maintain standardization within the rubric. If one criterion is a simple either/or judgment and another criterion requires finer distinctions, then the rubric can reflect that variation.

5) *Additional descriptors to each level of performance*

Descriptors are recommended but not required in a rubric. As described in rubrics, descriptors are the characteristics of behavior associated with specific levels of performance for specific criteria. For example, in the following portion of an elementary science rubric, the criteria are observations are thorough, predictions are reasonable, and conclusions are based on observations. Labels (limited, acceptable, proficient) for the different levels of performance are also included. Students will be more certain what are expected to reach each level of performance on the rubric if descriptors are provided. Furthermore, the more detail a teacher provides about what good performance looks like on a task the better a student can approach the task. Teachers benefit as well when descriptors are included. A teacher is likely to be more objective and consistent when applying a descriptor such as "most observations are clear and detailed" than when applying a simple label such as "acceptable." Similarly, if more than one teacher is using the same rubric, the specificity of the descriptors increases the chances that multiple teachers will apply the rubric in a similar manner. When a rubric is applied more consistently and objectively it will lead to greater reliability and validity in the results.

6) *Assigning point values to performance on each criterion*

As mentioned above, rubrics are very flexible tools. Just as the number of levels of performance can vary from criterion to criterion in an analytic rubric, points or value can be assigned to the rubric in a myriad of ways. For example, a teacher who creates a rubric might decide that certain criteria are more important to the overall performance on the task than other criteria. So, one or more criteria can be weighted more heavily when scoring the performance. For example, in a rubric for solo auditions, a teacher might consider five criteria: (how well students demonstrate) vocal tone, vocal technique, rhythm, diction and musicality. For this teacher, musicality might be the most important quality that she has stressed and is looking for in the audition. She might consider vocal technique to be less important than musicality but more important than the other criteria. So, she might give musicality and vocal technique more weight in her rubric. She can assign weights in different ways.

7) *Equal intervals between the point values in a rubric*

Analytic rubrics are flexible tools. Shape them to fit teacher's needs, not the other way around. In other words, points should be distributed across the levels of a rubric to best capture the value you assign to each level of performance. So, feeling bound by any format constraints when constructing a rubric is not necessary. The rubric should best capture what you value in performance on the authentic task. The more accurately your rubric captures what you want your students to know and be able to do the more valid the scores will be.

8) *Checking the rubric*

As a final check on a rubric, teacher can do any or all of the following before applying it: let a colleague review it, let students review it -- is it clear to them, check if it aligns or matches up with standards, check if it is manageable, consider imaginary student performance on the rubric. The last suggestion, imagine that a student had met specific levels of performance on each criterion (for an analytic rubric). Then make sure if that performance translates into the score that is seemingly appropriate. Of course, teacher will never know if he/she really has a good rubric until it is applied. So, working to perfect the rubric before you administer it is not necessary. Get it in good shape and then try it. Find out what needs to be modified and make the appropriate changes.

**b. Natures**

Scoring rubrics are explicit schemes for classifying products or behaviors into categories that vary along a continuum. Some particular natures are identified based on the advantages and the function of analytic rubric; it can be identified as these following points:

1) *Helps to examine efficiently complex products or behaviors*

Specific criteria in analytic rubric help teacher a lot in examining complex products created by students or behaviors that are going to be measured. The levels also give specific and clearer explanation for characteristics that have good or bad scores.

2) *Helps to precisely define targets or expectations*

The specific criteria mentioned in analytic rubric can facilitate teacher in indicating the definition of targeted or expected achievement for students' products, performances, and behaviors that are going to be assessed.

3) *Criterion-referenced*

Each criterion of the criteria mentioned in the rubric has to have specific description in each scale; what kind of achievement is targeted or expected. In addition, the description should be referenced based on the criterion.

4) *Ratings can be done by students to assess their own work or others*

In analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends.

5) *Gives diagnostic information to teacher*

As this is talking about analytic rubric, the result of the assessment process using the rubric should be analytic as well. It means the information should be clear and detail based on the criteria and the explanation about the target that students have to achieve.

6) *Gives formative feedback to students*

As explained in the previous point, analytic rubric is accessible for everyone, both students and teacher to assess something. This means, the feedback that is reflected as a result of

measurement using the rubric is clearer for everyone as well; moreover for students whose product to be assessed.

7) *Easier to link to instruction*

When teacher gives task to students, there must be instructions as well. Therefore, every criterion in the rubric has to be connected to the instruction from the teacher as well.

8) *Accessible for formative assessment*

According to Susan, analytic rubric is designed to assess formative assessment. The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by teacher to improve their teaching and by students to improve their learning. Specifically, it helps students to identify their strengths and weaknesses and target areas that need works.

9) *Adaptable for summative assessment*

As explained above, analytic rubric is created for formative assessment; as consequences, summative assessment can be measured by this rubric when it is adapted. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards. It often has a high point value.

10) *Can be combined when overall score for grading is needed*

It is easier for teacher to wrap up the result of students' achievement during the learning process or the result of the task by combining the scores based on the scales in each criterion. As long as the scales are countable and it can be rated based on the grade, the analytic rubric is considerable.

### 3. METHOD

This study designed to obtain information and description concerning teachers' rubric for speaking assessment then found out whether the teacher's rubric resemble to the characteristic of Analytic Scoring procedure or did not. Therefore, the design of this study was descriptive-qualitative since the purpose of this study is to describe the resemblance of a rubric. *Bogdan, R., & Biklen, S. K. (1992)* stated that descriptive study used to gain certain information about a certain phenomenon that happens when this study is conducted.

The main instrument in this research was the researcher. The researcher collected the data from Document study (Rubric Checklist). The data was collected from the rubric used by the teacher to assess students' ability in speaking. The researcher asked the rubric and analyzed it by using checklist rubric. Then, the teacher's rubric will be analyzed by using descriptive qualitative method. After collecting the documents, the researcher analyzed it by using checklist rubric about the valid analytic scoring rubric for oral assessment adapted from the theory from Mary J. Allen in her book *Developing and Applying Rubric*.

Table 1  
Rubric for assessing speaking performance of Hospitality Students

Criteria	4	3	2	1
<b>Articulation and Pronunciation</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.



<b>Fluency</b>	Comfortable at natural speaker speed and rhythm in everyday context through there may be some hesitation when speaking on more abstract topics.	Not hesitate unreasonably in everyday contexts through may experience some difficult with more abstract topics.	Unacceptable hesitation in everyday contexts.	Speed very disconnected
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

#### 4. RESULT AND DISCUSSION

The presented data and the explanation above draw the, the characteristics of the teachers' analytic rubric. The researcher consolidates the information from checklist rubric is correlated to the theory about characteristics of analytic rubric stated by Allen that mentioned at theoretical framework. The detail explanation is presented as these following explanation:

##### 1. The Compliance of the Analytic Rubric in Created Process' Point of View

In order to create better rubric for assessing students' speaking, evaluating teacher's rubric whether it resembles to the characteristic of appropriate analytic rubric is quiet considerable. According to Allen, the characteristics of effective analytic scoring rubric are approached from two points. The first point is *created process*. This aspect focuses on how rubric developer creates an analytic rubric in both the process and the stages.

Table 2  
Observation Checklist based on Created Process

No.	Created Process	Yes	No
1.	Based on the standards		√
2.	Design to assess created authentic task		√
3.	The number of criteria is the essential elements of the task	√	
4.	Everything on every task is not always assessed	√	
5.	Numbers of criteria are based on the kinds of assignment	√	
6.	The same number in levels of performance for each criterion within a rubric	√	
7.	Additional descriptors to each level of performance	√	
8.	Assigning point values to performance on each criterion		√
9.	Equal intervals between the point values in a rubric	√	
10.	Checking the rubric	√	
	<b>Number of Value (10)</b>	<b>7</b>	<b>3</b>

Developed From Mary J. Allen "Developing and Applying Rubrics" 2014 Miami- Dade Collages 82-88

**a. Based on the standards**

As explained by Allen, there are many sources that teachers can find examples of goals and standards that might be appropriate for students. However, a clear and specific standard based on the teaching, learning and assessing process, materials, lesson also students are deliberately considered. Basically, every rubric is not created based on some teachers' thought, which related to students need and the real fact of some learning activities. So, the teacher just refers to the material that would be delivered. Commonly, reflection and reviewing are not conducted in the creating process; this means that those rubrics are not based on the standard made by the teachers. Whereas, in creating a rubric, especially analytic rubric, standards made by teacher or rubric developer resulted from reflection, reviewing and writing are essential, yet this rubric is not created based on standards.

**b. Design to assess created authentic task**

Allen stated that an analytic rubric is designed to assess authentic task; which this means the analytic rubric can be used as a tool in measuring students' achievement in lessons and materials linked to the real world. This rubric is created for various kinds of oral assessments in students' activities. So, basically, it can be practical for assessing authentic task; yet, it is not specifically created to measure authentic task only.

It is the same as the previous analyzed rubric; this rubric is practically not used for assessing authentic task prepared by the teacher for students. As the teacher did not really bring authentic material in teaching the lesson, it cannot be considered as authentic task.

**c. The number of criteria is the essential elements of the task**

In link to the consistence of the characteristics of good criterion, this rubric inputs all numbers of criteria that are the essential elements of the task. Principally, it is actually not a rule in creating an analytic rubric, but it is a guideline that is expected to help teachers in constructing the rubric. However, it is important to make sure that the score of each criterion is necessary. In particular, this rubric draws on four criteria which explain about the description of different levels in students' achievements towards the assessment. The explanations are clear and can be measured; this means the criteria of the rubric are essential elements for the task and cannot be reduced.

**d. Everything on every task is not always assessed**

Different assignment means different scoring method as well. It is actually not really necessary to assess every aspect in different task of speaking activity. Teacher might value grammar in details, but sometimes he/she needs to give more attention on pronunciation aspects.

Assessing speaking skill has various aspects to be measured; it is based on the target and the expectation of the teacher towards students' achievement and improvement. However, particular aspects that focus on performance, expression and body language are not measured. As Allen explained, teachers need to stabilize the materials, lesson objectives, target and the assessment. So, it is not really necessary to input aspects that are not dominantly targeted.

**e. Numbers of criteria are based on the kinds of assignment**

Regarding to the two previous points, the teacher here has tried to match the rubric with the assignment that is given to the students. In Allen, quick check might be needed by teachers for in-class assignments. As this rubric is only centered on measuring students' performances in doing the presentation about expression of intention for their holiday, the criteria is specified to measure articulation and pronunciation, fluency, volume, posture and eye contact.

**f. The same number in levels of performance for each criterion within a rubric**

This is actually very basic created process of an analytic rubric and it is seemingly being neglected by rubric developer, however it is necessary to highlight that number in levels of performance for each criterion within a rubric does not always have to be the same. Most of teachers or rubric developers, especially in Indonesia, mostly use the same rate in all of the aspects; it can be because of easier to be counted, or might be other reason. Specifically, this rubric using the same numbers of levels in each criterion in purpose to make sure that the level of aspects are equally explained.

**g. Additional descriptors to each level of performance**

Additional descriptors to each level of performance are one of characters in the process of creating that makes analytic rubric different from holistic rubric. In addition, if descriptors are provided students will be more certain what are expected to reach each level of performance on the rubric. This rubric providing the descriptors in every aspects and criteria means it is an appropriate analytic rubric in this point.

**h. Assigning point values to performance on each criterion**

As the number of levels of performance can vary from criterion to criterion in an analytic rubric, points or value can be assigned to the rubric in a myriad of ways. Teacher who creates the rubric decides that certain criteria are more important to the overall performance on the task than other criteria. So, one or more criteria can be weighted more heavily when scoring the performance. For example, in this rubric for assessment in conversation with decided materials, the teacher considers five criteria as mention above. For this teacher, language features (grammar and vocabulary) might be the most important materials that he has stressed. So, he might give grammar and vocabulary more weight in her rubric. He can assign weights in different ways. It is not written in the rubric format; however it is stated by the teacher in the interview.

**i. Equal intervals between the point values in a rubric**

The equal intervals mean the scale of the score in each criterion between one aspect and another are balanced. So the level of achievement which consists of a criterion that is valued as 1 in one aspect is proper and resemble to other aspects that are also valued as 1 and so on.

