The 3rd ENGLISH TEACHING CONFERENCE 2017

PROCEEDING

"Implanting the 21st Century Skills through Language Learning"

English Department
Faculty of Languages and Arts
The State University of Surabaya

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Theme:
"Implanting the 21st Century Skills through Language Learning"

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PREFACE

ENGLISH TEACHING CONFERENCE (ETC) is an annual academic agenda providing an opportunity for English language teachers, lecturers, practitioners and teacher candidates to share their experience and practice in the area of English language teaching (ELT). This conference is also part of the bimonthly English Teacher's Best Practices Forum hosted by English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya.

ETC 2017 is the third English Teaching Conference. Its design is similar to the one held back in 2015, the first ETC in which we had call for papers to give opportunities to participants to share their ideas through academic articles which are also presented in parallel sessions. Yet, different from 1st ETC whose participants were mostly nearby teachers, the participants of this year conference also come from out of East Java area. Beside two parallel sessions, ETC 2017 has a plenary session with three speakers who will present papers based on their expertise.

This year, participants of this conference, either who come as presenters or as participants will share their concern on language teaching by sharing ideas under the theme "Implanting 21st Skills through Language Learning", and the subthemesare: 1) Learning and Innovating Skills, 2) Information Media and Technology Skills, and 3) Life and Career Skills. These theme and subthemes are chosen due to wide spread concern on students' future preparation. It is expected that schools and teachers are able to arm their students with the skills which enable them to compete and survive in global world. It would be an unfortunate if students are not able to survive simply because they are not prepared to face global competition by their teachers due to their teachers' ignorance on this area. Therefore, knowledge on the skills and the way the students should be trained to master the skills will be the main focus of the papers presented in this conference. I believe that all ideas shared in this conference are great and important for schools, universities, teachers,students, as well as policy makers on education, especially in Indonesia. Therefore, we all hope that you all will find fruitful discussion in all sessions we plan.

On behalf of ETC 2017 committee, please allow me to welcome all guests and participants of this conference. We highly respect your active participation in this conference, and we hope you enjoy and get good value from this conference.
Thank you and happy conferencing

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Abstract

Notwithstanding some non-English speaking countries' curriculum has changed over time, the students' vocabulary acquisition remains pathetic. The evidence of the plight of students' mastery on vocabulary can be easily and obviously found on their daily basis activity of English learning. Teachers are encouraged to employ various approaches, methods, or strategies to meet the goal of the improvement of pupils' vocabulary. This article suggests an idea of how to develop it through the use of WhatsApp and flashcard. WhatsApp has now been a ubiquiotous application attached in students' smartphone which bring through students and teachers to be connected anytime and anywhere. Although many consider flashcard as a traditional tool, in fact students are fond of the use of it in language learning. The presence of WhatsApp in collaboration with flashcard is believed to prompt learners' motivation which in the end will lead them to learn vocabulary effectively.

Keywords: *vocabulary teaching, WhatsApp, flashcard*

Introduction

Vocabulary inevitably prescribes the successful key of learning a foreign language. All four language skills; listening, speaking, reading, and writing, consist of and involve bundle of words which make up a unity of meaning. Anyone who possesses big storage of vocabularies surely outperforms the one who has less. Unfortunately, students of non-English speaking country are destitute in terms of vocabulary mastery. They get difficulty to understand information as well as to deliver it. Consequently, the majority of them are left in taking up global chance or challenge since they still do struggle on language matter meanwhile others have no problem on it.

WhatsApp (hereafter WA) has come into existence recently as the most used application at user's smartphone or personal computer. It connects everyone either in personal or group in the exact and real time. Almost all teachers or students have now operated the application in their every single day with the very high frequency of use. It has been a trend now in society that people do communication through WA. This situation

should be deemed as a great chance to propel the implementation of Mobile-Assisted LanguageLearning (MALL) in classroom.

Flashcard (hereafter FC) might not be a new teaching material since it has appeared for some periods of time. Many people may consider it as a traditional stuff that should be left behind especially for the paper one. However, teachers and students remain use it frequently for it is light, simple, interesting, concrete, and cheap. It can be designed into a very attractive and colorful form. Learners can write a word, sentence, or put a picture on it.

The ability of WA to connect a teacher and a group of students everywhere and every time, which is collaborated with the characteristics of FC that is simple and attractive, would yield a new way of teaching and improving students' vocabulary. This article will depict the importance of learning vocabulary, the presence of WA in modern days as well as its use in language teaching, and the use of FC in vocabulary teaching. The last, this article will provide some steps of how to use WA and FC in vocabulary teaching.

Vocabulary: Its Importance andHow To Teach It

"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs andthe flesh" (Harmer, 1991:153). This is to show how essential the existence of vocabulary in building a language. Besides, it can also be said that vocabulary is the most important part of a language. In line with Harmer, Sadenova et al. (2017) asserted that vocabulary is one of language foundations. The stronger the foundation, the better the language someone has. It is no wonder that a student who masters thousands of word could communicate in spoken or written form very well.

Many realize that second language acquisition is closely related to vocabulary acquisition. Acquiring vocabulary determines the success of second language use and plays vital role of forming spoken or written text (Maximo, 2000; Nation, 2001; Schmit, 2000). Many ways are available to increase the amount of memorizedwords. Second language acquirers commonly do not bring grammar books but dictionary to master a language (Krashen, 1981). They simply tend to improve their bulk of vocabularies through memorizing by using it. Some people speak or read as much as they can with the purpose of raising their vocabulary.

Rationally, the four language elements are made up of words which people call as vocabulary. In listening, the skill of catching any words spoken by someone or played by an audible media is the successful key. However, someone must have enough vocabulary

to do so. In speaking, a student can communicate with others when he has all vocabularies he needs in the communication. It will be hard for anyone to speak with others when he or she has very little vocabulary. In reading, it is obvious that vocabulary appoints one's comprehension. He may get misunderstanding or misconception when he cannot translate the text accurately. Lastly, people may write easily when they have many vocabularies.

For those reasons, teaching or learning vocabulary becomes essential as to get perfection in foreign language mastery. Teacher and learner are facing real significance and complexity of vocabulary learning (Elekaei et al., 2015). Thus, teaching vocabulary should be best done through a certain method or strategy. A foreign language teacher should have innovative way in doing so (Hadi, 2017). The method or strategy a teacher uses finally determines the success of a learner. Pupils are so motivated when they are led in various ways of learning something so that they could receive materials in comfortable way.

Research on vocabulary teaching recently provide a reference that teacher may consider before being implemented in classroom setting. Damhuis et al. (2016) investigated the the effect of adaptive word retrieval intervention children's vocabulary acquisition in kindergarten level. The result showed that the activity could encourage higher learning gains of the target words. Hassinger-Das et al. (2016) examined the impact of combination of shared book reading and gameplay on preschooler's vocabulary knowledge. The finding revealed that the treatment could improve learner's vocabulary. Similar research has been conducted by Wahyuni&Safei (2016) on the use of Action Bingo game to elementary students. The result denoted that the game could increase students' motivation and eased them to understand the meaning of each verb in English. Lin & Hsu (2013) examined the effects of hierarchy vocabulary exercises on elementary students' vocabulary acquisition. The finding of the research revealed that the activity could increase vocabulary gains. Another finding denoted that it could also improve reading comprehension.

There are quite lot of evidences that teaching vocabulary should be practiced through a certain design involving particular method or strategy. The research done by some scholars above bring positive result into the practice. Teachers or educators are strongly encouraged to widen their knowledge on how to teach vocabulary prior to the practice.

WhatsAppin Education, ELT, and Vocabulary Teaching

WhatsApp is "a cross-platform instantmessaging application for smartphones. It enables users tosend and receive location information, images, video, audioand text messages in real-time to individuals and groups offriends at no cost" (Church & de Oliveira, 2013:352). People just need internet connection to operate it. The user of WA gains increasing from time to time. The advent of WA ouotpeforms Short Message Service (SMS) as the king of messaging service. This is due to the extraordinary features that WA has particularly for its real-time speed.

As indicataded before, WA has capability to send message, picture, audio, and video from one person to another or group. This feature enables some users to be in one group where they may share everything. Through this feature as well a teacher and a group of students which is usually consisted of one class can join in an activity. It opens a chance that a classroom activity or language study through WA out of school time may take place. A teacher can easily control the activity for he just needs to open his WA anytime and anywhere.In addition, dealing with education matter, WA has provided a service of sending documents in the form of word, excel, or pdf. Thus, a teacher or student may send some documents required in a teaching learning activity.

Research on the use of WA in educational setting has gained popularity recently. Güler (2017) investigated the use of WA as assessment tool in higher education. The application was used as anonymous and non-anonymous peer assessment tool. Two groups were created; anonymous and non-anonymous group. The anonymous group used the personal messaging of WA for assessment, while in doing so the non-anonymous group used the group chat of WA. It was confirmed that WA was a valid peer assessment tool for such assessment required the anonymity of a method. Aljaad (2017) investigated the use of WA for educational usage particularly female students in Saudi Arabia. As many 122 female students of a certain university were given questionnaire. The result denoted that the most useful values of WA for female students were curriculum development, students' club activation, and scientific research use. Nitza& Roman (2016:255) examined the use of WA messaging in academia. The study found that WA served "for communicating with students, nurturing a social atmosphere in the classroom, forming dialogue and collaborations between students and as a means of learning". The research further investigated whether the use of WA could improve students' writing of seminar paper. The finding revealed that WA has strong effect on students' achievements in writing paper of seminar.

In English language teaching (ELT), research on the use of WA has also been conducted by some scholars lately. Zayed (2016) designed some activities that possible to use in ELT such as writing the names of given emoticons and smileys, reading a given topic or situation then discussing it in a group, giving equivalent proverbs in students' native language from a given proverbs in English, and still many more. Fattah (2015) examined the effectiveness of WA in improving students' writing skill. Experimental and control group were created. The experimental group used WA to develop their skill of writing while the control group used prescribed book. The result showed that the experimental group outperformed the control one after a post-test.

In the teaching of vocabulary, some scholars used WA as a tool to conduct the activity. Shahbaz & Khan (2017) examined the effectiveness of the use of mobile application, particularly WA, to teach 40 phrases of English. They divided students into experimental and control group. The result revealed that students who received treatment using WA got significant higher score than those who learned through conventional method. Similar studies have been conducted by Hassan Taj et al. (2017), Jafari&Chalak (2016), and Ashiyan&Salehi (2016). All of them found that WA is effective to use in vocabulary teaching.

Flashcard in The Teaching of Vocabulary

Flashcard is very common to use in ELT especially the teaching of second language (L2) vocabulary. It is generally "a set of cards, through which an association between an L2 word form and its meaning is created; usually the L2 word is written on one side of the card and a translation in the students' first language, L2 synonym, or L2 definition is written on the other side" (Nation, 2013, cited in Alnajjar& Brick, 2017:2). Today, FC can be presented either in the form of manual card or digital one. The manual card is usually made from hard paper while the digital one is produced by computer.

Some researchers have conducted study on the use of FC in the vocabulary teaching. Chien (2015) investigated the effectiveness of three online vocabulary FC websites; Quizlet, Study Stuck, and Flashcard Exchange, on learners' knowledge of vocabulary. As many 64 Taiwanese college freshmen were involved in the project and exposed for their perception and attitudes toward the use of the three websites. The study yielded two findings; students were given knowledge of form and word's meaning through the websites, and students perceived positive attitudes toward the use of online FC to improve vocabularies.Womschall et al. (2014) examined the use of FC collaborated

with the model lead test (MLT) format for the teaching of sight words to learners with disabilities. The teacher gave a model of a target word then led the students to say the word, lastly the learners should guess the word given by the teacher through a model in FC. The study found that the intervention was effective though learners were getting lack of motivation. Another study was conducted by McLean et al. (2013) to examine learners' vocabulary growth through online FC website during one academic school year. As many 182 first-year Japanese students were divided into three groups; two experimental and one control. The control group did one hour extensive reading, one experimental group underwent one hour extensive reading and one hour using Word Engine, and another experimental group used Word Engine for two hours. All of the groups did the activity weekly. The finding revealed that the weekly FC site improved students' vocabulary size.

WhatsAppand Flashcard in The Teaching of Vocabulary

The background of theories and research based evidence of WA and FC as well as their use in the teaching of vocabulary open a possibility of combining them in the venture of teaching vocabulary. As indicated before, this article is going to provide an idea of how to collaborate WA and FC in the teaching of English vocabulary.

Prior to the implementation, a teacher should create a WA chat group consisting of him or her and students from the same class. The FC used in this activity is the manual card which is commonly made of cartoon paper. Colorful FC is strongly encouraged in this activity to make it more attractive. The teacher should prepare FC as many as the number of students in the group. A 1 x 1 m styrofoamis also required as well as a number of pushpins. Stick the styrofoam on the wall inside the classroom. The teacher then may follow the following steps:

- Make a list of words in which latter one student will hold three words. The words created are better in the form of various parts of speech, i.e. verb, adjective, noun, etc.
- Ask the students to write down the words into FC that has been prepared before. One student writes three words into one FC. The words are better in different form of word.
- Instruct the students to attach the FC that they have written to the styrofoam using pushpins. After all FCs attached, tell them to take the FC when the class ends or when they go home. One student brings one FC.
- When they are not at school environment anymore, get them to upload the words they get from the FC to WA group. Each word that they upload should be translated into

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their native language and then made into a sentence. Since one FC contains three words, thus one student will make three sentences from each word.

- On the following day when they come to the class in the morning, ask them to attach the FC onto the styrofoam. Then when they go home, get them to take different FC than the day before.

- The activity shouldrun everyday until all students hold all FCs, here it is called one round. Once a week, give the students 10-15 minutes time for rehearsal. Make them in pair and ask them to write all words they have memorized. In turn, they have to speak out the words. This stage is used for reinforcement.

The role of the teacher in this activity is mainly to do supervision and assessment. Supervision is absolutely required in this activity since the program might not run well when there is no supervision from the teacher. Assessment is also needed for students would be so motivated when they know that what they are doing is assessed. Both teachers' roles are believed to keep the program run effectively.

Giving time limitation to upload the words into WA chat group is strongly encouraged so that when there is a student who does not upload yet till the given time, the teacher can remind him or her directly. The teacher may also remind anyone who uploads anything out of the track. While the assessment can be done through observing students' liveliness in uploading the words and also how well they make the words into sentences. The teacher had better give comment when students write sentences with grammaticalerror.

The teacher is supposed to modify the form of FC when all students have held all FCs in the first round. In the next round, teacher may use picture in one side of the FC and its word on the other side. When this happens, the number of FC should be multiplied since one FC will only be for one word. The list of words should also be taken into consideration that the teacher must create the new ones. In another chance when the students have acquired enough vocabularies, the teacher may ask them not to translate the target words in their native language anymore, but the translation must be in English.

Conclusion

This article is an effort to explore the possibilty of collaborating the use of modern tool (WA) with traditional one (FC) in the teaching of vocabulary. The concept of WA and FC as well as their evidence in research have been presented as foundation before heading to the proposed activity.

Teaching vocabulary should be done through a certain strategy for a maximum output. This article has provided the way how to teach vocabulary through the collaborative use of WA and FC. Teacher or educator may take advantage of this article and implement it into their real classroom activity.

Prior to the implementation of the activity, teacher should prepare all required stuffs well. During the treatment, supervision and assessment should be done for it determines the success of the activity. After the students reach one round, teacher may modify the form of FC, the way to translate a word, etc. The activity should not run only one or two rounds, but as long as the teacher teaches in the classroom where the certain students are there.

This article opens a possibility for any researcher to do further investigation particularly on the effectiveness of the use of WA and FC in vocabulary teaching. The future research is suggested to examine the advantages and disadvantages of the activity. This article also opens a possiblity of investigating the use of WA nad FC in the teaching of grammar or writing.

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Using English as a Platform for Honing 21st Century Skills

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Abstract

This study examines the effectiveness of experiential and project-based learning in providing opportunities for students to exercise and develop the skills they will need for the 21st Century workplace. An analysis of interviews with English teachers and data collected on video will identify the skills that are being developed in the students through the use of Project-based Learning (PBL). Discussion will focus on what adjustments need to be made to the curriculum to ensure that all skills are addressed, or, if they are addressed, how to help students recognize them.

Keywords: cognitive flexibility, creativity, critical thinking, experiential learning, project-based learning

"Has this ever been tried before?" asked the the English coordinator of Vita Junior High School when I outlined a project-based curriculum for him when I came on board in July 2013.

"I have done it in universities in Lebanon and the US. A couple of years ago when I was at UNESA, the Regional English Language Office provided courses in project-based learning," I replied, "but I do not know of any school in Indonesia that have actually implemented it."

"Let's give it a try," said the coordinator. From there we embarked on an educational adventure of designing and conducting project-based learning in the Junior High classroom and Senior High classroom, which has seen some projects to their fourth generation and a handful of new projects added each year. We started with 8 projects per year, but have gradually reduced it to six per year so that students have more time to reflect in their learning process.

Last year, when the elementary curriculum began to emphasize the learning cycle and theme-based learning, Vita School English teachers, who had some experience developing one or two collaborative projects each year, began to implement Project-based

Learning on a regular basis, developing 6 English projects for the students to share over the course of the year.

Intuitively, Vita teachers believed that Project-based Learning provides an opportunity for students to exercise 21st century skills, but had never collected any data to confirm this hypothesis. Although all of us had some idea of what 21st Century skills are, we had not really stopped to define them exactly. The Partnership for 21st Century Learning (n.d.), a consortium of American educators, businesses, and government officials suggests collaboration, creativity, critical thinking, and communication as skills for learning and innovation. From a culturally broader perspective, the Future of Jobs Report by the World Economic Forum (2016) reports the results of a survey of more than 500 global companies concerning the changes in the workplace, the skills they think are important now, and the skills that they think their future employees should have. They list ten skills that the employers will be expecting from their workforce in 2020: complex-problem solving, critical thinking, creativity, decision making, cognitive flexibility, people management, coordinating with others, negotiation, service orientation, and emotional intelligence. This study will first examine the literature to define these skills and observe how they are implemented in Project-based Learning in many disciplines, age-groups, and cultures. After examining PBL around the world, it will look specifically at how the English curriculum at Vita School incorporates these skills.

21st Century Skills in PBL Around the World

Much like the learning outcomes in the national curriculum, the skills from the World Economic Forum can be divided into cognitive skills and social skills. The cognitive skills include complex problem solving, critical thinking, cognitive flexibility, creativity, and judgment and decision-making. Social skills include people management, coordinating with others, negotiation, and service orientation. Rather than psychomotor skills, however, the third category is an intrapersonal skills: emotional intelligence.

Quite a bit of research has been conducted of PBL in the last few years. Table 1 shows ten studies published in the last two years, their country of origin, and the skills that they observed as promoting the top ten skills of WEF 2020.

Table 1

Source Citation	Country, age	C1	C2	C3	C4	C5	S1	S2	S3	S4	EI
Alsamani, & Daif-Allah (2016)	Saudi college	x			x	x		x			?
Aronis (2016)	US adult	x	x		x	x		x			?
Devkota, et al. (2017)	Nepal primary	x	x	x	x	x		x			
Fain, et al.(2016)	Slovenia secondary	x	x	x	x			x		x	
Keane & Keane (2016)	US primary	x	x	x	x	x		x		x	
Kizkapan & Bektas, O (2017)	Turkey secondary					x		x			
Kumar (2017).	US secondary	x	x	x		x		x			
Pietikäinen, et al. (2017).	Finland secondary	x	x	x		x		x		x	
Risnani et al.(2017).	Indonesia, secondary	x				x	x	x			?
Tseng (2017).	Taiwan college		x				x	x	x	x	
Total		8	7	5	5	6	2	10	1	4	0

Key: C1 Complex Problem Solving, C2 Critical Thinking, C3 Cognitive flexibility, C4 creativity, C5 decision making, S1 leadership, S2 coordinating with others, S3 negotiating, S4 Service orientation, EI emotional intelligence.

it is clear that all ten skills get coverage in project-based learning, but some may take extra effort to include when designing the project. the most salient skills in project-based learning are complex problem solving and, since most require group work, coordinating with others. the definitions and means of coverage for these skills as well as the other eight shed light on the potential that project-based learning has in the 21st century classroom.

cognitive skills

the cognitive skills that this century's workforce will need the most are complex problem solving, critical thinking, cognitive flexibility, creativity and informed decision making.

as seen in table 2, the most integral 21st century skill in pbl is problem solving. for american 4th graders (keane & keane, 2016), the problem solving took shape as students proposed designs for renovating their asphalt playground and planning areas of green. for indonesian students (risnani et al, 2017) it was a simpler matter of how to keep a newly planted tree from toppling over. by design, projects are generally about solving one problem or another. even the authors who did not observe problem solving outright,

mentioned problems that students needed to solve to create a more harmonious environment with their classmates (kizkapan & bektas, 2017).

critical thinking is another buzz word in education today, bandied around so much that it is in danger of losing its meaning. examples from the ten focal students help see how it significant it is and how well pbl helps to form a foundation for students to build on their critical thinking skills. in bayne et al's (1994) study of 52 pbl events in many different disciplines, the researchers suggest that pbl encourages the use of higher order thinking skills such as synthesis, analysis, and evaluation. the saudi study (asamani & daif-allah, 2016) was focused on the ability of pbl to address vocabulary and grammatical concerns and was not set up to see how well the students engaged in critical thinking. however, the students were engaged in "gathering, processing, and reporting information," which does require a level of critical thinking. any project that requires the students to do a little research will require them to do critical thinking to judge the credibility and reliability of the information they gather.

cognitive flexibility may be a new concept for some. bulent gunduz (2013), who defines cognitive flexibility as the ability to see and tackle problems with a variety of strategies, found that irrational beliefs, obsessive attachment, and anxiety limit cognitive flexibility while security, autonomy, and tolerance foster it . none of the students used the keywords "cognitive flexibility" in their discussion, but used other phrases which allude to its presence. many of them discussed the interdisciplinary nature of pbl (fain et al., 2016; devkota et al., 2017; keane & keane, 2016; tsiplakides & fragoulis, 2009); several noted that students fostered a respect for differing viewpoints (pietkainen et al, 2017; devkota et al., 2017). tsiplakides (2009) reported that greek primary students learned to "examine tasks from different perspectives.. learning from different perspectives would expose a number of different strategies for solving a problem and foster cognitive flexibility.

creativity has long been a valued part of education, just recently, it has moved to the top of bloom's taxonomy as the highest order of thinking. it is still closely related to problem solving and critical thinking. julie faulkner and gloria latham propose that freedom, playfulness, and resilience are qualities that contribute to fostering creativity and successful problem solving skills.

there may also be a connection between creativity and playfulness rene proyer and willibald ruch found a strong correlation between adult playfulness and creativity, spontaneity, risk-taking, and teamwork. from this we might conclude that projects that include a bit of fun and play may foster creativity.

only half of the studies listed on table mentioned creativity as a benefit of pbl (fain et al., 2017; devkota, 2017; alsamani & dait-allah, 2017, aronis, 2016; and keane & keane, 2016.) . of these, keane & keane's projects for primary students seem to have the most creativity. to the stem (science, technology, engineering, math) subject they added a fifth component: art. students made three dimensional models of their playground. in fain et al.'s (2017) study, the students had to build models and think creatively when solving problems. even the projects from the studies that did not mention creativity require creativity from their students. for example, paitkainan's students wrote essays about the history of their school based on their research. tseng's students also wrote a research paper. crafting of words, whether for an entirely imaginative project or for research report demands a high level of creativity.

in its very nature, pbl offers many more opportunities for students to make decisions than traditional methods. it was this that seemed to make some of kizkapan and bektas' (2017) turkish students uncomfortable. being conditioned to the lecture method and memorizing, the researchers seem to indicate that the students felt a bit daunted when they had to make decisions about what to do. pbl often requires planning from the students (alsamani & dait-allah, 2017; rusnani et al., 2017; pietikainen et al., 2017; sa-ngiamwibool, 2012; keane & keane, 2016), a situation in which they must make their own decisions about what to do and who will do it.

another aspect of pbl that contributes to honing judgement and decision-making skills is autonomy. several researchers (aronis, 2017; devkota et al., 2017; and bayne et al., 1994) all note that the students developed a sense of autonomy or independence in pbl. even some of the youngest students involved in pbl took responsibility for their learning process (tsiplakides, 2009). indonesian students in malang (rusnani et al., 2017) began to apply what they were learning about caring for the environment and decided of their own accord to tend to the garden and pick up the rubbish on the school campus.

social skills

of the literature reviewed, all of the projects for pbl required teamwork and, thus, fostered the practice and development of social skills like managing people, coordinating with others, negotiating, and serving others. all the studies mentioned the need for students to coordinate with others. the other social skills were not mentioned so often.