The rubrics are actually almost the same in the creating process' point of view. This rubric also has the equal intervals between the point values in a rubric. 'Easier to be counted' is teacher's reason in constructing an analytic rubric in this way. Basically, equal intervals between the point values in a rubric is not a very crucial regulation in creating a rubric, however it often become a big deal for rubric developer. Allen explores that rubrics are flexible tools. Shape them to fit your needs, not the other way around. In other words, points should be distributed across the levels of a rubric to best capture the value you assign to each level of performance.

**j. Checking the rubric**

This rubric is fundamentally created by a team that is formed by the university. For that reason, it can be assumed that they came on resulting the rubric is based on the set of agreement among the teachers. Allen explores that allowing colleague to review it is one of the ways in checking an analytic rubric. As this rubric is created by the team, being reviewed is of course assumedly has been done.

The final step in creating a rubric is checking the rubric before applying it. That can be done by doing all of these following points or choosing one or two of them: let a colleague review it, let students' review it? (Is it clear to them?), check if it aligns or matches up with the standards, check if it is manageable, and consider imaginary student performance on the rubric. Similar to

the rubric A, this rubric is also created by the team; means that at least it is reviewed by colleague.

## 2. The Compliance of the Analytic Rubric in Natures' Point of View

As the teacher's rubric has been presented and analyzed in created process' point of view, for further aspect is natures. Here, as effective characteristics of analytic rubric are discussed, so natures of an effective analytic scoring rubric is described in advantages and strength of analytic rubric to facilitate teacher in assessing students speaking skill.

Table 3  
Observation Checklist based on Nature point of view

	Natures	Yes	No
1.	Helps to examine efficiently complex products or behaviors		√
2.	Helps to precisely define targets or expectations		√
3.	Criterion-referenced	√	
4.	Ratings can be done by students to assess their own work or others		√
5.	Gives diagnostic information to teacher	√	
6.	Gives formative feedback to students		√
7.	Easier to link to instruction than holistic rubrics	√	
8.	Accessible for formative assessment	√	
9.	Adaptable for summative assessment	√	
10.	Can be combined when overall score for grading is needed	√	
	<b>Number of Value (10)</b>	<b>6</b>	<b>4</b>

Developed From Mary J. Allen "Developing and Applying Rubrics" 2014 Miami- Dade Collages 82-88

### a. Helps to examine efficiently complex products or behaviors

Not all of the criteria in the analytic rubric created by the teacher help him in examining complex products created by students or behaviors that are going to be measured. There are two aspects in the rubric consisting of unclear explanation about the score. Scales presented by using percentage cannot be evidently identified during the students' performances. Even so, the two other aspects still give specific and clearer explanation for characteristics that have good or bad scores.

### b. Helps to precisely define targets or expectations

Commonly, students' achievements that are being assessed are products, performances, and behaviors. As this rubric is used in assessing performance in form of individual presentation, the aspects included are indeed significant features in speaking skill to be measured. Indicating analytic rubric can be used to facilitate teachers in assessing students' products, performances, and behavior. However, the ambiguous explanations of the scale in terms of percentage influence the attainment of the target in assessing the performance in the form of individual presentations that will be assessed.

### c. Criterion-referenced

Allen states that each criterion of the criteria mentioned in the rubric has to have specific description in each scale; what kind of achievement is targeted or expected. In addition,

the description should be referenced based on the criterion. This is the other characteristic showing that analytic rubric is obviously different from holistic rubric. The analytic rubric should mention the specific description in each scale referenced based on the criterion indicate the differentiation between the analytic rubric and the holistic rubric. This criteria formed as the detail information that used by the teacher for guiding in scoring and giving feedback to students.

**d. Ratings can be done by students to assess their own work or others**

In an analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends. However, although the explanation of the scores are provided, further explanation about the percentage scales are still missing, this can cause students' confusion when they have to do self assessment, pair assessment or group assessment using this rubric for speaking task. Therefore, unfortunately, this rubric is not capable enough to facilitate students in measuring speaking activity, especially presentation.

**e. Gives diagnostic information to teacher**

As the task given to the students measured using this rubric is in-class activity, a quick evaluation is needed by the teacher. Also, the result of the assessment process using the rubric should be analytic as well. It means the information should be clear and detail based on the criteria and the explanation about the target that students have to achieve. The diagnostic information related to students' achievement is available for the teacher as presented in the criteria. So, from the rubric, teacher at least can presume which level of performance done by the student.

**f. Gives formative feedback to students**

As explained in the previous point, analytic rubric is accessible for everyone, both students and teacher to assess something. This means, the feedback that is reflected as a result of measurement using the rubric is clearer for everyone as well; moreover for students whose product to be assessed. Specifically, formative feedback here means students acknowledge the scoring for their improvement during the learning process. For the result of analytic assessment, it could be used for both students and teacher to assess something for measuring the result by using the rubric. Moreover, students could measure their improvement during the learning process in formative feedback. On the other hand, the rubric does not cover the detail information or explanation toward the scales in some criteria.

**g. Easier to link to instruction than holistic rubrics**

Assignment or task that is given by the teacher for students should be following some particular instructions, based on the target of the lesson expected by the teacher. When teacher gives task to students, there must be instructions as well. Therefore, every criterion in the rubric has to be connected to the instruction from the teacher as well. Instruction that given by the teacher can be seen from the lesson plan is actually resembled to the criteria in the rubric. So the students are expected to understand the instruction well before doing the task so that they can get high score.

**h. Accessible for formative assessment**

According to Susan, analytic rubric is designed to assess formative assessment. The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by teacher to improve their teaching and by students to improve their learning. Specifically, it helps students to identify their strengths and weaknesses and target areas that

need works. Basically, this rubric is created to measure formative assessment. As the team of the teacher has planned it, this rubric is created. The criteria explain the description of achievement for each score in different aspects for students' performance. Students' performance here is included into formative assessment for it shows the improvement of their speaking skill.

**i. Adaptable for summative assessment**

As explained above, analytic rubric is created for formative assessment; as consequences, summative assessment can be measured by this rubric when it is adapted. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards. It often has a high point value. This rubric indeed is designed to assess the progress of students in their speaking skill during the process of learning in the classroom, in the middle of semester. It is not a final project, but it is aimed to figure out their improvement in the activity designed in the lesson plan. However, this rubric is also expected to help teachers in assessing students' speaking skill in their final examination in form of practical test. So, this rubric can be adapted by giving additional aspects, specifying the criteria and adding explanation about the scales in some criteria mentioned in the rubric by the teacher.

**j. Can be combined when overall score for grading is needed**

Allen describes that it is easier for teacher to wrap up the result of students' achievement during the learning process or the result of the task by combining the scores based on the scales in each criterion. As long as the scales are countable and it can be rated based on the grade, the analytic rubric is considerable. According to Allen, analytic rubric also could be used for taking the overall score for grading by combining the scores based on the scales in each criterion as long as the scales are countable and it can be rated based on the grade. This rubric consists of four aspects to be measured and four criteria as achievement levels with the same number in levels of performance for each criterion within a rubric.

## 5. CONCLUSION

In conclusion, the rubric is compliant enough with the characteristics of analytical rubric based on Allen's theory in both created process and the natures. In particular, based on the created process' indicators, the rubric is compliant by having 70% compliance with the characteristic of an effective analytic rubric; and based on the natures' indicators, it is compliant by having 60% compliance with the characteristic of an effective analytic rubric.

From the created process' point of view, the rubric for assessing individual presentation is not based on the standards, it is not design to assess created authentic task and it does not have Assigning point values to performance on each criterion. On the other hand, it has number of criteria is the essential elements of the task, everything on every task is not always assessed, Numbers of criteria are based on the kinds of assignment, and the same number in levels of performance for each criterion within a rubric. In addition, there are equal intervals between the point values in a rubric and checking the rubric.

Based on the natures' point of view, this rubric does not help to examine efficiently complex products or behaviors and does not help to precisely define targets or expectations. The ratings cannot be done by students to assess their own work or others and it cannot give formative feedback to students. However, it is criterion-referenced, gives diagnostic information to teacher, easier to link to instruction than holistic rubrics, accessible for formative assessment, adaptable for summative assessment, and can be combined when overall score for grading is needed

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# How I Theorise My Practice and My Professionalism

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## ABSTRACT

The purpose of this article is to share the writer best practice in teaching English. The teacher is the person who knows best about the condition of his class. He has the right to determine for himself how to teach in the class. Therefore, the writer use various techniques in teaching students based on the condition in each classes. The writer applied "Love, Train & Innovate" in teaching. Based on the students' situation that the student do not have interest toward English, the writer develop a sense of love English. By creating an English Point card. There is a gap in students' English language skills. To serve students who have the potential and prominence of their English language skills, the writer developed "excellence students" in train program like English conversation club, English Competition, and intensive Coaching. Accurate media and strategy can make students happy and motivated in learning so the writer create some strategy like such as Guided Imagery Strategies, Expressing intention using song and dream book, Storytelling Using Magic Paper, Writing Short Story Using Cartoon Characters, and Dialogue video project to Improve Speaking Skill. By using varied media, methods or strategies that are in accordance with the classroom conditions, it can improve students' understanding of subject matter. In addition to students being quicker in mastering lessons, they also feel happy and enjoy learning activities. Based on these conclusions, the teacher should create a more interesting learning strategy using various methods so that students do not get bored and learning process becomes more meaningful.

## INTRODUCTION

English learning in junior high level is targeted so that students can reach the functional level of communicating verbally and in writing, to solve everyday problems. While for senior high level it is expected to reach the informational level because they are prepared to continue their education to college. English in Indonesia functions as a foreign language (*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah*).

Learning languages is different from learning other subjects. Learning a foreign language goal is to make the students actively participate in communicating both oral and written. In order to achieve that goal, the teacher must be able to make them dare to communicate with the target language learned in the classroom and in the community. In class, students at least use language to ask question, answer it and speaking with the teacher.

In fact, the students 'conditions in my school are still far from ideal conditions. Students' English language skills are below the expected minimum standards. The students said that since junior high school, English is a difficult lesson for them so that they do not have interest to learn English. According to students, the most main reason that makes English difficult is their lack of understanding of English text or speech. This is due to the lack of English vocabulary in their memory. Although most students consider that English is difficult and not interesting, a small group of students love English. Some of these students have more abilities than their friends. They have high motivation in learning English. The student has the same right to develop his potential. The teacher need to develop the potential of students who have good ability and good motivation in learning English.



The students rarely using English in everyday life. The daily language used by students is local language (Javanese), while the second language is Indonesian. English for students is a foreign language. In addition, students learn English only in school. In curriculum 2013, English is taught two hours in a week. Students also seldom attending English course. Therefore, the hope to learn English is only in class and at school. If the short time is not used properly by the teacher, then the opportunity for students to study English is very limited.

Based on the fact above, I tried to find the solution so the student can learn English independently. This is in line with the opinion of Rais (2009: 69) in that the key to the success being a teacher is the ability to motivate students to improve their motivation in studying. Without motivation, no matter how easy the lesson is, students will never want to learn it.

Some years ago I was advised to teach using the scientific approach. In accordance with curriculum recommendations, I applied scientific approach. At the Observing Stage, students are often indifferent to natural phenomena, student motivation is low. It requires a long preparation. At the questioning stage, the type of question was sometimes irrelevant. Not all students have the courage to ask question, sometimes students were confused about what to ask.

At the associating stage, students were lazy to associate something because they used to get information directly by the teacher. Besides that, it took us a long time. At the Communicating stage, not all students dare to convey their ideas. Not all students were good at conveying information and especially students could not convey in English. In the questioning activity I was more dominant who ask questions. There were many students not active in asking questions because there was no an initiative to ask questions. Only a few students were able to ask questions. Many students didn't dare to ask question because they did not understand the lesson. I always give students the opportunity to ask questions but students still cannot ask.

The implementation of learning using scientific approaches that must be done sequentially was less effective so there was recommendation to teach with a more flexible approach. If I am too fanatical in using certain method, then what happens is that I will not feel free in teaching?