for some, the teambuilding was fraught with squabbles. some of tseng's (2017) respondents noted their need to settle disagreements and manage conflict from time to

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time. kizkapan and bektas (2017) also noticed that some of the seventh graders in their study experienced difficulty and discomfort while working with others. some may see disagreement as a hindrance to learning, but this was not the perspective of tseng or kizkapan and bektas. disagreements in teamwork are inevitable. tseng's students were older and had the tools to deal with the conflict. the seventh graders in kizkapan and bektas' study were just experiencing pbl and collaborative learning for the first time. pbl gave the students the opportunity to learn how to work out their differences in a mature manner.

whereas pbl affords the opportunity for some students to manage others, this was rarely a dimension of project design. participants in the study by risnani et al. (2017) chose the leader for their group. the leader, it seems, was responsible for the management of the project tasks rather than the people. in tseng's study, the leaders seemed to responsible for managing both tasks and people.   one of the leaders learned to put together information from their teammates and resolve disagreements.   the scarcity of examples of people management in pbl.seems to indicate that teachers who design projects for english class may need to consciously plan opportunities for students to practice people management.

the skill of negotiation also did not get much press in the literature reviewed for this study. sa-ngiaimwibool (2012) also describes the presence of negotiation during the planning stage of the project, when students construct their plan of action and decide on which tasks should be done. from a linguistic perspective, the students also had to negotiate successful communication. tseng (2017) also uses negotiation in this second sense, "negotiation of meaning." when students practice speaking english with each other, then the vocabulary that they use sometimes requires some negotiation in order for students to communicate well.

in the 21st century workplace, employers are looking for those who have a service orientation (wef, 2016). in the 1994 study by bayne et alia, this service orientation was demonstrated in a community service project. the nurse trainees learned how to help and train workers in the community. in keane and keane's (2016) project, service orientation was emphasized as students had to think of ways that the play space they designed would serve their community. they had to take the perspective of younger students in the school as well as empathize with the elderly in designing a space that would be useful to all. in fain et. al's (2016) study, the students also had to develop a sensitivity to the needs of others. in tseng (2017 and pietikainen et al (2017), more skillful students helped their

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weaker teammates. from these examples, it is apparent that pbl has the potential to foster an attitude of caring and helping others and developing a service orientation in students.

emotional intelligence

emotional intelligence was not a phrase employed in any of the literature reviewed. however, several other words related to self-awareness and self-management were discussed. rismani et al (2017) and alsamani and dait-allah (2017) observed their students gaining confidence through pbl. adonis (2017) proposed that students are given more freedom in pbl and develop the skills for self-regulation. rismani et al. (2017) drew a connection between this freedom and the students' improved attitude toward the subject matter.

research question

after 4 years of conducting pbl, does the curriculum at vita school support the acquisition and practice of the 10 skills needed in the 2020 workplace as identified in the world economic forum report?

method

to answer the question of how well pbl vita school is helping students acquire 21st century skills, this study conducted a survey of all ten current full-time english teachers at vita school, asking them to identify incidents, videos, or conversations with students that illustrate the extent to which each of the ten skills is being addressed in the english curriculum.

results

in writing their evaluations of pbl at vita school, the responses can be categorized as skills that are inherently planned in the project and skills that were observed while students were working on the project. table 2 shows the number of specific examples given for each question and whether those examples are from the planning or the execution of the project.

Table 2. Skills Observed in Vita's English Curriculum

	Planning	Execution	Total
Problem solving	1	4	5
Critical thinking	2	1	3
Cognitive flexibility	2	2	3
Creativity	2	7	9
Decision-making	1	3	4
Coordinating with others	2	2	4
Managing others	0	5	5
Negotiation	1	3	4
Service orientation	0	3	3
Emotional intelligence	0	4	4

Problem solving

In PBL, many of the projects start with a problem for the students to solve. The junior high English coordinator provides an example of this: " In the project Transportation for Tomorrow, [seventh grade students] deal with how to create a concept of eco-friendly means of public transportation. Their objective is to solve the currently existing problems with our public transportation system and communicate their views to a particular audience through models and presentations." Other projects have a challenge imbedded in them: organizing and conducting a rally game (Amazing Bible Race) or fair (Bible Walk) for younger students, building a volcano, and planning a theatrical production (Indonesian Folktales, Fairy Tale Theater).

The process of learning through projects also promotes problem solving. During the model building stage, the 5th grade teacher noted, "When the students (one group) couldn't finish making a volcano according to the deadline, some of them had the initiative to continue it during recess time and after the school hour."

One of the high school teachers observed, "In the Research Bloopers project, several groups were having problems as they had to make a video and they needed quiet places to record. The students then used several empty classrooms and also found other quiet places (library, hall, etc.) to record their video."

At the end of all projects, students spend one or two class periods thinking about what they have learned during the project. One of the high school teachers illustrates how writing reflective reports promotes problem-solving: "Students reflect upon what they have had during the project and have multiple opportunities to look back at problems or obstacles they had and think about how they solved them."

Critical Thinking

One of the high school teachers observed, "Almost all of the projects demand the students to think critically and gather information, either from books or internet. Thus, the students have to evaluate information, whether it is relevant to the topic and reliable." In the first step of PBL, at all levels, students begin to gather information about the topic of their project. Even in 5th grade, "needed to decide what information should and should not be used and which one among many sources of information fit their project." This process of evaluating the information that one has gathered and putting it into a new framework that informs the students' project design requires critical thinking.

Further evidence of critical thinking can be seen in the plans and learning objectives of the 7th grade Transportation of Tomorrow: "This project requires students to first examine the multiple causes of their city's increasing pollution and then find out how poor public transportation system is one of the factors that contributes to it. The entire brainstorming process should be done well, with the goal of making a defendable, reasoned judgment." (Junior High coordinator)

A high school teacher points out how the learning objectives for Spiritual Journey and Research Thinking promote critical thinking: "Students need to find material that must fulfill specific requirements. In Spiritual Journey, students need to find worship songs that are relevant with the topic and it must be published after year 2000. In Research Thinking, students need to find specific and factual information about cities they have been assigned such as traditional food, traditional games, and artifacts. Thus, project-based learning really encourages students to think critically and evaluate information."

Cognitive Flexibility

Whereas theoretically students have the opportunity in PBL to tackle problems with a variety of strategies, it is not a skill that quickly presents a myriad of examples. In the planning stage, many of the projects build in collaboration with another subject. For example, in World Without Borders, English teachers collaborate with art, geography, and

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history teachers, which give the student the opportunity to see one theme from at least four perspectives. In Dragon's Den, English teachers team up with economics teachers and science teachers to evaluate products that students have made in the process of exploring scientific concepts. In this case, students can examine their creations from three distinct perspectives that are not often combined. Elementary classes have long seen these cross-subject collaboration. One of the more recent was the volcano project in which fifth graders built volcanos in English class and considered the their impact not only on the natural environment, but also on society.

The junior high coordinator shows how cognitive flexibility is woven into the project for eighth graders, Indonesia I Love: "In the process of finishing the project, teachers as facilitators will only equip the teams with the criteria or characteristics of an ideal end product which is going to be in the form of a promotional video of a certain province in Indonesia. How the teams come up with a common solution to achieve final draft of the promotional video will be up to their own approach and perspective. Often times one team can come up with several possible versions of promotional video, and they eventually have to pick the most likely to be presented.

In the Volcano project, students demonstrated cognitive flexibility in another way. Their English teacher observed, "While other groups used trays for making their volcanoes, several groups of fifth graders who didn't have any trays, decided to use other things instead."

One of the high school teachers relates how cognitive flexibility was needed for Fairy Tale Theater: "Students needed to make adjustment to their performances due to the stage being too small. The students then adjusted their props, their positions and stage movement so that they could perform well."

Creativity

Creativity is built into almost every project at Vita School. It can be seen in the cartoon autobiographies written in 7th grade English class, the advertisements designed for a newspaper, the costumes and storylines of theatrical productions, and the detail added to dioramas and letter boxes.

When designing projects, some artistic element is planned. This is specifically seen in the Junior English coordinator's comments about the Video Expose project for the 9th grade: "In my opinion, the Video Expose project is able to foster each of the team member's creativity so that they to find innovative ways to present ideal steps to learn

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and prepare for the National Exam with approaches that are always changing, depending on the team."

One of the high school teachers provides a second example of how creativity is built into the project design. He writes, "In making research scrapbook, the students are encouraged to make the scrapbook creatively by giving them unique example of it. They are enthusiastic when their teacher shows them the unique scrapbook."

Decision making

As with creativity, decision-making is built into the fabric of PBL. A rookie teacher in the junior high observed that the projects have " some parts where the students should make [their own decisions]. For example, in the drama project, they have to decide what they need when performing. " As one of the high school teacher points out, " Students have so many different opportunities to decide something, especially in group activities. Choosing teammates is one of decisions that a student should make." An elementary teacher defines the magnitude of the decisions: Decisions may "be about small things, such as making their own group and deciding their topics or themes or something bigger, such as assigning roles or tasks for the members."

The junior high coordinator demonstrates how decision-making is an integral part of the project, Synthetic Culture: "The project provides opportunities for[ninth grade] students to become better decision makers, as they focus on decisions that matter and can affect the every aspect of the culture that they will create and present at the end of the project. It allows the students to practice for making decisions and helps them develop their reasoning and argumentation skills among group members."

Coordinating with others

Collaboration and coordinating with others is a task for nearly every project. Each of the high school teachers provides an example of how coordinating with others is built into the design of two of the projects. One pointed out, "During the Fairy Tale Theater project, the students assigned certain role to each of their teammates. One student worked as the stage director and another two students worked as the script writers. The others worked as the props directors." This is also true of many of the junior high projects in which each group is given a list of roles and tasks for the projects that that they must coordinate at the onset of the project.

The other teacher illustrates how coordinating people goes outside the confines of the group and even the classroom when preparing for the Amazing Bible Race: "Eleventh graders not only coordinate with their friends and classmates, but also with the principal, vice principal, even general affairs staff of the school."

An elementary teacher comments on the difficulties involved in coordinating with others: " Sometimes it was not easy to coordinate with certain students who were selfish and didn't want to contribute. However, they must work together for the sake of themselves."

The junior high coordinator advises teachers of the positive outcome and the tasks that need to be coordinated: "When a project is managed right, it helps to increase the students' participation. When students are willing to participate, it will increase their sense of engagement and eventually good coordination, whether it's about scheduling, job division, and preparation, will happen."

People management

Although the students have access to team-building materials and guidance in thinking about their teams, none of it is focused on the creation of leaders. Whereas the teachers saw potential for leadership development in all projects, they could not think of a single project in which leadership or people management was a planned part of the curriculum. Five teachers give examples of the potential for people management.

One of the high school teachers talks about the need for leadership in Project based learning: " Project-based learning in VITA School is mostly done in groups, which creates a situation where a leader is needed. Every group naturally assigns one student to become their leader and thus, students can grab the opportunities to enhance their leadership."

Three teachers focus on the responsibilities of a leader in organizing the group and assigning tasks:

- Because the fifth graders did the project in groups, one student from each group had to lead their friends and managed others (especially for those who were passive) started from the planning, such as who would bring what, until the end, in order to make their presentation their best (fifth grade teacher)
- One student can organize the group to do the project together (4th grade teacher)

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● Leadership is greatly exercised in project-based learning. The team leaders learn to lead their teammates in order to finish their project. For example, the team leaders assign teammates the task to color the paper, cut the paper, or make a slide presentation. In addition, every student has the same opportunity to be a team leader. (high school teacher)

The junior high coordinator considers the effect that leadership has on group dynamics: "In every project, there is always a "right" team leaders who can successfully create cultures of innovation and discipline among members. At the same time, there are also "wrong" team leaders who can easily shut down the innovative learning potential of its members."

Negotiation

As in any arena of conflicting opinions and viewpoints, negotiation organically grows in PBL. Two projects in the eleventh grade English curriculum, Dragon's Den and Social Forum have negotiation built into them. In Dragon's Den, the students must negotiate with the dragons about the acceptance and sale of their product. In Social Forum, students must negotiate with each other to decide which services have a worthy place in a peer counseling center.

In addition to these planned incidents of negotiation, five teachers provide evidence of negotiation during the execution of project. During the Volcano project, fifth graders " were given chances to negotiate among themselves before coming to a decision about who would pour the vinegar into the hole of the volcano." In high school video projects Study Tips (10th grade) and Research Bloopers (12th grade), students who needed space to record "ended up with 2-3 groups in one classroom for recording. Here, the students negotiated their plan with the other groups so that both groups could come to an agreement and do the recording well." (high school teacher)

The junior high coordinator illustrates the importance of negotiation to the outcome of the project: "Often times in the project's brainstorming session, the students learn about how to negotiate their arguments and learn not to fear their teammates' potential opposing viewpoint. This will create a healthy collaboration to achieve mutual goals."