## **MY BEST PRACTICE**

I agree with post-method idea in learning initiated by Kumaravadivelu (2006). He defines the method into two parts; methods made by experts and methods used by teachers in the classroom. The teacher is the person who knows best about the condition of his class. He has the right to determine for himself how to teach in the class. Therefore, I use various techniques in teaching students based on the condition in each classes. My first job is to make my student have motivation in learning English because most of them do not love English. This is in line with the opinion of Rais (2009: 69) that the key to the success of teacher's work is the ability to motivate students to improve their performance. I will describe my best practice using "Love, Train & Innovate". For more details I described as follows:

### **1. Love**

Based on the students' situation that they do not have interest toward English, my job is to develop a sense of love English. For that, I created an English Point card. This is an achievement card for each activity carried out by students relating to English. The elements in the English point consist of 26 elements that have their own scores. Some students said that English is a difficult lesson so they dislike English. When the students do not like English, they have no desire to learn it. In fact, according to Yusmansyah (2008: 44) without feeling happy it would be difficult to survive in learning, especially if faced with parts that are difficult. The students' feeling difficult and dislike toward English is the main reason why students are reluctant to learn English. As a result of it, students' English proficiency

is low. As an English teacher I must be able to make students like English lessons. English Points is effective way to improve student's interest on English because it contains a list of fun English learning activities such as singing English songs, translating song lyrics, writing diaries, and so on. So that students will learn English happily and independently.

Planning learning Contract at the beginning of the meeting is very important step to do so the students love English. Learning contracts are agreements that are made by the teacher and students to be approved together. Learning contracts contain the responsibility of students in implementing the learning process both inside and outside the class. One example of an agreement made by students is to get English points every day, be active in carrying out activities and awarding students' achievement. I give reward to students who get the highest points in each class every semester. Reward can be in the form of recording student achievement in my notebook or giving gifts in the form of books, dictionaries, magazines and others. Awarding is very important to improve the interest of English lessons. If students already have the willingness to learn English, students will conduct independent learning activities. This is in line with the Dimiyati's (2016:45) opinion in that extrinsic motivation can change to intrinsic motivation if students realize the importance of learning.

## **2. Train**

There is a gap in students' English language skills. The students who have no interest in English tend to have low English skill. The student who have interest in English have better English skill. The ability and motivation in learning English are different among students. The potential and ability of each child is different too. There are slow learner and fast learner. I have to serve students fairly where slow learner is given remedial and fast learner given enrichment. Therefore there are remedial and enrichment programs. To serve students who have the potential and prominence of their English language skills, I developed it with the term "excellence students". Excellence students are the student who have the potential and are ready to be the representatives of schools in various English competitions. Before being included in various competitions, excellence students are fostered intensively, these students are given special enrichment. Some activities to train excellent students are: English conversation club, English Competition, and intensive Coaching.

## **3. Innovate**

Non-innovative learning process causes passive class. The teacher should be innovative in creating active class. For that reason, I create some media and strategies in teaching that are simple, cheap and easy, but accurate and appropriate to help students learn English. Hamalik (1986) cited Azhar Arsyad (2010: 15), argues that the use of instructional media in the teaching and learning process can arouse desires and interests, generate motivation and stimulate the learning activities. Based on these reasons, I believe that creating accurate media is very important to make students feel easy in learning lessons. Accurate media can also make students happy and motivated in learning.

Media and strategies in teaching greatly affect learning outcomes. Selection of learning strategies is very important so that learning process is effective and efficient in achieving learning goals. For this reason, teacher creativity and skills are needed in choosing and using learning strategies based on students' characteristics. I made various precise learning media and strategy to support the learning process in the classroom so that students feel happy in studying English. Some media are: *step cards*, *sympathy cards*, *prompt photojournalists*, *magic papers*, *unloading sentences*, *inviting cards*, *vocabulary savings books*, *Recount Pictures Story*, *Reading Master Report*, *Reading Master Narrative*, *Grammar XI Masters*, *Cartoon Character*, *Expressing Intention song*, *Song Tenses*, *Dreambook Guide*, *Guest What*, *Guest Who*, *Guest Where*, *English Points*, *time calendar*, *banner map*. The strategies

include: *Family 100 Quiz "Jeopardy Quiz, Video Dialog Project, Guided Imagery Strategy, Sms plus (semantic mapping strategy for Descriptive), Sms plus (semantic mapping strategy for Narrative), Reading Competition Strategy, One day one text Project, Short story publishing project, etc.*

The media and strategy were used in teaching in the classroom. The use of strategies and media in learning activities is very helpful to facilitates students in understanding the subject. In this paper, I will describe some of the strategies that I use in teaching and how I make a theory on the results of my learning innovations.

### **GUIDED IMAGERY STRATEGIES**

I apply this in the superior class to teach writing. If I apply it to students in ordinary class, then students will have difficulties. There are various theories or definitions of guided imagery. Bolton, et al. (2006: 58) says that Guided imagery involves facilitators and invites people to improve their imagination, usually after a series of breathing and relaxation exercises first. According to Hall, et al. (2006: 5) Guided imagery is the process of using words (narration) to bring the reader on an inner journey for a specific purpose. Herr (1981: 51) states that the guided imagery strategy is done by asking students to listen to a series of questions that guide them to visualize or draw pictures of a scene or situation using their imagination. From the above definition, it can be concluded that Guided imagery is one of the strategies to teach writing which begins with the relaxation stage, followed by reading the narrative according to the expected target.

After reading various references, I could not find the concrete steps in teaching writing. Some theories only state one step, for example in the stage of pre writing. For this reason, I have innovated myself the steps that already exist, namely the three phase step with Guided imagery so that it becomes the following steps:

- a. Pre-writing (consists of: relaxing, turning on the music, reading the guided imagery)
- b. During-writing (consisting of: Listing, reading the prompts, writing, sharing, editing)
- c. Post writing (consisting of: Publishing)

The learning method cannot be applied to all classes because it requires a high level of English ability in understanding guided imagery text so that it is suitable for students with high English proficiency.

### **EXPRESSING INTENTION USING SONG AND DREAM BOOK**

One of the basic competencies for the students of SMA/ SMK is analyzing social functions, text structures, and linguistic elements to express and ask about the intention to do something (expressing Intention), in accordance with the context of its use. The next basic competency is to compile oral and written texts to express and ask about the intention to do something (expressing Intention), by paying attention to the social function, text structure, and linguistic elements, which are correct and in context.

Expressing Intention theme is unordinary theme for students if it is not presented with an interesting learning activities. According to Pardiyoga (2012: 1) teaching can be compared to an activity of presenting a menu to guests at home or in a restaurant. This means that if I don't present expressing Intention material interestingly, as a result students don't like or don't even want to eat it. Furthermore, Pardiyoga (2012: 1) said that in learning English today, teacher do not only act as a spoon feeder, but as a facilitator, conductor, and motivator who can guide students to be more active, reactive, and energetic.

Through this expressing Intention theme I can teach students to dream big, to formulate dreams and future plans, and to express dreams and ideals to others. For that I created a song consisting the way

to express intention so the student can express their intention easily in the dream book. The reason I use the singing method is because singing will make students feel happy. In addition, students will also easy in expressing intention.

Many students are still confused and don't care about their goals in their life. Subakti (2009: 358) states that in general, teenagers do not have certainty about their future choices. Based on the results of the interview, I found that the students do not set their goals even though they were already in SMA level. Writing down goals is very important. According to Sugianto (2007: 124) some people write their dreams as suggested by their idols or motivators. Harvard University once conducted research which showed that 3% of students who wrote their goals scored higher than 97% who did not write them.

For reason I created a dream book that was combined with expressing intention song. According to Otib Satibi (2005: 28) the singing method is a method that takes a real learning approach that is able to make children happy. The song tone is like the Twinkle song, twinkle Little Star but the lyrics are changed with the expressing intention as follows: *I'm going to go to the sea, I will have my holiday, I want to go there with you, I would like to go with you, Yes I think I will go there, I am planning to go with you, I have decided to go, Maybe I will play the sand, May be I will see the sea, I will go to you, we will swim the deepest sea.*

The song will provide fun repetition without boredom and provide active participation in language.

### **STORYTELLING USING MAGIC PAPER**

English has been taught since students sit in elementary school. However, until high school students they are still get difficulties in storytelling. Most of my students in tenth grade, cannot tell stories that they already known. In fact, the story like Cinderella, Onion and Garlic, the origin of Ngebel Lake, Snow White, Mouse and crocodile, etc. has been recorded in their memories but they cannot story telling them.

There are several reasons why students cannot tell stories. First, students are accustomed to make long sentences in Indonesian so they get difficulty to make English sentences. Second, students have limited vocabulary so they have difficulty in producing sentences. Third, the limited ability of grammar so that they have difficulty speaking with the right rules. Fourth, the limited ability to pronounce the words correctly. Fifth, students have difficulty in composing sentences. Sixth, since elementary school some students do not like and cannot speak English. Seventh, English is equated with other lessons that can be mastered only by learning not training and practicing.

I used the Magic Paper Technique. This is a primitive method in teaching but it worked. The Magic Paper technique is the result of my own findings. Magic paper contains text in Indonesian stories that must be read in English. In making the text I must choose familiar vocabulary according to students, short language and easily memorized vocabulary. The process of learning and teaching with magic paper media is expected to stimulate students' willingness and abilities in storytelling. Media Magic Paper is easy to prepare, interesting, meaningful, fast and time-saving. In addition, learning will be more meaningful because students know what they said. The learning step is quite simple. Students are given magic paper media, then read it in English repeatedly. This strategy is suitable for the students whose vocabulary is so limited.

Media Magic Paper is a form of learning innovation inspired by the theory of Grammar Translation Method (GTM). According to Richards and Rodgers (2001: 5) GTM first developed in mainland Europe around the 17th century to the mid-20th century. Although it was loaded with various criticisms, GTM was still used in several foreign language teaching programs today.

I was one of those who tried to take the good side of GTM and change the negative side by finding new learning media, namely magic paper. The following are the differences between the principles of GTM and Media Magic Paper.

GRAMMAR TRANSLATION METHOD PRINCIPLES	MAGIC PAPER PRINCIPLES
<ol style="list-style-type: none"> <li>1. The basic objective is to be able to read literature in the target language (English).</li> <li>2. Focusing on translating grammatical forms and memorizing vocabulary</li> <li>3. Grammar rules are explicitly presented. Grammar is taught deductively and then practiced through translation exercises.</li> <li>4. The main skill developed is reading and writing. There is almost no learning to speak and listen.</li> <li>5. Mastering grammar from a foreign language is very important in order for students to understand the written target language. Vocabulary is learned from the bilingual word list from the target language to mother tongue.</li> <li>6. Mother tongue is used as an introduction.</li> <li>7. Reading text is written in the target language and translated directly into mother tongue.</li> <li>8. Language learners are not expected to be able to use the target language for communication. There is no time to produce their own sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. The basic objective is to be able to read literature written in Indonesian into English</li> <li>2. Focusing on translating phrases/ sentences and memorizing vocabulary</li> <li>3. Grammar rules are not explicitly presented. Learning is emphasized on what terms are said to say this and that (how to say ... in English)</li> <li>4. The main skill developed is speaking and listening. It can also develop reading and writing skills.</li> <li>5. Mastering the grammar of the mother tongue (Indonesian) and the target language (English) is recommended for students to understand the written target language.</li> <li>6. Vocabulary is learned from the bilingual word list from Indonesian into English.</li> <li>7. Strict language is used as an introduction. If forced to, it can be combined using mother tongue.</li> <li>8. The reading text is written in Indonesian and translated directly into English.</li> <li>9. Language learners are expected to be able to use the target language for communication. Very available time to produce their own sentences</li> </ol>

The following is an example of a magic paper media:

<p><b>Pangeran Kodok</b></p> <p><i>Suatu sore, seorang putri berjalan-jalan. Dia datang ke sebuah sungai. Dia duduk dekat sungai. Tiba-tiba, datanglah seekor katak. "Bisakah kamu hidup denganku?" tanya kodok. "Ya Allah, kamu bisa bicara," kata putri. Putri membawa katak tersebut pulang. Dia memberikan makanan. Setelah itu dia tidur.</i></p> <p><i>Ketika putri bangun, dia mencari kodok. Tetapi, dia tidak bisa menemukannya. Tiba-tiba, seorang laki-laki tampan datang. Lelaki itu adalah seorang pangeran. "Terimakasih atas pertolonganmu. Seorang penyihir mengubah saya menjadi kodok. Sekarang, mari pergi ke istanaku. Kita akan menikah," kata pangeran. Putri setuju. Mereka hidup bahagia selamanya.</i></p> <p><i>Pangeran kodok: The Frog Prince</i></p> <p><i>Putri</i> : princess</p> <p><i>Jalan-jalan</i> : walked around</p> <p><i>Tiba-tiba</i> : suddenly</p> <p><i>Mencari</i> : looked for</p> <p><i>Menemukannya</i>: find it</p> <p><i>Penyihir</i> : witch</p> <p><i>Setuju</i> : agreed</p>
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The examples of text using GTM are the opposite, the text is in English. After the two media were tested on students, the magic paper media was more effective and efficient. Magic paper improves students' skills in storytelling because Media Magic Paper has several advantages. First, it's easy to memorize. Second, make it easy to make the correct sentence. Third, Students become aware of English phrase or sentence. Fourth, improve the fluency of speech. Sixth, Practical, it is very easy to make and very simple. Seventh, save time in storytelling. Eighth improve the number vocabulary.