Service orientation

At the present time, there are no service projects planned for the English curriculum. The development of a caring attitude is encouraged in all the projects. Examples of students helping each other and building each other up at each level have been cited:

● The strong students had to help the weak students to make sure their project runs well. Even, the weak students might contribute their group in a certain way, such as, they were responsible in bringing the material they had more than the other members expected. (elementary teacher)

● Often times in the project's brainstorming session, a good teamwork helps students build on each other's ideas that will take them to the next level and allows all members to actively participate in sharing ideas instead of feeling hesitant. (junior high teacher)

● During the Fairy Tale Theater and Study Tips projects, I saw students help each other. Several students were having a difficult time in memorizing their lines or pronouncing certain words and their team mates helped them memorize and pronounce their lines fluently. I even saw some different groups working together in one classroom, taking turns to record and becoming the other's group cameraman. They also gave suggestions to improve the other groups' performances. (senior high)

Emotional Intelligence

Emotional intelligence and self-regulation, though often observed are another skill that is not really planned in the English curriculum of Vita School. The need for self-control is seen at all levels.

In elementary, two teachers focused on this aspect. One of them wrote,, "It was unavoidable for them to manage their emotions while what was going on was not the same as what they wanted; they were trying to have a self control and respect their friends."

From junior high, the coordinator offers this advice, "We as teachers should trust students and start scaffolding their self-management skills, allowing them to be more in charge than we are. This will boost the students' self-confidence and create good learning atmosphere throughout the entire project."

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From senior high, a veteran teacher relates this story. "One of my students had had a partner that didn't want to work. Having this kind of situation, my students felt so angry with his partner. In other side, he realized that if he got mad at his friend, there will be no benefit for the team. Finally, he just continued his part and helped his partner."

Discussion

From the surveys of the teachers, it is apparent that Vita School has several areas in which it could grow in implementing 21st century skills in the English classroom. The creativity is very strong and students well supported. Problem solving and decision-making are an integral part of every project. Other skills such as coordinating with others and critical thinking are well planned. Cognitive flexibility and negotiation seem to be planned, but only for a few projects. The curriculum could benefit from a stronger emphasis and planning of these skills in more projects. Service orientation, managing others, and emotional intelligence, however are skills that the curriculum has the greatest need for planned training.

Service orientation

Although Vita students do practice caring and helping each other during projects, preparing students for a future workplace of customer service will require training that goes beyond the classroom. Projects could focus on helping the community. Keane and Keane (2016) reported some interesting ideas for instilling civic responsibility in the students and challenging them to think about how their design could benefit others. Risnani et al. (2017) and Kumar (2017) showed how students should serve their community by caring for their environment. Vita students could benefit from English projects that encourage them to give back to their community.

People management

Placing young students at the mercy of the leadership of other young students is sometimes a risky proposition. Not all students are ready or willing to be leaders. However, in order to prepare them for the workforce, PBL gives them a chance to practice people management skills in a controlled environment. Training students would have to go beyond the choosing a leader as mentioned by the teachers who took part in the survey as well as the reports from Tseng (2017) and Risnani et al. (2017). Students could benefit

from training in conflict management and people development as well as organizing and dividing tasks.

Emotional intelligence

Young English learners would definitely benefit from practice in managing their emotions. Counselors at Vita school deal with the weightiest issues, but naughty kids are not the only ones who need to learn to manage their anger. Judging from the lack of examples of PBL as a means of promoting emotional intelligence, the benefit of planning for the management of emotions could extend beyond the Vita classroom. If teachers could partner with counselors and plan a project in which students were trained to regulate their feelings as well as their learning, schools could turn out a generation of emotionally savvy graduates for tomorrow's 21 century workplace.

The Future of PBL in honing 21st Century skills

The limitation of this study is that there was not enough time to evaluate every single project from planning through execution and reflection. It is quite valuable, still, in that it affords a snapshot of the potential of PBL in preparing the next generation of workers. There are still things to implement, projects to change, projects to tweak, projects to add, and maybe even some projects to toss. However, it is clear that PBL is a valuable tool in honing 21st century skills in the English classroom.

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"What Can Be Learned from Classroom Interactions and Twenty-First Century Learning": Insights from Teachers' Perspective

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Abstract

The issue of twenty-first century learning in the second language classrooms has been widely researched, revealing that classroom practices should promote engagement and acquisition of the skills associated with the learning model. However, the study of twenty-first century learning in higher education's second language classroom reflected through the lecturers' lens is under explored, specifically in Indonesian context. This study, therefore, focuses on how the issue of twenty-first century learning foundduring classroom interactionsis perceived by lecturers and how they provide space for participations and engagement of twenty-first century skills on their classroom interactions.Drawing on narrative interviews with two lecturers within English Education Departmentat a private university in Surabaya,the results of the study indicates that the teachers' understanding of the issue of 21st skills is varied. The research findingsillustrate that the twenty-first century learning is often associated with critical thinking skill and utilizing technology on their teaching. In addition, majority of the lecturersplace greater attentions that 21st skills, particularly concerning with critical thinking skill is the mostchallenges to beintegrated in the classroom interactions. The complexities of classroom condition- linguistics deficiencies, cultural values, and classroom norms - are the primary factors contributing to its challenges. This study contributes to the understanding of second language classroom interactions and twenty-first century learning in Indonesian's higher education context.

Keywords: classroom interactions, twenty-first century learning, narrative interviews, and higher education.

1.Introduction

1.1. 21st Century Learning: A ConceptualDefinition

The emergence of technology nowadays, in which information are easily accessed and transformed, leads to the requirements of the skills of the students to address the changes. In thecontext of EFL teaching and learning, the classroom approaches and goals must move beyond the former traditions towards multiliteracies engagements (Shoffner, C. De Oliverira, & Angus, 2010). In addition, Smith(2014) suggests that the teachers have to integrate the process of teaching and learning in EFL clasroom with technology and multimodal literacy. This is to say, teaching style should be adjusted to be more multimodal-oriented (Sewell & Denton, 2011). Therefore, 21st century skills has been recently introduced to address the issues of 21st century education.

The incorporationofthe 21st century skills into learning activities and goals has to be established since technology has shifted the way and what we learn (Colwill & Gallaghe, 2007). However, in respons to the needs of the students at present and in the future, some frameworks in defining the terms of 21st century skills have been developed by some organizations, and there is no precise notion of 21st century skills. Dede (2009) compares some conceptions of the 21st century frameworks that the students need to have and as a reference of curriculum projection. He argues that each group, including Partnership for 21st Century Skills (P21), EnGauge Framework from NCREL/Metiri, the Orgranization for Economic Cooperation and Development, American Association of College and Universities, has different underlines within the skills.

According to Partnership for 21st Century Education(2007), in addition to life and career skills, the outcomes of students within the setting of students' learning must include 4cs (critical thinking, communication, collaboration, and creativity) hence students will have a fondation of how to deal with the global world. In terms of functional literacy, students must be able to live in a media-driven environment by equiping themselves with information, media, and ICT literacy. In the context of content knowledge and themes which are integrated into curriculum, English, reading, language arts, and world languages, have been one of the essential parts of 21st century disciplines. Another definiton comes from the North Central Regional

Educational Laboratory and the Metiri Group (2003). 21st century learning should accomodate the skills in the frame of the academic achievement, and students accordingly will be fully prepared to strive in the digital age with the inventive thinking, digital-age literacy, effective communication, and high productivity. However, from the list, the emphasizing on complex thinking, innovation and communication skills are more fruequently mentioned and considered more demanding to teach to the students as the basic skills.

Not withstanding the various definitions, different perspective is conluded by Silva (2009). She argues that 21st century skills term basically has no meaning since the skills proposed are not new, and it thus leads to the distruction of the essence of teaching. Morover, the terms is considered misleading in view of the fact that creative, analytical, and critical thinking do not spesifically belong to 21st century skills, but they have existed since in the ancient time to 20th century. Designing assesment model to the skills also allow the complication, it nevertheless offers the integration between the skills and content. This is to say that it is just newly important.

1.2. Implementation of 21st Century Skills and Its Challenges

Inspite of all suggested ideas of 21st century skills and learning, some challenges have risen in infusing and implementing the concepts into English language classroom, and ultimately relevant adjustments are encouraged into some teaching and learning approaches. Fandino (2013) suggests the teachers to enrich their pedagogical and instructional strategies in incorporating the skills with multiliteracy and multimodal communicative competences in teaching and learning process to utilize different forms of text. Likewise, Thieman (2008) promotes integration of multiple uses of technology into instructional practice with the preservice teachers in the area of planning lessons, optimalizing students learning, assessment, productivity and professional practice. Furthermore, innovative approach to learning using Project-based learning (PBL) is recommended to the students to learn throuh inquiry and work cooperatively to create a particular project (Bell, 2010).

Arguably, furthering the goal of 21st century skills in its implementation requires different teaching and learning style. Nevertheless, many teachers have not been provided with the necessary qualification of utilizing technology to faciliate

students in the classroom hence professional development becomes crucial (SEG Measurement, 2012; Center for Applied Linguistics, 2003). Yet, todays student is dissmilar than those in the past period; they are digital natives (Prensky, 2010). He states that "students know that digital technology represents the tools of their time as people growing up in the early 21st century, and they want to use these tools, as deeply as possible" (p.99). In addition, digital devide, the gap between those who have acces to technology (spesifically internet) or restricted access, also contributes to the consideration of the teachers in implementing the 21st century learning (Center for Applied Linguistics, 2003). Finally, Higgins(2014) highlights the matter of the diversity of cultural perspectives and values indicating the congruence with the local contexts and needs.

Classroom interaction in the 21st century education accomodate a wide range of skills and contents. Since little is known in the study about the meaning perceived by the lectures and students and its implementation in the EFL teaching and learning process particularly in the level of higher education, the purpose of this study, therefore, is to identify the issue of 21st century learning from the teachers' perspective, and how they put into practice in the clasroom interraction.

2. **Methods**

The researchused a case study designwithpurposive sampling. The two focal participants were voluntarily recruited to participate in the study. It was appropriate to use a case study since the phenomena under investigation happened in a particular setting during certain instruction (Yin, 2009). The first participan twas Gunawan (male; pseudonym) who serves as the Head of English laboratory in one of the private university in Surabaya, East Java, Indonesia. He had been teaching English for 10 years in English teacher training and Education especially in linguistics subject. Diana (female, pseudonym) was the second focal participant. She was a senior lecturer in English Education Department and has morethan 20 years of teaching experiences. She has engaged with the class in which the technology has not been rapidly advanced as nowadays. It is interesting to note tha both particpants represent the two different generations.

During a semi structured in depth interview, Gunawan dan Diana shared their understanding as well as their point of views regarding 21st century learning and

skills. They also gave elaboratio non how they put the conception intop ractice in the classroom interaction. In addition, some challenges encountered in the classroom were also described.   The interview was recorded, transcribed and analysed using qualitative content analysis method. To meet the research questions, the transcription was read closely to identify the data and reveal the themes suitable to the study. To verify the accuracy and validity of the study, member checking was conducted in which participants were invited to seet heresult of data analysis.

3. Discussion

Twenty first century learning are often referred to the learning of critical thinking, problem solving and utilizing information technology (Carlgren, 2013). 21st century learning is also defined as the ability of the students to perform various skills needed in the diverse society and digital world (Higgins S. , 2014). In this study, we intend to illustrate how the concept of 21st century learning is defined from the lens of educators in higher education. There are three main findings will be discussed in the following section. The first subsection will be discussing 21st century learning and its association with critical thinking, the second subsection is illustrating that 21st century learning should be equally perceived of using technology and the third subsection is explaining the challenges that the lecturers might find in implementing 21st century learning in Indonesian context and is concluded in the conclusion section.

3.1. Twenty first century learning is about critical thinking

The finding of the present study suggests that 21st century learning is often associated with critical thinking. One of the lecturers asserted that

> "...it is generally understood that 21st century learning is learning which concerned with the critical thinking skill. Why critical thinking skill? All we know that in the globalized era, the skill is urgently needed is critical thinking. By having critical thinking, we can select what is the true information and what is not" (Gunawan).