### **WRITING SHORT STORY USING CARTOON CHARACTERS**

Writing is one of the English language skills that must be mastered by the students. But in fact, students still have difficulty in determining ideas in writing, developing ideas and completing a story. One learning model that can improve students' writing skills is Project Based Learning (PjBL). This learning model uses the project as the basic of learning. In addition PjBL is student-centered so that it can make students independent. However, PjBL also has weaknesses. The weaknesses of project-based learning include the number of equipment that I have to provide. With these weaknesses I tried to create a learning medium that is simple, inexpensive and makes it easy for students to write short stories.

To help students find ideas and determine characters in writing stories, I use of Cartoon Characters as the media. What is meant by "Cartoon Character" is an image on a cardboard carton that has psychological characteristics? I was inspired by a cartoon on television whose characters are the same but the stories are different. The role of cartoon character is to help students find ideas in writing. The closeness of the students to the cartoon characters can make it easier for students to create stories. This is what makes students always have lots of ideas. If the students' idea in writing has been found, then the next step will be easy. If students feel that writing stories is not difficult, it means that students' interests in writing can be improved.

Cartoon Characters can overcome the student problem on content and organization component. There are still other writing components that must be considered, namely vocabulary, language and mechanics. But all that can be overcome by the implementation of a project based learning model. That's why it is needed to combine PjBL with media Cartoon characters. The combination of innovative learning models with the right media will certainly produce maximum results.

After producing a product in the form of a short story collection, students will then publish a short story in the form of a short story collection's book in the series story. The publication of this book is expected to help increasing the number of book publishing in Indonesia. Moreover, it can provide valuable experiences for students so that later they can publish their own books.

### **DIALOGUE VIDEO PROJECT TO IMPROVE SPEAKING SKILL**

When the teacher teaches, sometimes students operate their cellphones. It cannot be separated from students' lives. For that reason, I make use of phone cell in teaching speaking. I asked them to make dialogues in English, and record them into videos using their phone cell. I named it "Dialogue Video Project".

I combine the task of making dialogue with the use of phone cell to become an audio visual product that creates deep impression and motivation for students to speak English. I adapted a number of project-based learning steps presented by the Ministry of Education and Culture (2013: 7) and Alec Patton (2012: 35-39) to make the implementation stages. The steps that I did were as follows:

First, displaying video samples. Showing videos as a sample to motivate students in making similar videos. Showing of video samples is also important to give a good example of video dialogue project result. Second, making schedule agreement so the students become aware of what they have to do, progress that must be achieved, etc. This schedule plans the writing completion, script editing,

editing tutorials, video recording, video editing, and submission of video results. Third, Learning process that makes students able to make dialogue properly. A good dialogue script will produce a good video too. To get to a good dialogue script, of course the learning must be sufficient to provide students with good knowledge and skill. Fourth, Video Editing Tutorial. After the dialog has been written, video editing tutorials must be done to provide students ability in producing a video. The students edit their video using Windows movie maker which is available on almost all computers. In this project, a video editing tutorial was carried out by ICT teacher. Fifth, Monitoring the Progress of Video Projects. This monitoring makes them reminded to do the work on time. Monitoring is also very useful to find out the difficulties they experience, both from the writing process and during the video making process. Sixth, Video Submission. The recorded video is then submitted according to the agreed time limit. Seventh, video results are displayed to make the students feel respected both in terms of effort and results.

## CONCLUSION

If a teacher too fanatical on the suggestion on certain method in teaching, then what happens is that he/she will not feel free in teaching. In Post-method idea, the teacher are free to create method based on the students' condition and characteristics. The teacher is the person who knows best about the condition of his class. He has the right to determine for himself how to teach in the class. Therefore, the writer use various techniques in teaching students based on the condition in each classes.

The writer applied "*Love, Train & Innovate*" in teaching. Based on the students' situation that the student do not have interest toward English, the writer develop a sense of love English. By creating an English Point card. There is a gap in students' English language skills. To serve students who have the potential and prominence of their English language skills, the writer developed "excellence students" in train program like English conversation club, English Competition, and intensive Coaching. Accurate media and strategy can make students happy and motivated in learning so the writer create some strategy like such as Guided Imagery Strategies, Expressing intention using song and dream book, Storytelling Using Magic Paper, Writing Short Story Using Cartoon Characters, and Dialogue video project to Improve Speaking Skill

By using varied media, methods or strategies that are in accordance with the classroom conditions, it can improve students' understanding of subject matter. In addition to students being quicker in mastering lessons, they also feel happy and enjoy learning activities. Based on these conclusions, the teacher should create a more interesting learning strategy using various methods so that students do not get bored and learning process becomes more meaningful.

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# English Learning Using Game and Song for Young Learners in Abba Orphanage in Merauke, Papua: A Community Service Activity

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## ABSTRACT

Community service is one of Three Pillars of Higher Education. The service can be performed in social service, counseling, coaching, training, and teaching. Teaching English for young learners can be a meaningful and helpful service since the language knowledge and skills are already an absolute necessity for children, especially elementary, middle and high school and even university students, as that children at Abba orphanage Merauke Papua. This paper aims to describe the English learning using game to improve young learners' activeness in enriching English vocabularies and using song to improve young learners' activeness in producing simple English sentences at Abba orphanage Merauke Papua. The game used are three kinds of game, they are: 1) Simon Say game, 2) What's Missing game, 3) Miming game. While, the song selected for the teaching are: 1) Twinkle Little Star, 2) Daddy Finger, 3) Baby Shark. The data were collected through observation, note taking, and documentation, and then those were analyzed using the formula of percentage of activity reflection. The results show that What's Missing game is the most successful in its implementation which reached percentage of learners' activeness 95%, followed by Simon Says game reached 83%, and Miming game 81%. While, the song, Baby Shark and Daddy Finger gained the same percentage that is 87% and followed by Twinkle Little Star which is only 73%. In addition, the results show that the selection of type of games and songs influences the learners' reaction and that it is the element that should be considered seriously.

**Keywords:** community service, children at orphanage, English learning, game and song, young learners

## 1 INTRODUCTION

Community service is one of Three Pillars of Higher Education beside the pillar of education and teaching, and research. It can take the form of social activities carried out both individually and in team work in the form of social service, counseling, coaching, training, and teaching. Literally, service is defined as good deeds in the form of thoughts, opinions or energy, as manifestation of loyalty, love, affection, respect, or a bond, and everything done sincerely. (Kamus Besar Bahasa Indonesia, 2011) Then, community service is carried out if the good deeds are directed to a group of people with sincerity to share. This sincere nature arises because humans are raised and live in society, so that as a

manifestation of their responsibilities, they also make sacrifices. For example, someone who has knowledge in a particular field then tries to share that knowledge with a group of people who feel they need to get that knowledge. Sharing knowledge can be achieved by training, guiding, and teaching sincerely.

In accordance with the service concept above, the writer was called upon to carry out community service with the knowledge she has. In this case, the community group as the target is the children at Abba Orphanage Merauke Papua with the specific purpose of improving English language skills of the children at the Orphanage.

Abba Orphanage is located on Jalan Misi Merauke Papua which was established in 2004. The orphanage's caretaker is Mr. Michale Pure with the help of several other caregivers. About 30 children are cared for in this orphanage and all of them are educated in schools in Merauke from grade 2 elementary to university. However, the majority are elementary school age children. The existence of this Abba orphanage does not seem to be widely known to the people of Merauke. This was revealed by the head of the orphanage in the first time of the initial observation.

English language knowledge and skills are already an absolute necessity for children, especially elementary, middle and high school and even university students. Considering that the majority of Abba orphanage children are of elementary school age, it brought the idea about teaching English using fun ways since it can improve students' motivation and entertain them as well. Iswardani (2008: 7) in his study stated that through games children practice and internalize vocabulary and that is very fun. All games performed can be adapted according to the learning objectives and conditions. So the game provides many opportunities for developing children's abilities which may not even be in the syllabus. This means that the game becomes a fun method for achieving successful learning goals. This statement is in accordance with the statement of Cross & Normale, 1991: 156. While Asrifan (2009: 2) quotes the statement (Shipley, 1998), "Music helps children develop cognitive skills, as well as enhances language skills, by singing song; children learn language appreciation, vocabulary and rhyme." The statement explained that music helps children develop cognitive abilities as well as language skills because with children's songs learning to appreciate language, vocabulary and rhyme. In line with Shipley, Murphey (1996: 3) also emphasized that with songs students remember more quickly especially for children. So it is clear that the selection of songs as a fun method of learning English is the right step, especially for orphanage children who certainly need entertainment and togetherness with outside communities.

Based on the consideration above which is supported by the theory of game and song, then the theme of this community service activity is Learning English Using Game and Song for Young Learners, which is to improve children's learning motivation in English lessons in a fun way and fit their age and interest. As Wibowo (2016: 128) asserted that learners' achievement is determined by learning process. However, apart from this goal, which is more important is a form of the concern to get the orphanage to be known more by the people of Merauke. While, about the learners' activeness, it was measured using the formula of percentage of activity reflection in game and song.

Through this paper, the aim of the community service is presented that is to describe the English learning using game to improve young learners' activeness in enriching English vocabularies and using song to improve young learners' activeness in producing simple English sentences at Abba orphanage Merauke Papua.

## 2 PROBLEMS

This community service activity is focused on improving the English skills of elementary school age children as young learners who need more enjoyable motivation and recognition of English. English for young learners is more oriented towards the introduction of vocabulary. Then from the vocabulary can be continued by forming simple sentences in the form of sentences. These two main skills can be improved by Game and Song. So that it can be formulated as follows;

- a. How is game used to improve young learners' activeness in enriching English vocabularies?
- b. How is song used to improve young learners' activeness in producing simple English sentences?

## 3 METHOD

The target in this service was basically the children of Abba Orphanage who were in elementary school as a category of Young Learners totaling 19 children, but because of the total children were only 30 children, 11 children who were in high school and 1 child was in university, so all 30 children were included in the learning activities. The activity was conducted at November 27<sup>th</sup>, 2017 at Abba Orphanage gathering room Merauke Papua. The technique used in teaching is classroom learning using game and song with multimedia tools such as laptops, LCDs, and audio visuals.

The game used are three kinds of game, they are: 1) Simon Say game, 2) What's Missing game, 3) Miming game. While, the song selected for the teaching are: 1) Twinkle Little Star, 2) Daddy Finger, 3) Baby Shark.

During the classroom learning, the writer as the instructor did the observation and taking note and documentation to analyze and evaluate the outcomes of the activity.

The formula as follows;

$$P = \frac{f}{N} \times 100\%$$

Which is:

*P* : Percentage (of activeness)

*f* : frequency (of activeness)

*N* : Number of learner

(Adapted from Sudijono, 2006:43)

## 4 DISCUSSION

### 4.1. Game

In this community service activity, the instructor composed the game in three types, adjusting the consideration of the number of children and the time of execution. The game details are as follows;

- a. Simon Say game; The procedure for the Simon Says game is only by gathering several players by making a big circle. Then, one instructor will be in the middle. The function of the instructor itself is to give an order by saying an example as well as the sentence: 'Simons says, touch your ear!', 'Simon says close your mouth!', 'Simon says sit down!' followed well by moving to do according to orders. In this case the emphasis is on vocabulary class verbs such as 'touch, close, sit' and noun classes such as 'ear, mouth, floor,'. So that it can train hearing and concentration of children to think quickly. In this game children play individually.
- b. What's missing game; What's Missing game concept is the instructor tries to prepare about 10 images to be identified carefully. After being identified properly, the instructor also asks

the player to close his eyes in a while. When the player closes his eyes, the instructor takes 10 pictures then scrambles them and returns them in 8 or 7 of what was shown earlier. A moment later, the player is asked to open his eyes and find out, about what images are missing from the 10 images. In this activity the game was adapted into a game in the form of a group in which one negotiating group determined which image omitted and challenged another group to guess the image. In a formation like this the value of collaboration and competitiveness were applied to see the social spirit of children in addition to cognitive abilities.