From the extract above it can be said that the importance of acquiring critical skill in the 21st century is about having critical ability to pick up the right information. It implies that selecting the right information in this globalized information requires a particular skill and 21st century learning is one of the ways to gain this skill. This finding accords with a previous literature study conducted by (Jeevanantham, 2005)who raised the

question "why teach critical thinking?". One of the underlying reasons of introducing and teaching critical thinking, based on the author's argument, is that developing the students' mind and the brain that they are able to select, choose, decide, justify, argue, criticize inputs they received. This research finding also is in line with the previous study which emphasises that critical thinking is one of the crucial skills for the 21st century working (Robinson & Garton, 2008). Moreover, majority of the participants (teachers) in a survey study conducted in Oman said that 21st century is often associated with critical thinking skill (Tuzlukova, Al Busadi, & Burns, 2017).Carlgren (2013) demonstrates that critical thinking is a determinant to define the concept twenty first century learning.

Other than critical thinking which is prominent in defining 21stcentury learning, another concept which is also clear surrounding the concept of 21stcentury learning is that utilizing technology in the classroom teaching.

3.2. Twenty first century learning is identical with utilizing technology.

Utilising technology is another characteristic when defining 21st century learning. One of the participants, for example, asserted that twenty first century learning is the learning which uses information technology in the classroom activities. Utilizing technology in this context is not limited to the using of electronic devices such as laptop or LCD; rather, the ways of teachinguse in the classroom such as teaching using Edmodo is another definition of 21st century learning. "*if the teachers use the current technology in their classroom activities, it is 21st century learning. But we need to remember that using old electronic devices is not 21st century learning" (Diana).* It is clear that the concept of 21st century learning should also be meant that everything used in the classroom activities should 'sound' current technology. The possible explanation of this concept is thatthe advance and immense use of information technology in recent time, including the using of technology in the classroom learning and teaching.*"if we talk about twenty first century learning, it is inevitably linked with the utilizing technology.'(Diana)*

However, the concept of twenty first century learning is perceived differently by Gunawan who argues that twenty first century learning is not only about using and empowering technology; rather, it is also about creativity, the creativity of teaching methods used in the classroom.

"21st century learning is not only about utilizing medias or technology, it is also about how   the lecturers use their creativity in teaching. (this creativity) is also about how they use media   on their teaching, how they use creative methods on their teaching".
(Gunawan)

It implies that although themethod use in the classroom is a traditional way but when it involves creativity, it can be categorised as 21st century learning. It can be said, therefore, that the concept of21stcentury is not a fixed-concept which denote to a particular activity and use of particular tools in the teaching learning process;rather, the concept of twenty first century learning is contextualized. In other word, this definition challenges the western hegemony concept of 21st century learning where it is often associated with the using of technology. This research finding supports the previous study which shows that 21st century education (learning) "should fit with the local contexts and meet the specific needs of students in diverse culture" (Higgins, 2014:559). The present study, therefore, adds to the knowledge that 21st century learning's concept is a complex and contextual and this study garner an understanding of the concept from the lecturer's view point in Indonesian context.

3.3. The challenges of implementing 21st century learning in the language classroom.

Based on the data findings, there are several possible factors which inhibit the success of promoting 21stcentury skills during the classroom interaction, namely; linguistics deficiency, cultural and classroom norms. As has been aforementioned in the previous section that 21stcentury skills are often defined as promoting critical thinking and utilising technology. This section, however, is focusing on discussing the challenges might appear in implementing critical thinking skill, the issue which is prominent in the 21st century learning and the current research findings. Having said that critical thinking is promoted through classroom interaction either student-student interactions or student-lecturer interaction, the linguistics competence tends to prevent the students to have critical thinking. The idea of this notion is that being able to actively get engaged and active interaction, the students need to show their linguistics ability. One of the lecturer said that

"the dilemma of promoting critical thinking skills in the classroom is that
the students' knowledge and skill in using the English language. How can

> *we ask the students to think critically through their participation in the discussion if they cannot speak (English)".(Diana)*

It becomes clear that the ability of using linguistic and showing the speaking ability is the most problematic aspect in promoting critical thinking in the second language classroom. As has been previously researched that different learning styles between Western and Asian people is the most significant factor of the challenges acquiring critical thinking skills (Atkinson, 1997; Carson J. , 1992), as mostly Asian students tend to use memorization, low-level and cognitive strategies rather than analytical strategies.

Moreover, a mixed method study of critical thinking in second language classroom conducted in China demonstrates that second language performance clearly influences the students to perform well in a critical thinking test (Floyd, 2011), arguing that the poor critical thinking skills among Asian students is not primarily about the lack of critical thinking ability they have, rather, their limited ability in second language (English) is the most contribution factor to this issue. Since the classroom interactions requires students to speak in English and critical thinking is a primarily goal to be constructed through the interaction the students and teachers have in their classroom activities, the challenges will likely continue to be exist in the second language classroom.

In addition, instead of linguistics aspect which hugely impacts on the failure of promoting critical thinking in second language classrooms, cultural norm is another clear contributor to the challenge of educating critical thinking skills among students in higher education. In this sense,the cultural norm is referred to Javanese culture in which as it is widely accepted among Javanese people that people should not talk too much, illustrating that too much talk is against the culture. This term is illustrated in the following extract

> *"when critical thinking requires students to speak, there is cultural belief, I think, that people should not talk too much… There is a Javanese proverb "ojokkakeanngomong". I think this is one of the key problem the challenges of implementing critical thinking in the classroom(Gunawan).*

when talking too much is perceived by the students against their belief of Javanese culture, the implication should be very detrimental in promoting critical thinking, as the basic component of critical thinking is the ability to demonstrate ideas critically through either their oral or written expression. When the oral representation cannot be

achieved, the concept of critical is likely difficult to achieved. The finding of this study is contradictory with the previous research conducted in Asian context which illustrates that cultural values such Confucian does not crucially inhibit the promotion of critical thinking (Floyd, 2011). The explanation of this argument is that the concept of learning styles such as rote learning is perceived differently. To some degree, rote learning is understood as surface learning, but to lessen degree, rote learning is seen involving deeper cognitive learning (Chalmers & Volet, 1997).

In addition, a survey study conducted with 363 university students in three different cities Kyoto, Okinawa and Auckland New Zealand shows that each student coming from different cities show different ability in critical thinking through their self-reflection. Students from Auckland tend to have higher score on their self-efficacy whilst students coming from two cities in Japan possess higher score in self-construal (Manalo, Kusumi, Koyasu, Michita, & Tanaka, 2013). Understanding that different context might have different result in critical thinking test, it is presumably that cultural aspect plays important role on the construction of critical thinking. The different concept of critical thinking, therefore, leads to the complexities definition of critical thinking and this study has raised an empirical definition of critical thinking based on the cultural values.

In conclusion, when the concept of critical thinking is often associated with involving either surface or deeper cognitive understanding, lacking critical thinking in this study is referred to inability of the students to formulate appropriate responses to particular questions or stimulus in English language during classroom interactions.

4. Conclusion

The aims of 21st century learning is centered around possessing critical thinking or educating to be a critical being. Although 21st century learning often synonymous with critical being, there should be a careful generalization about this concept. The current research findings indicate that creativity also can be used to refer to the concept of 21st century learning. Although the concept of 21st century learning has been defined from the actors' view point, the implementation of the learning type is quiet challenging particularly when the linguistics competence, cultural values and classroom norms are prevalent in the language classroom interaction.

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Getting real in language classroom: A conversation analysis of invitation dialogue transcript presented in English Junior High School BSE textbooks

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Abstract

This study examines the flow of conversation which is later understood as the authenticity in the transcribed dialogue on invitation sequences in Junior HighSchoolElectronic Textbooks (JHS BSE). The focus of this study is to find out whether the flow of conversation such as the presentation of pre-expansions and preference organization of invitation dialogues, accurately presented in JHS BSE textbooks according to Conversation Analysis (CA). This paper then continues to find out and anayze the authenticity and naturalness of invitation dialogues from 8 different JHE BSE textbooks to the aim of teaching natural English as the goal of communicative competence. Having contrasted 10 sequences of invitation analysed in JHS BSE textbook with the conversation analysisunder discourse analysis theory, this paper concluded that generally not all of conversation flows in speaking material in the form of dialogues are authentic and natural. There exist some authentic and natural data even though the presence of those authentic and natural flows from transcribed dialogues was not consistently presented.

Key Words: authentic material, natural conversation, communicative language teaching, JHS BSE textbooks, conversation analysis

Introduction

Teaching English as a second or foreign language (ESL/EFL), in Indonesia especially, can be highly demanding and requires teachers' understanding of the nature of Engish as a means of communication. Thiscommunicative ability in coping global situations in this globalization era apparents to be seen as one of the language function in International level which is commonly known as English Communicative Skill. Other studies also support the goal of teaching English as foreign language learners in achieving their communication skills by using interpersonal communication as the process of creating meaning and responding to a message in a proper context and situation and also to efficiently express what they mean in the target language and successfully achieve communications in real-life situations (Jamshidnejad, 2011; Lightbown and Spada, 1999; Power, 2003; Larsari: 2011).Therefore, Indonesian

government dediced to have communicative competence as the goal of Teaching English in Indoensia especially in Junior High School level to be able to face real-life situation.

Responding to this real-life teaching achievement, teching English in Indonesia, especially speaking, needs to integrate discourse in language education (McCarthy 1991; Hatch 1992;McCarthy and Carter 1994). McCarthy (1991) supports the use of Discourse Analysis (DA) and Conversation Analysis (CA), for speacific theory, as a tool of understanding the authentic and natural classroom material as demanded by CommunicativeLanguage Teaching approach to reach the communicative skill.In view of all circumstances, if one of the purpose of languageeducation in Indonesa is to train JHS Indonesian students to be communicatively competent, this research then conceivably consider whether JHS textbook dialogues could be a model for language learners by analysing the discourse patterns and sequence structures that occur in ordinary invitation sequence.

This article discusses the flow of conversation in the transcribed dialogue on invitation sequences appeared on Junior HighSchoolElectronic Textbooks (JHS BSE) in Indonesia by using Conversation Analysis Theory (CA). There are 8 Electronic Textbooks / *Buku sekolah Elektronik* (BSE) in Junior High School (JHS) that had been examined. This qualitative study highlights the natural flowof conversation by examining whether invitation conversations in those textbooks fail or succeed to follow the sequence of invitation. The output of this analysis is to show the naturalness of conversations that could probably be used by Junior High School teachers to achive the communicative competence as targetted by Indonesian government. By noticing the failure or non-natural dialogue, the researchers expect that the classroom teacher could be aware of and will not be misguided with the less authetic material presented in the textboks and the teacher are also expected to show the natural invitation sequence of dialoge to their teacher to achieve the communicative competence.

Conversational Analysis and the Invitation Sequence Structure

Conversation Analysis (CA) which is known as a branch of applied linguistic focuses on the analysis of conversation as a method for investigating the structure and processs of social interaction, primarilly on talk, between human (Schegloff, 2007). CA concentrates on how speakers themselves interpret teir turns and listener's turn in real

mundane speech events (i.e.,inviting people conversation, doctor-patient consultaion, courtroom proceedings, offering etc).This theory attempts to identify systematic sequence (turns, pairs of turns, exchanges, responses). The systematicsequences or turns of interaction between interlocutors and the listener / addresseeare distinguished as pairs / adjacency pairs.As described in Figure 1 , Pre-expansion will be responded by Go-a head, blocking or hedgingthat the pair of pre expansion would be possible adjacencypairs that happen in real conversation. For further, the systematic responses towards the adjacency pair sequences are known asdispreferred and preferred response.