- c. Miming game; Guessing is subscription game that is favored by some communities. Of course Miming Game is one of those types. How to play this Miming game is to ask one of the players to demonstrate an animal, work, activity, or whatever is chosen. Then, other players who pay attention to the movements of the player are also asked to guess what he is modeling. In this game besides training vocabulary also train students to be confident and dare to appear in front of the class.

During the classroom teaching learning activity, the observation, note taking and documentation were conducted to collect the data of learners' activeness. Then, it was obtained the learners' activeness in learning using game ( Table 1)

**TABLE 1.** Learners' activeness in learning using game

No	Games	Percentage (%)	Advantages	Disadvantages
1.	Simon Say	83	Trained the children to listen carefully and digested the nouns mentioned by the instructor quickly	There were still some students who just following the movements of other friends without relying on their own ability to circulate
2.	What's Missing	95	Children could work together in groups and agreed to determine the words that must be removed and guessing the missing words in agreement	Some children found the words missing over the given time limit
3.	Miming	81	Children could combine imagination abilities with vocabulary skill	Some children were still shy in demonstrating in front of the class

#### 4.2. Song

The learning using song was conducted after the game. There were three songs that used as learning resources, namely Twinkle Little Star, Daddy Finger and Baby Shark. The consideration of the selection of the three songs was based on the period of publication or fame of the song because it was convinced that it stimulate different reactions of the children. Twinkle Little Star is a song that has been produced for a long time, then Daddy Finger and the most recent one is the Baby Shark which is gone viral. Beside that the selection was intended to unlock the potential for further research.

As in the game activity, during the classroom teaching learning activity, the observation, note taking and documentation were conducted to collect the data of learners' activeness. Then, it was obtained the learners' activeness in learning using song ( Table 2)

**TABLE 2.** Learners' activeness in learning using song

No	Songs	Percentage (%)	Advantages	Disadvantages
1.	Twinkle Little Star	73	Trained the children to understand the meaning of songs	Some children still find it difficult to pronounce English words correctly
2.	Daddy Finger	87	Children can practice simple dialogues developed from the song	Some children are still shy about practicing in front of the class
3.	Baby Shark	87	Children are very enthusiastic about singing together and moving actively	Some children still cannot make sentences according to instructions

### 4.3. DISCUSSION

The selection of game and song for learning English for young learners at Abba orphanages was certainly based on careful considerations. One of them is the level of education. Because the majority was elementary school-age children, the game and song selection were adjusted. There are three types of games and three songs performed. Each of them provided value of success, advantages and disadvantages.

First we look at the evaluation of learning using the game. It appears that What's Missing game is the most successful in its implementation which reached 95%. It means that from all learners only 5 % were not active in this game. Then, Simon Says game with value of 83% means that 17% learners were not active, and Miming with value of 81% means that 19 learners were not active. The values were obtained based on the evaluation results of the four instructors intended to make comparisons with the rating of which type of game and song the most successful and in children's interest.

The success of What's Missing game also shows that learning by forming small groups to collaborate and compete with other groups is very useful for orphanage children. It can be related to the illustration of their lives in orphanages, which is living in groups and cooperation every day.

In contrast to Simon Says game which relies on the abilities and efforts of each individual, it turns out that some show the lack of ability to think quickly. Whereas the Miming game was basically quite successful, but because of the behavior of shy of the children in demonstrating in front of the class, this game was less successful even though the activity of guessing what objects exhibited was very good and enthusiastic. This, of course, furthermore needs to train children to be confident in performing in front of the class.

However, overall the three games played were very successful in showing the activeness of the children learning English especially vocabulary. Furthermore, in the table from the evaluation of English learning using song, it appears that Baby Shark Song was most successful in attracting children's enthusiasm. This shows that the selection of songs in learning must also be considered. It was know that the Baby Shark Song was very booming lately because of that the children were very enthusiastic compared to the Twinkle Little Star song which was in fact most of them had never heard the song before. While Daddy Finger's song is quite easy to be followed by children because the sentence is easy and the musical arrangements are cheerful, the children were excited.

The problem was learning the sentence after the song. From Baby Shark songs, children can only produce phrases developed from the words baby, mommy, daddy, and other types of animals. While the most successful song that trained children to form sentences is Daddy Finger. Children

were required to practice the sentence in the song in the form of dialogue in front of the class. While the Twinkle Little Star song has more sentences but in fact it was less attractive to the children.

From the results of this analysis, it can be concluded that primary school-age children like songs whose music encourages and repetitive simple sentences. However, from the whole activity, the children were very enthusiastic about producing sentences according to the instructions given which were developed from songs.

## 5 CONCLUSION

Based on the results of the implementation of the service activities that have been carried out, some conclusions can be drawn as; Learning English using games for early childhood in this case the young learner category is very helpful to improve learning activeness and motivation, especially in vocabularies. While learning English using song for early childhood in this case the young learner category is very helpful in improving learning activeness and motivation, especially in speaking skills. And then, the combination of game and song can also be used for children above primary school age. The thing to be considered seriously is the selection of type of games and songs because it will draw different response to the learners.

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# Digital Stories: A Millennial Communication Tool for the English Language Classroom in Junior High School

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## ABSTRACT

Students' cognition and utilization of technology are producing literacy skills for a 21st-century digital era. At a sort of educational institutions, digital media production functions as a mechanism for learning, expression, and construction community and identity. One instance of digital media production is digital storytelling. The digital story is a brief personal narrative regarding images (stills, video, and graphics), a narrated voiceover, and a recorded audio sound track. This article explores a digital media production experience with a class of English language students in Junior High School, who created digital stories for mid-term projects and offers applicable suggestions for teachers who might be interested in testing the waters of digital storytelling. In addition, with scaffolding and guidance, the four skill competencies could be accessed as element parts of the media production: reading, writing, and speaking for the narrative text voiceover; listening and speaking for the practice of pronunciation, intonation, and stress; and listening for grammatical accuracy. Having been through the procedure, Storyboard/Planning, Narrative Voiceover and Additional Audio, and Presentation of the Story, I powerfully believe that the digital story is a ideal mechanism for all ability domain of language production with higher-level English language learners. it is also engaging, motivating, and creative. The benefits of digital media production outweigh the issues and challenges. Research and my class's experience prove that computer-assisted instruction and 21st-century communicative instrument do play such roles and have a positive effect on student learning outcomes.

**Keywords:** *digital, story telling, communicative tool, technology*

## 1 INTRODUCTION

The rapid flow of information and the internet through gadgets, make the student's live today summarize as digital media saturated lives by Swenson et al. (2006). From my orientation as a teacher, digital technology when used suitably and meaningfully produces the successful learner outcomes identified by Sadik (2008), who writes about meaningful combination of technology and its impact on engaged student learning. Students' knowledge and application of technology are producing literacy skills for a 21st-century digital age. At a variety of educational institutions, digital media production functions as a mechanism for learning, expression, and building community and identity.

One instance of digital media production is digital storytelling. The digital story is a short personal narrative involving images (stills, video, graphics), a narrated voiceover, and a recorded audio sound

track (see Kajder 2004; Lambert 2010; McGeoch 2010; Ohler 2008; Robin 2008). Developing in 1994 at the Center for Digital Storytelling in Berkeley, California, digital storytelling evolved around co-founder Lambert's thoughts about telling stories and sharing feelings in conjunction with his seven steps of the digital story (2010). This article explores a digital media production experience with a 7<sup>th</sup> grader of Junior high school students who created digital stories for mid-term project and offers practical suggestions for teachers who might be interested in testing the waters of digital storytelling. Since today's millennium student relates best to a wired world, I decided that these projects would be a perfect mechanism to motivate and engage students, and to create a sense of community in the English language classroom. In addition, with scaffolding and guidance, the four-skill competencies could be accessed as component parts of the media production: reading, writing, and speaking for the narrative text voiceover; listening and speaking for the practice of pronunciation, intonation, and stress; and listening for grammatical accuracy.

Most junior high school students in my school are used to use gadgets in their daily lives, they are used to make videos of 1 minute duration on Instagram, and also other video applications, and this encourages me to create projects related to gadgets and English lessons at school, with appropriate topics.

## 2 PROBLEMS

### Decisions, frustrations, and rewards

Most of the students made decisions on topic selection and still images by the third week of the production period. However, a few students battled with indecision or wrong choices, so it took them more time to decide, delaying the production process. Overall, frustrations were mostly in response to strangeness with the technology, and accordingly student cooperation became a powerful solution. In the end, upon culmination of the final presentations, which enclosed the digital stories, students intelligibly showed a sense of pride, gathering the rewards of a job well done. In exceptional, a very shy and reserved student, who had to be called on to participate in class, produced a digital story focusing on her first-year experience in the junior high school: friends, events, break time, studying, and playing

She had no trouble choosing her topic and still images; however, she had never created a digital story and consequently was intimidated by the software. A student, who had experience with technology, was willing to collaborate, and as a result their shared efforts, all spoken in English, helped her produce a beautifully executed digital media production. While enchanting her classmates with her final presentation, she was aware that her digital story was the cause for her achievement. Culminating in the improvement of skill competencies, enlargement of computer literacy, development of self-confidence, and enlightenment from collaboration, this one student's achievement justified the time and effort invested in the project.

### Issues and challenges

The first challenge was time. Creating digital stories can be time-consuming, especially for those teachers and students who have never before used digital production software. Limiting the length of the stories again, we set the limit at about four minutes alleviates this concern. The second challenge was the copyright issue and the need to respect intellectual property rights. In reference to these challenges, the students were required to cite sources for graphics, photographs, music, and any text that was not of their own making; as a result, the rigors of citation wound up serving as a catalyst for students to create their own content.

An additional issue concerned those students who were intimidated by new technology and might have preferred a more traditional approach to English language teaching. Technology should not



overwhelm the process of language learning and teaching, but it should function as a springboard for language production and a pathway for engagement and developing community. For these students, the project could have started with a simplified effort, consisting of one or two photographs with minimal narrative text for voiceover and no audio sound track; subsequently, students could have gradually built up their competency with technology to a more involved project, one step at a time.

Finally, for those teaching situations with limited resources, some of the digital story production can be done in the classroom. Not all students have to be in the computer lab at the same time; students can move on to computers when they are ready for that step in the process. If students do not own or have access to a digital camera, images and clip art can be obtained from the Internet. If obtaining images from the Internet is not possible, students can use photographs and illustrations from various print sources as their still images and coordinate them with a simple voiceover recording, using a website such as [www.vocaroo.com](http://www.vocaroo.com) (see Appendix 1).

## 2 METHOD

### A teacher task first

Before delivering the digital story project into the classroom, I needed to have a better perceptiveness of the production process and the possible disappointment that students might experience while working on this project. So I created my first media production, a digital story about my family vacation (see Appendix 1, no. 2). The multimodalities of my media production consisted of three component layers: (1) a narrative voiceover, (2) still images (my photographs), and (3) an audio sound track. Once I selected the still photographs, I used storyboards to coordinate each photograph with its particular narrative text for the voiceover.

Following the storyboards helped me plan and organize the visual story, which clearly showed the interaction of images and script, and at the same time clarify order. I recorded the voiceover, fine-tuned the production, and then recorded the final layer of audio sound track. From beginning to end, my digital story took 4 hours of production time. Recording the voiceover was the most frustrating aspect of the digital media production. For the first voiceover, I recorded on different day and discovered that my voice sounded like two different people, so I had to record again and again on the same day for consistency of tone, intonation, and stress. However, I was able to take my frustration and turn it into advice for students to take the time necessary to produce a clear and consistent narrative voiceover.

When my digital story was completed, I shifted focus to creating a scheduled timeline (see Figure 1) to guide students through the production process; I also designed detailed assessment rubrics to evaluate the multimodalities of production. I created a variety of rubrics focused on academic skills, linguistic abilities, and technical creativity to assess student performance and effort. These rubrics proved to be overly ambitious, and there was not adequate time for this kind of detailed feedback, so I designed an abbreviated version (see Appendix 2) that worked well for the allotted class time. At this point, I was ready to take the digital story project into the classroom.