Figure 1. Conversation Analysis Scheme
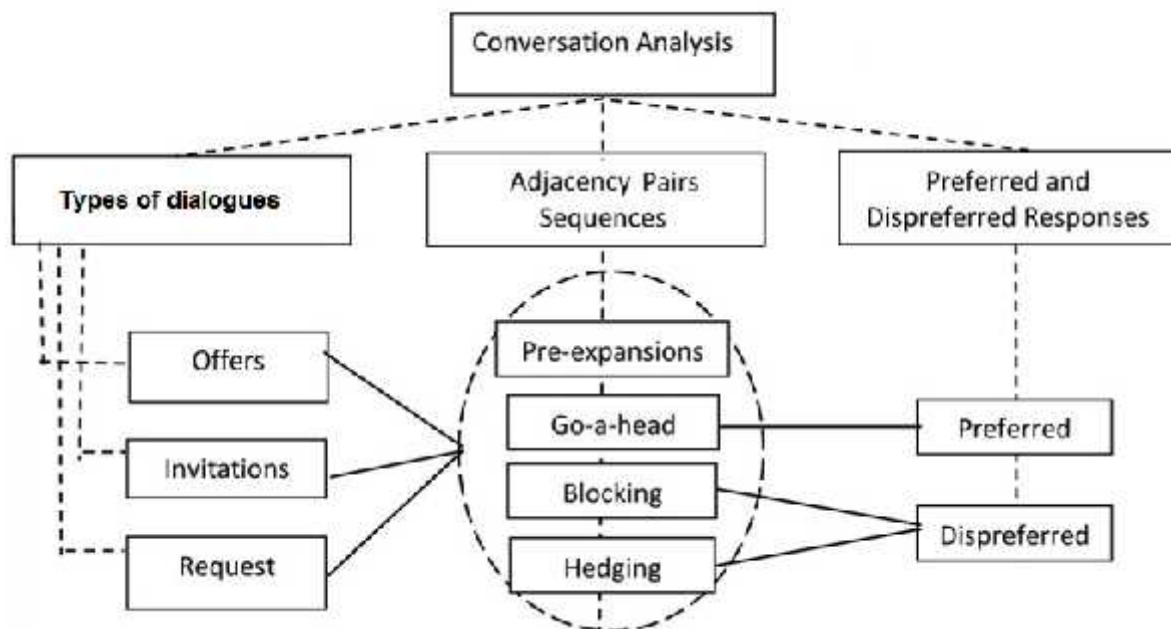
This paper focusses on examining invitation as a speech event that is taught in JHS BSE Textbooks. Invitations are speech events that might easily be found in real-life conversations. According to Schegloff (2007), the occured preliminaries that project specific imminent First Pair Parts (FPPs) of the conversation are classified as type-specific pre-sequences.In invitation event for example, pre-invitation becomes type-specific pre-sequences of invitation before the main action itself, invitations. Further, he stated that the fuctions of pre-invitation are (1) to estimate the possibility that will be produced by a base FPP (invitation) and (2) to make any relevances of next the production of second pair part (SPPs) as a response to pre-invitation. Some examples of pre-invitations would be "Are you doing anything?", "do you have free time on Wednesday evening", "What are you doing tonight?" and so on.

By giving pre-invitation, the speakers who invite their invitee or host will probably get 3 possibilities of response. They are a go-a head, hedging and blocking response. A go-ahead response supports the recipient of the response to go-ahead with the invitations. It means that the host will get positive response to continue their other conversations, invitation action. An example of this 'pre-invitation & go-a-headpair' type would be "no" answer to "Are you doing anything?" or "I am free today" to same question. By answering this, the invitee are in circumstance of ok to be invited and the next sequence, invitation sequence, could be given to the invitee and the possibility of accepting the invitation would be hinger than getting hedging response and will be quite impossible to be accepted whenever the invitee give blocking response.

A blocking response which becomes the oposite of go-a-head respon helps the recipient to notice of the rejection possibility. An example of this type of response is "no" or "I will go to my grand mother's house tonight" to respond "Are you free tonight?". This case becomes a sign of dispreffered response of invitation. Whenever the host are not really aware of this circumstance, they will get higher possibility of getting rejected.

Hedging is the last type of response in which the recipient are not really sure whether the invitations will be declined or accepted. "What's up?" for example, becomes one of the examples of hedging as a response of pre-invitation. However, Schegloff (2007) said that the combination of hedging and blocking response in invitation event may appear and may be used by the invitee as one of the example of variation response about pre invitation. The varition response toward "what 'r you doing" question as pre-invitation, could be seen in a combination of a blocking response and a hedging "I'am goung out, why?". This response shows that the invitee were expecting what invitation is going to be and the invitation could still possibly given.

Preferred and disreffered are the next response that happen in regard to respond the pre-invitation. A preferred response to an invitation is known as an acceptance, while a dispreferred one is a rejection given by the invitee. Here are some examples of invitations with preferred or dispreferred responses.

(1)Invitation and preferred situation

```
1 A    :→    why don't you come and see me some[time
2 B    :→                              [i would like to
(Heritage, 1984)
```

The first arrow in line 1 shows the invitation while the second one in line 2 is a preferred response of the invitation. The first arrow in line 1 and 2 shows the invitation while the turn shown in the second arrow (lines 3-5) is an example of a rejection of the invitation.

(2)dispreferred situation

```
1 B    :       uh if you'd care to come over and visit a little while this
2              morning i'll give you a   cup of coffee.
3 A    :→     hehh well that's awfully sweet of you, i don't think i can
4             make it this morning hh uhm i'm running an ad in the paper

5             and-and uh i have to stay near the phone.
```

(HERITAGE, 1984)

The next section of this paper then, the flow of the pairs and its responses will be analysed by conversation analysis (CA) as a tool to analyze the authentic structure of the conversation presented on the conversation transcripts material in Junior High School BSE textbooks.

JHS BSE Textbook Invitation Sequences

This study had examined eight downloadable listed BSE textbooks. Each title has its characteristics dealing with its contents, style, components and specific excercises. In term of analysing provided listening material, this study had classified several characteristics of the textbooks' listening material presented by the books' authors. The title of those BSE Tekxt books are Scaffolding (SC), English In Focus (EF) and Contextual Teaching and Learning Textbook (CTL).

Scaffolding (SC) BSE textbooks tend to start the presentation of speaking material by giving listening activities. This activity is seemingly aimed to give a general horizon of the learning target both vocabularies and the target of functional language.

Another title of BSE textbooks is English in Focus (EF) that was written by Wardiman et. al, has its own characteristic in forming students' speaking skill especially

with the activities dealing with the transcripted dialogues uses. This English in Focus book generally has a section that explains about the main subject in particular chapter called "materials you are going to learn". This section has an intended purpose to give knowledge about particular expertise targeted in every skill.

Focussing more on the listening and speaking skill as analysed in this study, the following section will be a fragment of specific models that are presented in the form of dialogues with illustraration or situation described as illustrated at the above illustration. The excercises activities follow the previous activities and are explained by the speech acts section in listening part. The additional section in speaking part is the presence of the additional excercises both in the form of writing and speaking.

Contextual Teaching and Learning (CTL)BSE textbooks also bring its difference in presenting speaking material. These books tend to start the meeting with the presentation section which apparently presented to give a general horizon of the targeted material. This section can be presented in the form of brainstorming style by giving question to the students of the particular situation or phenomena of targeted material.

In order to check the accuracy of the selected sequences, this study applies the table to see the number of the sequences gathered and the role of the structure whether it follows the flow of conversation based on CA or not. Through these tables, this study expects that the non-natural flow of conversation can be identified and can be analysed deeper.

Table.1Checklist result of invitation sequences

No	Dialogue Code	Sequences of Conversation						
		Pre Expansion	Response			Action	Response	
		Pre Invitation (line)	Blocking (line)	Hedging (line)	Go A-Head response (line)	invitation	Dispreferred	Preferred
1	I/CTL/VII/57A	✓ (2)	-	-	✓ (3)	✓ (3)	-	✓ (4)
2	I/CLT/VII/70	-	-	-	-	✓ (2)	✓ (3)	-
3	I/CTL/VIII/106 A	-	-	-	-	✓ (1)	-	✓ (2)
4	I/CTL/VIII/106B	-	-	-	-	✓ (3)	✓ (4)	-
5	I/CTL/VIII/108	-	-	-	-	✓ (1)	-	✓ (2)
6	I/SC/VII/175A	✓ (2)	-	-	✓ (3)	✓ (3)	-	✓ (4)
7a	I/SC/VIII/47	✓ (1)	-	-	✓ (2)	✓ (3)	-	✓(4,5)
7b	I/SC/VIII/47 (Laila)	✓ (1)	✓ ( )	-	-	✓ (3)	✓ (1)	-
8	I/SC/VIII/127	✓ (1)	-	-	✓ (2,4)	✓ (5)	-	✓ (6,7)
9a	I/EF/VIII/54 A (Diana)	-	-	-	-	✓ (1)	-	✓ (2)
9b	I/EF/VIII/54 A (Toni)	-	-	-	-	✓ (5)	✓ (6)	-
10	I/EF/VIII/132	-	-	-	-	✓ (5)	✓ (6)	-

This study presented the result of structured conversation flows in the form of tables of invitation checklist. Invitation appears in 10 dialogues and in those 10 dialogues there are 12 adjacency pairs of invitation. These 10 dialogues were collected from three mentioned textbooks. Hovewer, Scaffolding (SC) and English in Focus (EF) apparently do not really provide many samples of invitation in the form of dialogues. In

Scaffolding book for example, the invitation can be found in the phone dialogue which the main focus is in teaching phone conversation. Contextual Teaching and Learning (CTL) can produce more dialogues which consist of invitation sequence and it contributes to almost 50% of the data imput for this study.

Graph 1Percentage of Invitation Dialogues

Graph 2 shows the appearance of pre-invitation in invitation sequence in the BSE Junior High School Textbooks.From the graph, it can be seen that from 12 dialogues in the BSE JHS textbooks, less than 50% of the total sequences has its pre-invitation. Based on the data, those fivepre invitation would have go a head response as it pre-expansion respond / as its adjacency pairs. In other side, the dialogue without pre-invitation should get more potential rejection, since the host did not try to check the availability of the invitee. Correspondingly to the CA theory, the number of dispreferred response in invitation should be 50% higherthan the preferred one.

Graph 2 The Appearance of Pre-Invitation

The conversation rule based on CA shows that in order to get success in inviting someone, people should know the availability of the addressee before inviting people. If incase there is a blocking response after the pre-invitation, the speaker may do his / her strategic competence to reach his or her goal in inviting someone. Thus, the accurate

condition of inviting the invitee is the appearance of pre-invitation before having the success of invitation.

The case of rejection or dispreffered respond apparently appear becase the host had not checked the availability of the invitee. It could be seen from the invitation dialogue taken from CTL for grade VIII page 106. From this dialogue, the inviation in line 4-5 got dispreffered response since the host (Cici) did not try to check the availability of the invitee (Mira). This communication strategy in inviting someone by asking the availability of the invitee in the form of pre-invitation should actually be shared to the students in order to minimise the rejection and to make the conversation goes smoothly and naturally.

(1) Cici   :Hello, Mira. It's Cici.
(2) Mira   :Hi, Ci. How are you?
(3) Cici   :Fine. Thanks. How about you?
(4) Mira   : Very well. Thank you. Ci, I'll have my birthday
(5)   party next weekend. Could you come?
(6) Cici   :Oh, so sorry. My family and I plan to
(7)   visitmy uncle in Surabaya.
(8) Mira   : What a pity! But, it's OK.
(9) Cici   : Sorry Mira.
                    (I/CTL/VIII/106)

Another sample of analysed invatioon dialogue is taken from scaffolding BSE Textbook for JHS grade VIII. This conversation shows the pre-invitation given by host, Adi. In this dialogue, Adi tried to check the availability of his friends for weekend agenda, Sanusi then gave go-head respond in line 2 and in line 6 he showed his preffered response. However, Laila in line 8 shows her dispreffered since she had not been given a chance to respond the pre-invitation in line 1. This sample could be a good sample for the students to learn the natural flow of conversation as explained in CA theory.

(1) Adi   : Have you got any plan for our holiday?
(2) Sanusi : I have no idea. What about you, Fredy?
(3) Fredy : I want to feel the fresh air.
(4) Adi   : I have an idea. My uncle lives in Bogor.
(5)   Shall we spend our holiday there?
(6) Sanusi : I'd love to.
(7) Fredy : That would be great. What about you, Laila?
(8) Laila : I'd love to, but my family and I am going to visit our
(9)   grandparents in Banjarmasin.
(10) Adi   : That's okay.
                    (I/SC/VIII/47)

The last sample of non-natural invatition could be seen from English in Focus book for Grade VIII. This dialogue could be classified as non-natural since this dialoge does not have pre-invitation and the host (Cika), in line 6, directly invited Ramzy to go camping. Without noticing the possibility and availability of the invitee the communication tend to fail.

(1) Ramzi : Nice day, isn't it?
(2) Cika   : Yes, it is. Nice weather we are having.
(3) Ramzi : Look! This is fantastic sight!
(4) Cika   : Yes. I agree. I think it's spectacular.
(5) Ramzi : the weatherman says it will be sunny today.
(6) Cika   : Really? Let's go camping then.
(7) Ramzi : I'm sorry. I'd love too but I can't.
(8)   I have to finish my geography project.
(9) Cika   : Oh, by the way, how was your vacation?
(10) Ramzi : We had a great time. But during the trip. We had a flat tire.
(11) Cika   : That's terrible.
(12) Ramzi : (bleep!) that's my mobile phone. I'm afraid I must go now.
(13)   Have a good day.
(14) Cika   : You too. See you?

(I/EF/VIII/132)

Conclusion

This study had analyzed the textbook dialogues from 8 different BSE textbooks in Junior highschool as conclusion, not all of conversation flow in speaking material in the form of dialogues follows the natural flow of invitation and it appears to contribute to the authenticity and naturalness. Following the flow and giving context could be some possible way to make the dialogue more natural and teacher could makethe students aware of the the communication strategy In order to minimize the not-natural condition of conversation that is caused by the missing context, purpose, ideas, psychological distance, it is really suggested to the author to avoid using intuition on providig materials. The presence of book editors that have competence in linguistic, especially Conversation Analysis, could also be considered as an alternative to improve naturalness.

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Collaborative Learning: The Concepts and Practices in the Classroom

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Abstract

Communication and collaboration are regarded as part of essential focus to prepare students for increasingly complex life and work environments in the 21st century. Collaboration skills are highly required by the students to provide themselves with the ability to work effectively and respectfully with diverse teams in the future. Collaborative Learning (CL), then, is very crucial and said to be able to facilitate the students to attain higher level thinking and preserve information for longer times than individual learning. This article reviews Vygotsky's idea of the "zone of proximal development" and the concepts of Collaborative Learning. Then, the characteristics and principles of CL are presented. The discussion of how collaborative learning differs from cooperative learning followed by some ideas of collaborative works in the classroom and how they are best practiced also complete the discussion. In addition, method for examining CL process including conversation analysis is discussed.
Keywords: *collaborative learning, cooperative learning, conversation analysis*

1 Introduction

The historical idea of collaborative learning and the concepts of Zone of Proximal Development" by Vygotsky

Vygotsky views learning basically as a social process which is activated through the Zone of Proximal Development (ZPD) (Dillenbourg, 1999), famously known as sociocultural theory. This theory explains how learning is negotiated in relation to the context and experience with peers coming from any possible social relationship. In sociocultural theory, learning is viewed as social term which results from the informal relationship between social interaction and cognitive development of an individual. The interaction structures and establishes the learning process (Lantolf and Pavlenko, 1995). The relation between what Vygotsky has uttered about sociocultural theory and learning can be seen in collaborative learning (CL) theory. It says that working with a more competent person can improve personal development. Vygotsky concluded this theory after completing some observations. First he noted that a child learn from other people in his/her environment. The learning itself thus is mediated in a social level.After

then, the child internalizes it in individual level. He/she absorbs and processes what he/she has already got from otherpeople and environment. The second is that learning in social level often involves more capable persons who provide mentoring and guidance to the less experienced ones. The knowledgeable 'mentors' might come from peers or older people. They all engage in particular activity then unintentionally collaboration occurs through the process of guidance upon the less experienced individuals. To constitute the learning process from social to individual levels, language serves as "a psychological tool to regulate objects, others, and oneself in organizing functions that are critical to mental activity"(Lin, 2015). This is where language becomes filters as well as a tool to mediate the learning process to occur.

This view implies that the development of an individual cannot be merely seen from the individual itself. Social factors as the external world affect and influence this development and therefore should also be taken into account. Thus, the learning, as Vygotsky (1986) noted, is "embedded within social events occurring as a child interacts within people, objects and events in the environment". The interaction stimulates the mental functions to work as the result of various input captured. To be more specific, mental functions such as thinking, reasoning, and problem solving, can be carried out by individuals while collaborating with peers (Wertsch and Rogoff, 1984).

In the teaching and learning process area, interaction among the students and between the students and the teacher facilitate the students to improve and advance their development. It is assisted through the Zone of Proximal Development (ZPD) which is defined by Vygotsky(1978) as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". This indicates that an individual has two levels of development; actual development and potential development.

It can be inferred that actual development refers to the development of individuals which is already attached in their mental setting. It can be from their genes or self-learning. At this level, individuals learn and work independently without others' help. On the contrary, potential development comes from the interaction between individuals and environment. The environment here can refer to peers or more proficient adult which collaboratively engaged with the individuals to perform particular work. In this level, the individual is unable to perform independently but dependently with more

capable persons. By learning from the expert, the potential development increases as the less capable individual will learn from the more capable ones. This is where the process of collaborative learning benefits students with weaknesses to improve with the help of their knowledgeable peers.

This discussion highlights that Collaborative Learning provides students with opportunities to get new ideas from their peers and thereby establish mutual interaction in the learning process. The more beneficial interaction takes place, the more development the students are able to attain. Peer interaction is also said to be able to "promote learners' ZPD and it has valuable role to play in language learning situation" (Lin, 2015).

2 The Characteristics of Collaborative Learning

The characteristics of collaborative learning can be clearly seen if the approach is compared to the traditional one. Collaborative Learning differs from traditional language teaching approach in some aspects; the first is inits goal structure. Johnson and Johnson (1979) in Lin (2015)refer the goal structure as the type of interdependence among students and are categorized into three: collaborative, competitive, and individualistic. In collaborative goal structure, a learner is able to achieve learning goals when their peers also achieve theirs. Even though the portion is relatively different from one to another, the least capable learner will still also capable of achieving the goal of learning depend on his/her capacity. The competitive goal structure does not allow all individuals to achieve the learning goal. Instead, an individual learner achieves while others do not. In individualistic goal structure, there is no relationship between the achievement of an individual and the involvement of others either in the form of collaboration or competition. In other words, one's achievement is independent from others'. This occurs because each individual learnerlearns by themselves. There is no such kind of peer mentoring or competition with others. In relation with this, Zang (2010) concludes that CL belongs to the category of collaborative goal structure while competitive and individualistic goal structures are closely similar to the traditional teacher-fronted learning.

The second difference between collaborative learning approach and the traditional one lays on the learners' participation upon the teaching and learning activity. Traditional approach tends to focus on teacher-centered rather students-

centered learning. Students are rarely involved in the teaching and learning process but to only pay attention to what the teacher is explaining. Many of traditional learning approach use grammar-translation and audio-lingual methods as the ingredients. Such teaching methods only focus on certain aspects of language without providing sufficient practice for the students to practice and deepen their understanding upon the material given. Most interaction taking place is limited to teacher-student interaction. Student-student interaction is rarely seen. Students are conditioned to be passive almost all the time. They only become recipients of the knowledge delivered by the teacher. There is no sufficient space given to discuss and enlarge their communicative competence. CL, in contrast, shares common ideas with Communicative Language Teaching (CLT) where there are interactions between teacher and the students and among students (Zang, 2010). When the students are given the chance to communicate not only with the teacher but also their friends, it is actually facilitating the students to acquire communicative competence. The communication which occurs is actually activating their mental function to maximize thinking, reasoning, and problem solving. When these activities take place, learners are unconsciously enriching their storage of knowledge. They do not simply being a passive recipient but very active one as they do not only absorb the knowledge as input but also question, criticize, argue, and any other critical thinking activities.

3 The Principles of Collaborative Learning

Lin (2015) mention some principles of Collaborative Learning, they are as the following.

3.1 Provide more language practice opportunities

CL allows the students to be engaged in the learning process as they work together towards a common learning goal. When they discuss or share ideas with others, they automatically are practicing their language competency. In the EFL class, this is one of the challenge in which the students are asked to speak English as a foreign language as the main targeted goal. The problem will exist more when there are more less capable students than the expert ones. The teacher will need to switch his/her learning approach into the traditional one as he/she is trying to explain certain language focus to the students. The fact that the students are actually in needs of practicing the language on their own in certain amount of time

will be reduced by the long duration the teacher needs to explain the difficult material. Other challenge present as the more capable students have no peers to practice the conversation since the weak students are unable to respond the English conversation in a meaningful way.

3.2 Improve the Quality of Student Talk

Zang (2010) explains that in traditional EFL classroom, discourse is set up by the teacher in an artificial setting, whereas CL can be designed to create social setting that is similar to real-life situation in the way that language is used. It helps the students to produce not only in its quantity, but also optimize the conversation by engaging themselves in requesting, clarifying, and negotiating conversation during the CL. Furthermore, as Long and Porter (1985) in Lin (2015) indicates, in CL directed learning, language adjustment occurs as the students try to make themselves understood. Consequently, they will also try to make others understand what is intended to say. They will speak in different ways to ensure others to listen to and comprehend what he/she is saying by using different ways of speaking. By this, students are subconsciously accustomed themselves to use appropriate language.

3.3 Create a Positive Learning Climate

Barfield (2003) in Lin (2015) states that language learning is an emotional and psychological experience to some extent.Thus when learners' psychological condition is troubled, then the learning might not accomplished maximally. CL create situation in which learners feel more convenient and relax since there is no strict regulation of how they should learn. Learners are also freed to talk and discuss with their peers of difficult points from the material given by the teacher. This is quite different with traditional learning approach, where the students are afraid to make mistakes in speaking as they have to speak organized in front of their friends with correct and proper grammar and accuracy. This situation limits the students' opportunity from experiencing various learning situation in which possible to result in a further and deeper understanding of certain topics.DiNitto (2000) suggests that CL "allows for the negotiation of meanings and therefore the learners' understanding is reshaped". Positive affective situation thereby improve the students' learning and further the achievement.

3.4 Promote Social Interaction

In CL, the interaction between the learners and their peers are constructed through the discussion and sharing ideas between them. The interaction takes place in a very comfortable situation while at the same time, learners exchange different ideas and perceptions among them. Jiang (2009) claims this situation as improving learners' linguistics competence and communicative skills as well. This also promotes social interaction between the learners themselves through discussing, questioning, responding, and organizing learning process.

3.5 Allow for Critical Thinking

Compared to individual learning, CL is believed to enhance learners' critical thinking. This process occurs when the students are discussing, clarifying, and evaluating peers' opinions (Lin, 2015). In line with this, as Johnston, James, Lye, and McDonald (2000) mention, CL encourages critical thinking through problem-solving process. Learners engage actively in the discussion which fosters their mind to think critically of the topics being discussed.

4 Collaborative and Cooperative Learning as Different Communicative Strands

Collaborative and cooperative learning are most interchangeably used in their term. Most tends to consider the two concepts as the same. However, some researchers have made some discussions to specify those two different communicative strands in EFL classrooms.

Oxford (1997) differscooperation with collaboration in its form, that cooperative learning is considered to be more structured. It does not happen randomly but more organized than collaborative learning. The structured form might be found in some aspects; the technique the teacher use for his/her teaching activity, also the target and procedure of how the students work together in group. In contrast, CL is "related to social constructivist epistemology, with the goal of acculturating students into the immediate community of learning and the wider world of the target language and culture" (Lin, 2015). In other words, CL mediate learners to experience an unplanned, spontaneous learning situation in which they have opportunity to gain as much knowledge as possible through the peer-mentoring without being framed into specific learning borders. Learners can maximize mutual social engagement for the purpose of

learning. Learners can interchange their knowledge and ideas others do not possess. Therefore, the maximum goal of learning is possibly to be reached.

Roschelle and Teasley (1995) give more detailed discussion about cooperative learning, that it is a work that is "accomplished by the division of labor among participants, as an activity where each person is responsible for a portion of the problem-solving". It can be inferred from this explanation that cooperative learning demands the individuals in the group to be involved in the equal share and that each of them shall complete what has been authorized to them. Each member of the group has equal and fair division of duty and task. Whereas, as has been previously mentioned, CL involves "the mutual engagement of participants in a coordinated effort to solve the problem together" (Roschelle and Teasley, 1995).This suggests that in CL, each individual in the group are possibly to change roles of when to become the mentor and when they need the assistance from their peers.

Based on these discussions, it is clear that collaborative learning differs from the cooperative one in the concept and division of task. However, some spontaneous division of task may also occur in CL. We can take example in a situation where a group of learners is about to discuss a certain topic. Those who have the knowledge upon the topic will automatically take the role as the mentor to others since he will be able to speak and say more on related issues of the topic. Meanwhile, other members will become the observers. However, they still have the opportunity to contribute by suggesting their ideas or at least give their opinion or critics upon subject being discussed, which is not the prior role of the 'speaker'. Based on this assertion, cooperative learning and CL is not different in terms of task distribution. Even though there is no clear and structured division of task in CL, learners still share unstipulated responsibility upon their roles in group.