### INTO THE CLASSROOM

The digital story project took flight with a class of 38 Junior high school students in 7th grade bilingual program. The purpose of the digital story project is four-fold: (1) to improve four-skill competencies; (2) to experience collaboration; (3) to expand computer literacy; and (4) to build self-confidence. Regarding topic selection, most students chose daily life at school or at home for example, about friends or family. With regard to the project timeline in Figure 1, the digital story project as we conducted it encompassed a 8-week. During this time, I set individual deadlines for completion of the narrative text

and the selection of images and sound track; otherwise, the students completed the tasks independently over the course of the semester. I recommend that teachers check every few weeks to see how the students are progressing, especially around task deadlines.

After the narrative text is completed, the writing process continues with the students participating in a series of peer edits that in our case consumed about two hours of class time. For the first and second drafts, paired students share their comments and suggestions for each other's narrative text, targeting language use and grammar correction. For the third draft, because I had a relatively small class, I was able to help with editing and revising the written text, and from this draft, the students prepared a fourth and final draft for the voiceover production, eliminating the need for the rubric category of language use and grammar. Including revisions, students in my class probably spent about two to three hours outside class writing the narrative text.

Considering the 8-week term, I had students keep the digital stories to about four minutes. Based on my own digital story experience, I limited the still photographs to a maximum of 17 images and the narrative voiceover text to about 200 words; the sound track was optional. For these three components, the time students spend outside class might be roughly estimated as follows: 30 minutes to one hour selecting and preparing the images; one hour preparing the sound track; and one to 2 hours working on and recording the narrative voiceover. Certainly, the teacher has the option of allotting additional in class time for any of the steps involved.

When the project is completed again, the project typically takes a minimum of 4 hours to produce the digital story production can be stored on thumb drives (i.e., flash drives or memory sticks) and DVDs.

The end point of the project in our class was to embed the digital story into an end of week oral presentation consisting of an introduction, a main body (during which the digital story was shown), a conclusion, and a question and answer segment.

<p><b>Phase 1: Introduction to digital storytelling</b></p> <ul style="list-style-type: none"> <li>■ Teacher shares her digital story.</li> <li>■ Students experience storycenter.org.</li> <li>■ Students participate in a mini-digital-story project for experience with software.</li> </ul> <p><b>Phase 2: Teacher presents digital storytelling project guidelines and requirements</b></p> <ul style="list-style-type: none"> <li>■ Handouts: Schedule/timeline; rubrics for assessment; storyboards</li> <li>■ Materials needed: Thumb drive (at least 2GB); university source for memory storage (student files), if available</li> <li>■ Explanations of the project</li> </ul> <p><b>Phase 3: Production</b></p> <p><b>Pre-Production</b></p> <p>Week 1 – Present digital storytelling project idea</p> <ul style="list-style-type: none"> <li>– Introduce digital story background and show examples</li> <li>– Software demonstration and mini-digital-story task</li> </ul> <p>Week 2 – Students begin writing narrative and selecting photos*</p> <ul style="list-style-type: none"> <li>– Students continue writing and selecting*</li> <li>– Students continue writing; peer editing*</li> <li>– Students complete storyboards; more peer editing*</li> </ul> <p><b>Production</b></p> <p>Week 3 – Students upload images and crop if necessary*</p> <p>Weeks 4 and 5 – Students record narrative voiceovers*</p> <p>Week 6 – Students fine-tune digital stories*</p> <p>Week 7 – Students present digital stories</p> <p><b>Post-Production</b></p> <p>Week 8 – Wrap-up and class feedback</p> <p>Note: Tasks marked with an asterisk (*) can be done outside class.</p>
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**FIGURE 1.** Digital storytelling project schedule and timeline

### 3 DISCUSSION

In our case, the process began with a 20-minute, how to demonstration on we video software. While a demonstration is not necessary, students should familiarize themselves with the software program they are going to use. My own digital story was produced entirely on we video software; however, Apple users have iMovie, and PC users have Windows Movie Maker and Photo Story. In addition, websites such as VoiceThread (multimedia productions), Audacity (audio), and Animoto can also be used. As a basic introduction to digital story production, Animoto, a web application, provides the user with a simple approach to producing videos with photographs, video clips, and music, supplied by the website. Whether or not there is a software demonstration, students can watch digital stories as examples.

After I shared my digital story on my family vacation, the students watched several digital stories from the New York Times online series titled “One in 8 Million,” which documents the daily lives of some people who live in Manhattan (see Appendix 1, no. 1). These black-and-white vignettes combine still photography and a voiceover to create an artistic approach to telling stories. We looked at additional examples of digital stories from the Center for Digital Storytelling; other valuable Internet resources are available for further exploration (see Appendix 1). Even though students watch examples of digital stories and are given an extensive list of website resources to assist in the process, it is a good idea to spend time as a class discussing the examples what students liked and disliked, techniques they noticed (relating to narrative, photography, sound, language use, etc.), techniques they are interested in trying themselves, questions they have, and so forth. I told the students in advance to select several personal photographs and write a few sentences about the pictures, and after watching the digital stories, they were given time to produce a mini-digital story. This task can be done with the assistance the teacher, or students in the class who are already familiar with the software. By the end of class, all students will have created a mini digital story while using the software technology on their own or with assistance; moreover, this class assignment provides the teacher with an opportunity to observe the extent of each student’s computer literacy. Figure 2 provides criteria that can be used as assessment or for guidance. It is suggested that students receive these criteria when the project is assigned.

#### Collaboration

If you would like to encourage collaboration in your class, one option is to place students in collaborative pairs the idea being that a student with technology experience would be paired with a student who lacks it with the hope that the resulting social interaction will be what Warschauer (1997, 471) calls “an environment to learn language, learn about language, and learn ‘through’ language.” It is possible, though, that in some pairs, social and cultural norms might clash, causing conflict that can erode the collaborative ideal.

Another option, and what we did in our class, is for each student to produce his or her own digital story and in that way move at his or her own pace. Nonetheless, successful collaboration did occur when tech savvy students willingly assisted others with various aspects of production and when students peer-edited their narrative texts in preparation for the voiceover recording.

**Storyboard/Planning**

*Writing Process* – There is evidence that a lot of time and effort was devoted to drafting, reviewing, and editing.

*Written Narrative* – Content is in the student's own words and is grammatically accurate.

*Vocabulary* – There is a sophisticated variety of vocabulary.

*Coordination of Narrative and Images* – The storyboard reflects outstanding planning and pairing of the written content and visual images.

*Citing Resources* – All sources are properly cited.

**Narrative Voiceover and Additional Audio**

*Narrative Pacing* – The pace (rhythm and voice punctuation) fits the story line and totally engages the audience.

*Pronunciation* – All words are pronounced correctly, with the stress placed on the appropriate syllable.

*Intonation* – The voice stirs an emotional response that matches the story line.

*Audio Layer/Sound Track* – The sound track and additional audio successfully link the narrative and visual images.

**Presentation of the Story**

*Oral Presentation* – The presentation is well rehearsed, and there is a smooth delivery that holds the audience's attention.

*Depth of Content* – There is clear evidence that higher critical-thinking skills are used.

*Organization* – The content has a clear logical structure and flow.

*Duration* – The story lasts between 3 and 5 minutes.

**Overall Multimedia Project Assessment**

*Collaboration* – The student has met and discussed with others regularly, and has contributed his or her fair share of the work.

*Concept* – The presentation reflects a clear idea of what the student is trying to achieve.

*Creativity* – The story contains creative details and description with a lot of imagination.

*Use of Equipment* – Multimedia resources (recording equipment, computer software, etc.) are used to communicate the story successfully.

*Technical* – The project runs smoothly with no avoidable technical problems.

**Figure 2. Suggested criteria for assessment and guidance****Feedback and assessment**

After each final presentation, classmates asked questions to complete missing information, generated more ideas for discussion, and questioned particular elements involved in the creative process. I requested that each presenter address what he or she learned from the digital story experience. Then, the students and I completed assessment forms for student feedback (see Appendix 2). For a more detailed assessment, teachers can also use the criteria presented in Figure 2.

**4 CONCLUSION**

Having been through the process, I strongly believe that the digital story is a perfect mechanism for all skill areas of language production with higher level English language learners it is also engaging,

motivating, and creative. The benefits of digital media production outweigh the issues and challenges. Teachers should consider that in today's classroom, the integration of technology, pedagogy, and content leads to "a deeper understanding of the different and more powerful roles that digital media can play in both teaching and learning" (Robin 2008, 227). Research and my class's experience show that computer-assisted instruction and 21<sup>st</sup> century communicative tools do play such roles and have a positive effect on student learning outcomes.

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**APPENDIX 1. Online Digital Storytelling Projects and Resources**

1. New York Times, "One in a Million".  
WWW.nytimes.com/packages/htm/nyregion/1-in-8-million/index.html?scp=1-spot&sq=one%20in%208%20million&st=cse
2. Center for Digital Storytelling  
[WWW.storycenter.org](http://WWW.storycenter.org)
3. Vocaroo: online Voice Recorder  
www.vocaroo.com

**APPENDIX 2. Digital Story evaluation Sheet**

Use these ratings and rubrics to evaluate a digital story telling project.

E = Excellent, VG = Very Good, G = Good, F= Fair

Digital Media component		E	VG	G	F
Narrative	Depth of content				
Still Photograph	Image coordination				
Audio sound track	appropriateness				
voiceover	Pronunciation and clarity				

Digital Media Productions		E	VG	G	F
Creativity	Design				
Flow of narrative organization	Coordination of still narrative continuity				
Technical success and use of equipment and software	Level of professionalism				

Final Presentation		E	VG	G	F
Presence	Style				
preparation	organization				
Eye contact	Body language				

**DIGITAL STORY PRESENTATION FEEDBACK SHEET**

Grade your peers on their presentation skills: assign a number from 1 to 10, with 10 being the best score

Eye contact	
Body language	
Voice projection (volume)	

Quality of topic	
Body language	
Organization	
Use of notes	

Digital story (main body)	
Slides/visuals	
Voiceover/pronunciation	
Technical skills	
Overall creativity	

Presentation segment	
introduction	
conclusion	
Handling of Q & A	

Additional comments:

# The Implementation of 2013 Curriculum of Functional Text for Grade XII: News Item Text through VOA Radio Programs in the EFL Classroom

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## ABSTRACT

This study is aimed to disseminate the author's ideas and practices of theorizing practice of teaching News Item Text, the based-competence 3.4 (knowledge) and 4.4 (practice) of grade XII. This study is to answer the question on how to make students actively involved in classroom activities. The author realizes that learners need interesting, and fun learning English. Reading the journal article by (Bedjou, 2006), using radio programs in the EFL classroom are described theoretically, not yet in practice. The innovation is by attaching the VOA (Voice of America) programs. This study uses qualitative research design in which it is project based-learning as the methods of the study. Many samples of activities can be organized around the radio programs in all levels. One of the programs is news. The author implements from activity 1 to activity 3 for based-competence 3.4 (knowledge skill). However, the result is that students feel unenthusiastic to do a lot of exercises based on the instructions given. Therefore, the author is challenged to develop activity 4 by (Bedjou, 2006) included the overall four components of English skills, listening, reading and writing activities. The innovation is that the students are asked to show their speaking ability in being news anchor in pairs like the VOA speaker speaks in the radio program of VOA. They choose the news which they prefer to present. The study shows the students encouragement to deliver the news and finally understand what news item text is.

**Keywords:** *curriculum 2013, news item text, radio programs, VOA, innovation*

## 1 Introduction

Referring to the Core Competency formulas for SMA / MA / SMK / MAK, learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge related to eye-catching phenomena and events through speaking, listening, reading, and writing in concrete and abstract realms. The use of texts also aims to foster an attitude of appreciation and appreciation of religious and social values, including honest behavior, discipline, responsibility, care (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment in the social range and its existence (Kebudayaan, 2016).

One of the text-typed provided is news item text. For grade XII, (Kebudayaan, 2016) states that learning knowledge and skill competence on the topic of news item text refers to based-competence 3.4 (knowledge) and 4.4 (skill). On based-competence 3.4 mentioned that it distinguishes social functions, text structures, and linguistic elements of some oral and written news text items by giving and requesting information related to simple news from newspapers / radio / TV, according to the



context of their use. While based-competence 4.4 (skill) explains that it captures contextual meaning related to social function, text structure, and linguistic elements of news items oral and written text, in the form of simple news from newspaper / radio / TV.

## 2. THE PROBLEM

To what extent, this study reports the finding of thorough study to establish the influences that have led the success of using radio to bring authentic content through VOA (Voice of America) news transcripts for grade XII in the classroom, especially in the English lesson at the atmosphere of EFL (English as a Foreign Language). It emphasizes the sharing and innovation of teaching English in which the students are asked to show their speaking ability in being news anchor in pairs like the VOA speaker speaks in the radio program of VOA. They choose the news which they prefer to present. The study shows the students encouragement to deliver the news and finally understand what news item text is.

The central of the research study is also the exploration of how the author make students actively involved in classroom activities and willingness of participating the learning process. It is fully hoped to give contribution to and expectation for grade XII's teachers of English. Therefore, the author is challenged to implement a journal article by (Bedjou, 2006) in depth analysis which describes samples of the many activities that can be organized around radio programs. (Bedjou, 2006) adds that all can be adapted to meet specific needs. This journal article is investigated to be students' listening and speaking skills. There are four activities in all levels. He distinguishes the activities into three sections, *before, while and after listening*. The author chooses activity 4 in which it provides the theme of *news*.

In this study, the author investigated the sharing of (Bedjou, 2006) in teaching English by having radio programs through VOA transcripts, students are motivated to speak the language as it may not be easy for them to meet and talk with native speakers of English. Looking at activity 4, the author has implemented this. The all steps in *before, while and after listening* are suitable with based-competence 3.4 (knowledge) rather than 4.4. (skill). The author argued that if these steps are conducted, students will get unenthusiastic as the activity is closed with writing a summary of the entire passage in *after listening activity*.

## 3. METHOD

To assist in the possible improvement of making students actively involved in the classroom activities, especially on the text-typed *news item* for grade XII. The author has planned and indeed implemented their speaking ability in being news anchor in pairs like the VOA speaker speaks in the radio program of VOA. They choose the news which they prefer to present. The research has incorporated news anchor and interviews after performing.

This paper begins by describing the author's plan in using radio programs through VOA transcripts for grade XII in the EFL classroom. It will then go on to the reason why the authentic materials and classroom technology are very needed to be directly implemented in teaching news item text. Finally, the suggestion to conduct the research is that the author finds this plan is successfully implemented in learning news item in interactive classroom.

The paper uses qualitative research design. In this research, the author critically examines significant improvement when based-competence 3.4;4.4/Grade XII is conducted in the topic of news item text by presenting news radio anchor through VOA transcript. This paper develops the ideas of (Bedjou, 2006). This is also to answer the question that there are many ways to implement 2013 Curriculum on Functional Text for Grade XII: News Item Text through VOA Radio Programs in the EFL Classroom. The method of the study is paper-based learning.

#### 4. REVIEW OF RELATED LITERATURE

Communication in language teaching is very important to have conducive environment and the successful target of the language achieved. (R.Hall, 2001) on page 166, convinces that students need authentic materials such as newspapers, magazines, English news from the radio, and English news from television programs. Another important the authentic material in language teaching is emphasized by (Hyland, 2013) who mentioned that teachers should create the teaching strategies to emerge understandings of both pedagogical and subject matter concepts within authentic activities of teaching. In this study, the author directs the students. Students are engaged with authentic materials (i.e. use VOA radio transcripts), underlining the use of English Language in context (i.e. *news item text*) through a series of task based-activities mentioned the sequences in sample of the many activities of *before, while and after listening* in (Bedjou, 2006) within a focus on needs and interests of students (i.e. practicing to be news anchor from the radio program) as the author's strategy in involving the students active in using the language in the classroom.

Teachers are supposed to contribute the innovation of language teaching and pedagogy. (Taylor, 2011) ask students to present with authentic purposes for reading. The use of technology is also parts of innovation. (R.Hall, 2001) define innovation is an inform change in an underlying philosophy of language teaching or learning closed to direct experience, research findings, or resulting in pedagogic instructions practices to promote language learning.

Furthermore, teaching English will be interesting in technology goes in the language classroom (Hyland, 2013) and (R.Hall, 2001). The educational technology is no exception. The history of technology itself was being invented and designed almost monthly during the late 1990s even other countries integrated information and communication technologies (ICTs) into education of their students (W.Firmin, 2012). The innovation is certainly using technology.

##### **a. The Innovation of 2013 Curriculum on Functional Text for Grade XII: News Item Text through VOA Radio Programs in the EFL Classroom**

VOA stands for Voice of America. (Dierking, 2016) tells the history of VOA. VOA was created in 1942. It is the largest US international broadcaster. It provides in over 40 languages to over 400 million people a week. Its content has drawn from world news, business, science, US Life, popular culture, etc. VOA provides the current news. The radio programs of VOA often recorded. By being news radio anchor in pairs, the students become active in the classroom. VOA provides the news transcripts which can be downloaded by the students using internet access with their laptop, computer or mobile phones.

In accordance with based-competence 3.4 (knowledge) and 4.4 (skill) in curriculum 2013, the text type given is news item text. This text type is for grade XII on even semester. News item is a type of the text that has the communicative purpose to inform the readers or listeners about newsworthy events of the day. (Husein, 2017) mentioned that news item text has to answer the five wh-questions like what happened exactly, who the people or groups involved in the event are, when the event took place, where the event took place and why it happened with the reasons behind the event.

To continue this, the term innovation according to (Markee, 2015), it encompasses research and pedagogical development which includes parent-child interaction, teacher-student interaction and peer-peer interaction dynamics. Innovation is not that kind different with (Markee 2001 p.120) as proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new things by individuals who comprise a formal (language) education system).

The innovation of the study uses power point, the audio, and the commercial break video. (Bedjou, 2006) states radio is lack of other equipment that could be used to show students authentic English language content such as videotape recorders or film projector. The author then plans to use all the

media in this project-based learning included Internet access to visit the website [www.voanews.com](http://www.voanews.com), download the VOA news transcript, manage the slides through PPT (Power Point) in the laptop, the speakers, the mobile phone for recording, insert the commercial video in one of the slides of PPT, download the audio of VOA for opening and closing the radio program.

Therefore, the methods of the study use project-based learning. (Bell, 2010) introduces the project-based learning as an approach which facilitates the teachers to learning. It is a student driven approach. Under the teacher supervision, the students develop the questions to do the research. Students do collaboration and communicative and preferences on self-learning. Students are encouraged to master foreign language that is English through extensive reading and self-access counseling (Fang Cheng, 2010). In this study, students are asked to find a partner to deliver the news and discuss the project of the news anchor like managing the PPT, the audio, the commercial break video, etc.

## 5. DISCUSSION AND FINDINGS

The author plans the innovation in guidelines for replication of innovation in English Language Learning (ELL) pedagogy with previous questions. There are questions to answer. The investigation starts with what the new idea of the article is. The new idea in the article of (Bedjou, 2006) is organizing four activities around the radio programs by selecting any programs on the site of a native-speakers radio channel (notably VOA Voice and connect the computer's speakers to high-tech tape recorders). The four activities are at certain levels:

1. Low and low intermediate (environment report, news, American Stories, etc.)
2. Intermediate and advanced (radio interviews)
3. Intermediate and advanced (interview, speeches and drama)
4. All levels (materials (stories, reports, news, etc.)

Viewing this, the author identifies The new idea in the article of ((Bedjou, 2006)) not found in her context, but it can be added in the next plan of teaching English in the EFL classroom.

Thus, the author's plan is that she will choose activity 4 to be implemented in her EFL classroom. The journal article by (Bedjou, 2006) through the VOA is at the level of suggestion/theoretical approach and not yet implemented. So, she is so curious to apply it in the classroom. Activity 4 is at all level and the materials are in the form of stories, reports, news, etc. of VOA radio programs. I first choose the news. It is suitable for grade X in the curriculum 2013, a genre based text, news item text for grade XII of senior high school. This is applied on semester 2. The activities *before and while listening* are for based-competence 3.4 (knowledge).

To start *before listening*, students answer the questions from the teachers. This is a part of strategy to motivate the students related to their experiences whether they have heard the news from the radio or not. In addition to work of (Ali ALhodiry, 2016), (Sue Bergil, 2016) have similar statement of (Fang Cheng, 2010) that the students' tendency to communicate with their own answers, they do self-learning. This can motivate them much in learning English.

Moreover, the journal article of (Bedjou, 2006) encounters the macro level. (Van Dijk, 2007) draws macro setting of a journalist writing model preparation before asking the questions. The ways are representing the current setting, people construct, and update each moment during the day. And (Bedjou, 2006) explains the sequences in *while listening activities* to show that this new idea is at the macro level. The activity 4 puts choosing an interesting radio program with a special end, writing the script, answering questions, etc.

So far, however, there has been little discussion about *the after listening activities* which are theorized by (Bedjou, 2006), do not elaborate the students to be more active and interesting in learning

English, especially listening the news when the final action of it is that students are asked to write the summary of the entire passage and describe the kinds of feelings, is an activity which will make the students get bored. As illustrated in the situation, the author is as the actor at that level in her context. To do the innovation, she will collaborate with other actors at different levels. The actors are the students who study English in the EFL Classroom.

It is no doubt that the author considers the importance of focusing in *after Listening activities* to conduct based-competence 4.4 (skills). Her plan is that she directly opens the website of VOA [www.voanews.com](http://www.voanews.com) and choose news in it just like what (Bedjou, 2006) decides stories. As the actor, she involves the students to take part in designing an innovation of teaching language by writing a summary of the entire passage and telling their feelings. In the after listening activity, it is better to act the news in the form of being news anchor in pairs based on the topic they choose in VOA.

From the overall listening, reading and writing activities, students are asked to show their speaking ability in being news anchor in pairs like the VOA speaker speaks in the radio program of VOA. They choose the news which they prefer to present in pairs, for instance the news about American Revolutionary Museum in Philadelphia. Besides, students use all the media to elaborate learning English through radio programs and practice it by becoming news anchor. Finally, students discuss the project in being news anchor of a radio program like preparing the PPT, inserting the audio music of VOA for opening and closing music, inserting the commercial break video in one of the PPT slides and preparing the introduction and closing of being news anchor in pairs.

This study shows significant improvement on the research activities by the use of technology. (W.Firmin, 2012), (Ahmad, 2012), and (Ali Kalanzadeh & Soleiman, 2014) reveal the importance of using technology in the classroom. Technology including the internet has an important role in foreign language learning. It is also obvious that attitudes of learners including students' motivation affect learning processes actively. From the study, students are enthusiastic to visit [www.voanews.com](http://www.voanews.com) and choose the news they interest. This encourages the teachers' perspective to develop their self-perceived knowledge of using computer and create positive atmosphere of their classroom.

The next step, students find the audio music of VOA. They downloaded the music and inserted it in the first slide of PPT as the opening music of the news and the last slide of PPT as the closing music of the news. This is the authentic material to be the content of the presentation. This is to prove that radio program is interesting to implement the news, especially on functional text, news item text for grade XII. The statement of (Bedjou, 2006) who said that radio can bring authentic content to the classroom but lack of other equipment that could be used to show students authentic English language content such as video tape recorders or film projectors. The author creates the teaching news item on radio programs by presenting the VOA news using LCD, laptop, music accompanying and mobile phone replacing the tape recorder. (Arikan, 2010), and (Gomez Martina, 2010) support the use of digital recording for EFL classroom. Teachers can use any sound to record whether it is voice, music, and audio playing on the computer. (Bhushan, 2012) also convinces that it can bring collaborative action research among students and teachers in an attempt to get the interaction between them.

For further study, there are sophisticated tools in the new idea/practice/object. (Bedjou, 2006) mentions the use of transcripts, internet access, tape recorder, computer and lcd projector, but there is not enough to enliven up the students' interest in doing the presentation. The author context has the tools which are not provided in (Bedjou, 2006) like creating the power point, inserting commercial breaks downloaded from [www.youtube.com](http://www.youtube.com), music accompanying the news program at the beginning and last performance. These tools aim as the background of being news anchor so that the learning process is not boring. Other tools like transcripts internet access, tape recorder, computer and lcd projector in (Bedjou, 2006) are also used. This study Uses all the media to elaborate learning English

through radio programs and practice it by becoming news anchor. It is possible the programs are from the Indonesia's radio stations' programs, for instance [www.ebsfm.com](http://www.ebsfm.com). However, this research attaches the VOA programs through [www.voanews.com](http://www.voanews.com).

## 6. CONCLUSION

As a conclusion, this innovation in teaching news item text for grade XII. It is based-competence 3.4 (knowledge) and 4.4 (skill). On based-competence 3.4 mentioned that it Distinguishes social functions, text structures, and linguistic elements of some oral and written news text items by giving and requesting information related to simple news from newspapers / radio / TV, according to the context of their use. While based-competence 4.4 (skill) explains that it captures contextual meaning related to social function, text structure, and linguistic elements of news items oral and written text, in the form of simple news from newspaper / radio / TV stated in (Kebudayaan, 2016).

The author is challenged to implement the idea of teaching by (Bedjou, 2006) that is using radio in EFL classroom. Though, this is not yet implemented but still a plan or idea. The author is interested in how she makes students actively Involved in classroom activities. The interesting thing is that visiting VOA radio programs through [www.voanews.com](http://www.voanews.com). It brings her to implement it in teaching news item on based-competence 3.4 (knowledge) and 4.4 (skill) for grade XII as well as it is stated in curriculum 2013 or its revision.

(Bedjou, 2006) introduces 4 activities with different students' levels. The author chooses activity 4 and focuses *the after listening activities*. At the end, the instructions given by (Bedjou, 2006) makes students get bored instead of being active in the classroom.

The author has planned and indeed implemented their speaking ability in being news anchor in pairs like the VOA speaker speaks in the radio program of VOA. They choose the news which they prefer to present. The research has incorporated news anchor and interviews after performing.

There are sophisticated tools in the NEW idea/practice/object. transcripts, internet access, tape recorder, computer and LCD projector in ideas of (Bedjou, 2006)

Besides, the author's context has also provided the tools like power point, commercial breaks downloaded from [www.youtube.com](http://www.youtube.com) music, hand phones, transcripts internet access, tape recorder, computer and LCD projector.

Furthermore, the author can use all the media to elaborate learning English through radio programs and practice it by becoming radio announcers. It is possible the programs are from the Indonesia's radio stations' programs. The VOA radio program provides news which are very beneficial students actively involved in the classroom. There will be interactive quiz.

The innovation of teaching English is put on the *After Listening* activity so that the students are not only able to achieve the target in Listening but also speaking. It indirectly achieves the reading and writing skills of the students. Being a radio announcer is the form of practicing English after listening one of the radio programs through VOA radio programs.

This is successfully innovation to make students actively involved in the classroom is suggested, especially teaching News Item text on based competence 3.4 (knowledge) and 4.4 (skill) for grade XII senior high.

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# Applying SQ3R Strategy to Improve Students' Reading Skills

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## ABSTRACT

The results of reading section of paper based TOEFL exercise indicated that the second year students seem to have problems with their English reading skills. Students mostly could answer the questions correctly less than 45% in average. However, they already had some courses before joining the test which means that they need an effective learning strategy to improve their reading skills significantly; i.e. Survey, Question, Read, Recite, and Review (SQ3R) Strategy. SQ3R is a reading learning strategy to make the reader comprehend the text as soon as possible and shorten the time of reading activity. The purpose of this study is to describe how SQ3R Strategy can improve students' reading skills. This study is a classroom action research which has 2 cycles using 2 instruments; observation sheets and documentation. The students' learning outcomes show that the students who passed the criteria set increased from 11 students (55%) in cycle 1 to 16 students (80%) in cycle 2. It signifies that SQ3R Strategy can improve the students' reading skills.

**KEYWORDS:** SQ3R Strategy, reading skills

## 1. INTRODUCTION

One of the problems faced by students is the lack of reading skills, especially reading comprehension in English. It was experienced by the second year students of one university in Surabaya. The students made many mistakes when they did some reading exercises. Of the 20 questions given, students could only answer an average of 9 questions correctly. These facts indicate that they need an effective learning strategy so that students can significantly improve their skills.

Lecturers are the key to achieve the mission of education reform. Lecturers are at a central point to regulate, direct, and create means of teaching and learning activities to achieve educational goals so that lecturers are indirectly required to be more professional, innovative, and proactive in carrying out learning tasks.

Learning objective is one aspect that needs to be considered in planning learning activities, because all learning activities focus on achieving this objective (Uno, 2006). Therefore, it is necessary to choose and use good teaching strategies to be applied in an effective learning system so that it will bring students into varied learning situations.

To overcome the existing problems, especially the problem of students' lack of reading comprehension, an alternative learning strategy is needed that is more appropriate and

interesting, namely Survey, Question, Read, Recite, and Review (SQ3R) in cooperative learning. Thabrany (1994) states that the SQ3R method is a learning strategy that aims to shorten reading activities but with high level of understanding.

## 2. METHOD

This study is a Classroom Action Research (CAR) which means an investigation activity carried out according to a scientific and systematic method to find information. Action research is a study of a social situation with possible actions to improve the quality of the social situation itself (Elliott in Kunandar, 2008).

There are 4 steps for each cycle (Elliot Model in Wiriaadmadja, 2005). First is planning. Before conducting research, researchers formulate the problem, look for information to recognize and know the initial conditions of the problem that will be sought the solution, which can be done by examining the strengths or weaknesses of a learning process that has been done both from the aspect of oneself, students, learning facilities or learning environment. Second is action that is making observations and interpretations of the course of the implementation of the action, namely to take actions in accordance with the action steps that have been planned at the design stage. Action scenarios that have been planned are carried out in actual situations. Third is observation that is carried out to find out how far the implementation of the action in accordance with the plan that has been prepared in advance, and how far the process can be expected to reach the expected target. Actually observation is not separated from the execution of actions so that observation and implementation are carried out at the same time. The last is reflection that is an activity of analysis, synthesis, interpretation, and explanation of all information obtained from the implementation of activities.

This classroom action research was conducted in one of the departments in one of the universities in Surabaya with total 20 students. The basis of choosing this class is because researchers are instructors of English language courses and this class comes from the results of college entrance screening tests such as SNMPTN, PMDK, and SPMB which are heterogeneous in nature and represent all classes of their appointments. The researcher applied several techniques to collect data, namely observation and documentation.

## 3. Research Result

### 1. Cycle I

#### a. Planning

This stage was carried out on December 13, 2010. At this stage the lecturer carried out an analysis of curriculum analysis to find out the basic competencies that would be delivered to students in learning, making syllabus and determining indicators that are in line with the theme in learning for 1 week, making the Lecture Program Unit (SAP), which would be made a learning guide in 1 day to be directed and in accordance with the objectives of the learning process of the day, and compile a learning evaluation tool.

#### b. Action

This action phase was divided into 3 parts, namely preparation, implementation and completion which was held on December 15, 2010. During the preparation phase, the lecturer



introduced the SQ3R reading strategy, gave initial training as an example of the problem, discussed the initial training with students, answered their questions regarding with the application of SQ3R, and divided students into groups.

In the second phase was the implementation. The lecturer shared a set of reading comprehension consisting of 20 questions, asked students to work individually, then discussed it in groups by giving different markers on the choice of answers (x signs for individual answers and o marks for group answers). Finally the lecturer asked students to match their answers with the answer key displayed on the LCD and recorded the number of numbers answered correctly.

At the completion phase, the lecturer discussed the texts in detail along with the students and provided reasons for each correct answer choice, asked students to help each other who were still having problems working on reading comprehension questions using the SQ3R strategy, and helped students by providing the right solution for their problems.

#### c. Observation

Observations were carried out during learning. There were three types of observations used, namely the observation sheet of lecturer activities, observation sheets of student activities and observation sheets of student learning outcomes. Both observation sheets of lecturer activities and student activities were filled by peers who assessed learning activities while observation sheets of student learning outcomes was filled by the lecturer. The observation result of lecturer activities in cycle 1 shows 65% and the observation result of student activities indicates 60%. Moreover the observation result of student learning outcomes signifies 11 students (55%) who could answer 11 questions or more correctly.

#### d. Reflection

Reflection activities were carried out collaboratively between the researcher and observers. Overall the implementation of learning went according to the action plan, but there were still some shortcomings in the first cycle that must be corrected in the second cycle so that the skills of students can increase optimally.

Learning planning which consisted of learning objectives, material, and the implementation of teaching and learning processes in general could be carried out properly. The learning objective, which was to improve the skills to understand English-language texts, could already be done even if it was not successful at 100% because less than half of the students have not been able to understand the English text, so they could not work on 20 numbers well.

The aspects that need to be considered specifically for the improvement based on observation sheets of lecturer activities were explaining cooperative learning, providing guidance when students work in groups, stimulating students to provide explanations for each number and providing additional information if there are still students who do not understand yet; while aspects that need to be considered in the observation sheet of student activities are paying attention to and asking unclear things about cooperative learning, paying attention to & asking unclear things about SQ3R strategy, understanding the text by working in groups, helping each other friends who have difficulties, understanding texts with the SQ3R strategy and answering questions related to these texts, and providing explanations for each number.

#### 2. Cycle II

**a. Planning**

This stage was carried out on December 20, 2010. Researcher focused more on aspects that need to be considered in the reflection of cycle I. If it is necessary, changes in syllabus and SAP will be carried out.

**b. Action**

The action phase was carried out on December 22, 2010. The phase focused more on the aspects mentioned in the reflection phase of cycle I.

**c. Observation**

The observation result of lecturer activities in cycle 1 shows 80% and the observation result of student activities indicates 77.5%. Moreover the observation result of student learning outcomes signifies 16 students (80%) who can answer 11 questions or more correctly.

**3. REFLECTION**

There are a number of shortcomings in cycle II that must be improved so that the reading skills of students can increase optimally. Based on the observation sheet of lecturer activities, the thing to note is to stimulate students to provide explanations for each number while in the observation sheet of student activities is to understand the texts with the SQ3R strategy and answer questions related to these texts.

**4. DISCUSSION**

Cooperative learning is chosen as a learning method because in this process students can measure and compare their abilities with a group of friends and can mutually reinforce one another. Cooperative group learning will open up the knowledge of each student that they have advantages and disadvantages so that they will be motivated to improve their abilities and help friends in a group by providing explanations given by the lecturer. Students who help by giving explanations to their group friends can empathize with their friends' confusion, so they can explain better. Lie (2004) states that peer teaching was more effective.

The results of observations of lecturer activities show a significant increase in cycle I, which is 65% to 80% in cycle II. Likewise, observations of student activities increase from 60% in the first cycle to 77.5% in the second cycle. This shows that learning in the classroom has been going well. Student learning outcomes also experience an increase from only 11 people (55%) who succeed in the first cycle according to the criteria set to 16 people (80%).

**5. CONCLUSION**

The results of data analysis show that the use of SQ3R strategy has a positive impact on student learning outcomes. Student learning outcomes in cycle I show there are 11 students (55%) who meet the criteria of success. There are 9 students (45%) who have not succeeded. Learning outcomes in cycle II indicate an increase. There were 16 students (80%) who manage to meet the criteria while the remaining 4 students (20%) have not succeeded. This shows that applying SQ3R strategy can improve the students' reading skills.

The results of observations of lecturer activities show a significant increase in cycle I, which is 65% to 80% in cycle II. Likewise, observations of student activities increase from 60% in the first cycle to 77.5% in the second cycle. This shows that learning in the classroom has been going well.

Lecturers or facilitators who teach reading skills can apply the SQ3R strategy in the classroom to improve understanding of any text in more depth without spending a lot of time. Learning will run better when a facilitator is able to foster strong motivation for students, because they will undergo each stage in the learning process with seriousness and without compulsion so that the results will be optimal. Lecturers also do not need to bother by explaining to students one by one because by applying cooperative learning they can complement each other and help friends in a group by providing the necessary explanations.

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**JURUSAN BAHASA DAN SASTRA INGGRIIS**  
Fakultas Bahasa dan Seni  
Universitas Negeri Surabaya

**The 4<sup>th</sup> English Teaching Conference 2018**  
***Empowering English Teachers***  
***through Theorising Practices***  
Surabaya, 1 September 2018

We recently hear about a disruptive era, a time when every out-of-the box idea counts. This has long been in the English language teaching (ELT) practices under Kumaravadivelu's post-method paradigm echoed in 2006, with three main principles: particularity, practicality, and possibility. The valuable idea is that English language teachers are no longer as the users of theory; they are theorizing their teaching experience. For this reason, there needs such measurement skills which are needed to mentor their teaching experience as well as their theorizing practices.

As the outcomes of this conference, teachers were encouraged to share their teaching experiences in the form of research papers and disseminate the papers in academic publication in the form of conference proceeding. We do hope through this conference proceeding, there will be further feedback and academic discussion that will generate greater knowledge and contribution to the teaching of English in Indonesia.

**CONFERENCE PROCEEDING**

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