5 Collaborative Learning in Practice

Before discussing what activities can be employed as CL, it is better to first discuss whether collaborative skills can be trained or not. Educators are suggested to give explicit instruction to develop collaboration skills (Lai, 2011). The training could be in the form of instruction given in effective communication, how to find for help, and how to give help to others (Fall, R. Webb, N., &Chudowsky, N., 1997). Similar to this, Webb (1991) recommends training students in general interpersonal and teamwork skills

which include coordination, communication, conflict resolution, decision making, problem solving, and negotiation. This kind of training stresses on how to give explanation, how to directly and explicitly ask for help, and how to respond to others' help appropriately (Lai, 2011). Lai (2011) further suggests teacher provide many opportunities for students to practice collaboration skills by using tasks which are similar to group-based assessments'.

Besides providing explicit instruction, teachers are also suggested to compose and organize tasks to support collaboration (Bossert, 1998; Webb, 1995), by, as Webb (1995) suggests, defining specific roles within tasks. For example, one student could become a leader with the duty of constructing and organizing planning of the task. Others may act as the doer of the task. Webb (1995) suggest that a student may take the role as the leader with the responsibility to summarize and recount the main points of the material, while others may act as the listeners who are responsible to identify and detect errors or omissions in the summary and ask questions to clarify the material. Similar to this, Dillenbourg (1999) recommend the teachers to specify rules for interaction. For example, every group member should ask at least one question. This activity could encourage the students to share idea then speak it up.

Teachers should also monitor and regulate the students' interaction (Lai, 2011). In certain times, students might lose ideas of what to discuss next. The presence of the teacher could stimulate and trigger temporally-blank situation to be active again. Teachers could encourage the students to give new ideas or providing groups with feedback thus the discussion will be more fruitful.

The techniques to arrange and organize CL activity can be various. One example is reciprocal teaching which is described by Palincsar (1987) as "an interactive teaching procedure in which the teacher and students collaborate in the joint construction of text". In reciprocal teaching, two people or groups agree to help each other. In the context of teaching and learning activity in class, teacher and students change roles as "leader" and "respondent". At first, the teacher can assume as being the leader to give students example of how to administer the learning as Lai (2011) recommend employing several strategies to direct discussion by: "asking questions, summarizing responses, clarifying misunderstanding, and supporting predictions about upcoming text content". After the students experience being the "respondent", they will then be able to recognize of how to act as the "leader" then take the role of it.

One idea to conduct CL is as what Bossert (1988) indicate as "learning together". Here, the competence of the group members are various and different one to each other. The members of the group work together and help each other to complete a single lesson. The example of thisis "jigsaw". The application of this technique is by diving students into groups of 4 to 5 with heterogeneous competency. Each group has an expert individual which was given the material by the teacher. The teacher can also explain a bit of the material to the expert students. Having given the material, the expert students are assigned to their original groups to mentor and share what they have learnt to their peers. In this approach, students can be assessed as a group or individually (Lai, 2011). Jigsaw is quite similar with "group investigation" technique, except that in "group investigation", students are free to choose the material to study and divide the task to the group members.

Lai (2011) promotes other example of "learning together" with what is called as "student team learning". The procedure of this technique is by dividing students into groups with mixed ability. In each group, the members help prepare each other to perform best in a quiz competing with other teams. Team with the highest mean levels of each member's performance is acknowledgeable. Other variation of "student team learning" is "team assisted individualization".It is more specific in that the students must take proficiency tests before moving on to more difficult material and their scores on these mastery test affect the team's scores. There are many other methods can be applied for CL. The important point is that the teacher must vary the activities, the task structures, the reward and reinforcement to achieve the target of learning.

6 Method for Examining Collaborative Learning Processes

Collaborative learning is a type of group-based method with several possible goals of assessment. Webb (1995) mentions some purpose of examining CL. Teacher might want to assess student's individual achievement in learning which is proven by student's knowledge or skill performed in group. Secondly, teacher might want to assess the student's ability to work and learn from collaboration in the group which is scored from their individual and group assessment achievement. Thirdly, teacher might assess the group's productivity, evidenced by the quality or quantity a task finished collaboratively. The last is that teacher is possibly trying to measure the students' collaborative skills which consist of coordination, communication, decision-making,

conflict resolution, and negotiation. Webb (1995) further advice teachers to be very specific upon the goals of learning and organize the tasks based on those learning purposes.

Researches have proposed several observational tools to record students' interaction. One of the most widely used is "conversational analysis". Webb (1991 and 1993) has developed coding system of students' communication and for grouping them based on their group behavior. First, he differentiates between responsive and non-responsive feedback. Responsive feedback involves substantive corrections, elaborations, and explanations. Whereas, non-responsive feedback happens when there is no response given to student who asks for help, no correction when student making errors, and student given the answers without getting any explanation of why those answers are correct. Later, Webb (1993) categorizes students' behavior into four; the first type is students who are capable of solving problems by themselves without any or only little assistance from others. The second type of students are those who are facing difficulties but willing to express them by making errors or asking questions that signal they do not understand. The third type is students who mimic others' work without trying to solve it by themselves. The last category is students who give no contribution verbally during group discussion.

Conclusion

The discussion above suggest a number of potential benefits of collaborative learning, which in fact, are able to enhance students to prepare themselves to being a part of small unit of massive group in the future later after they engage in working situation. In the teaching and learning context, Collaborative Learning allows the role of teacher to being more as facilitator rather the controller in the classroom. The teacher mediates the learners' interaction and collaboration of work towards a common learning target. Students become actively involved in the learning experience and take the responsibility of their own learning through the interaction. This affects the learning atmosphere to be conducive. A fun and less-stressed learning situation is established, self-development and self-autonomy are enhanced thus learners' achievement is improved.

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Preparing Children in Learning English by Critical Thinking and Problem Solving Skills

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Abstract

Young children are natural language acquirers because they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them unless it's suggested by adults, who themselves probably learned English academically at a later age through grammar-based text books. And here, live is not only about challenges and issues but about how thinking capacity and management can turn- around difficult situation effectively. How to form and develop rational thinking instead of being based on habit and emotions? Learn to use critical thinking students will learn how to use creative thinking. They will learn how to analyze the problem, evaluate solutions and choose one, critique the solution, implement the solution. Benefits of second language learning on critical thinking and problem solving give creative mind, better at solving complex problems, have greater cognitive flexibility, better at higher order thinking skills, better at understanding how language works.
Keywords : children, critical, problem solving, skill

I.   Introduction

Teaching English to children is a way to introduce English as a foreign language to young students. While children may not have an understanding of why it is important to learn a second language, there are many reasons that answer the question, "Why teach English to young learners?" For instance, creating a fun and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers.

The characteristic of children five to seven years old

- They can talk about what they are doing

- They can tell you about what they have done or heard

- They can plan activities

- They can argue for something and tell you why they think what they think

- They can use logical reasoning

- They can use their vivid imaginations

- They can use a wide range of intonation patterns in their mother tongue
- They can understand direct human interaction

The characteristic of children eight to ten year olds

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

Critical thinking is a multidimensional skill, a cognitive or mental process or set of procedures. It involves reasoning and purposeful, systematic, reflective, rational, outcome-directed thinking based on a body of knowledge, as well as examination and analysis of all available information and ideas. Critical thinking leads to the formulation of conclusions and the most appropriate, often creative, decisions, options, or alternatives (Ignatavicius, 2001; Prideaux, 2000). Critical thinking includes metacognition, the examination of one's own reasoning or thought processes while thinking, to help strengthen and refine thinking skills.

II. Problem

- We do not give the children space to notice

If we introduce new words or patterns without giving the children opportunities to notice them first, the children are likely to feel they are basically following our direction-not their own. Many of them may not even be doing that. They may still be thinking about whatever their mind was working on before we introduced the new language target.

- do what we want them to do

Even if they notice the new words or patterns but feel they are just doing what we want them to do, they will still feel they are following our direction ,

not theirs. Their own minds may still feel like moving in other directions that feel more personal and meaningful. At the very least, even if they feel they are learning what we want them to learn, they should feel that they want to learn it, too.

- They do not try for themselves

They may have become dependent on us, and they may not know the questions with which they can express their curiosity. The new words or patterns may be too difficult, or may not connect with what they already know. They may not be having enough fun, or we may not have built up their motivation enough over a period of time.

- They do not experiment enough

If we do not give the children enough time and space to play around with new words or patterns by practicing and making mistakes, turning the language upside down, and looking at it from all angles, it *… I like …,* will be very difficult for the children to retain these words or patterns at a deep level, produce it spontaneously, or use it flexibly.

- They are unsuccessful

If the children do not succeed often enough, they may be less likely to risk trying when they encounter new words and patterns in future. They may lose confidence, and turn their minds in other directions where they are more likely to encounter success. In other words, they may come to see themselves as failures in English, and turn their attention to other subjects or out-of-school activities where they feel successful. Children are interested in what they feel they are good at.

- They do not make links

One reason children fail to link new target patterns into the mental model of English they are building up is that our activities focus too narrowly on the target. For example, they might practice, *I like … I like* without mixing the target pattern with other patterns. Another reason is that we get the children to memorize isolated dialogs or songs that contain language that is difficult for the children to internalize. A third common reason is that we do not challenge the children to think enough. If the children fail to link new words and patterns with the ones they have already learned, it will be difficult for

them to use the language to make guesses about new words and patterns they encounter. In other words, they will not be able to use their new knowledge actively.

III. **Methods**

3.1 Make activities that......

1. Combine cooperative, creative and critical thinking
2. Make learners collaborate
3. Relate to the real world
4. Identify relationship between second language and first language
5. Draw inferences
6. Use language creatively

3.2 The problem solving loop:

1. Identify the problem
2. Explore information and create ideas
3. Select the best idea
4. Build and test the idea
5. Evaluate the results

3.3 In the English lesson

All children are active learners, but they choose which direction to move in. if we want them to choose to be active learners of English.

- Noticing

The children notice new words or patterns while they are playing. We do not "teach" these words or patterns, we include them in activities and let the children notice them. For example, we might mix some new flash cards with ones they already know while they are playing a flash card game. They will suddenly come across a new card and think, *Huh?What's that?*

- Wanting

If the children are enjoying the activity they will want to find out what these new words and patterns mean, just like the child encountering problems while playing the computer game. The extent to which they genuinely want to find out depends on how much they are enjoying the activity.

- Challenging/taking a risk

If the words or patterns are just beyond what the children already know, and if they have techniques for trying to discover their meaning, the children are more likely to try. One simple technique is for them to learn questions they can ask us such as, *What is it? What's she doing?,* or, *What's this in English?*

- Playing/experimenting

The children can do a lot of activities where they play around with the new language target, trying things out, making mistakes, encountering many examples of the new pattern, and using it to express their own genuine feelings.

- Succeeding

If the new language target is at an achievable level, the children will be successful in understanding and using individual words and sentences.

- Linking

If our language syllabus fits together well, and if the children do activities where the new language target is mixed with targets already learned, the children are more likely to link it into the mental model they are building up as they try to make sense of the world of English. This process is often referred to as internalization. Language targets that are deeply internalized are those which a child can successfully link into her mental model of English, and use actively to make predictions about future language items she encounters.

IV. Discussion

4.1 Taking the Fear Out of Learning

One of the most important aspects of teaching English to young learners is creating an enjoyable and creative learning atmosphere. To most children, learning English is just another activity in their average day. Though it will take time for them to understand the future impact of what they are learning, the basic skills that these kids learn will prepare them for more advanced language courses.

4. 2 Here are a few ways to add excitement to lesson plans:

- Fun activities: Incorporating new words into songs and games helps children relax and enjoy the learning process. Using music also improves retention of new material.

- Add variety: Young learners have very short attention spans, so having a diverse repertoire of activities to draw from will keep students engaged and motivated.

- Learning the basics: Much of early curriculum is centered on alphabet, numbers and colors. Focusing activities on these topics allows for plenty of creativity in your lesson plans.

Every child we teach is a unique and special person with her own experiences and needs, and her own individual way of perceiving the world. In order to teach her effectively, we need to enter her world and play a meaningful role within it. The extent to which we can do this has a great influence on how much each individual child will learn in our lessons. If we look at the class as a group rather than a collection of unique individuals and if we tend to categorize or label either the whole group or individual children, we should not be surprised if many of them are badly behaved and learn very little. If we know the children and relate to them as real individual people, and if each of them feels we care about them, then we can begin to teach effectively.

It is important for us to know what the children have already learned and how deeply they have learned it. We may be able to get this information from previous teachers., or when we take over a class, we may need to do activities to see whether the children have really internalized what they have learned. If we find things the children have not learned very deeply, it is worth appending time reviewing these points before we move on with the course.

V. Conclusion

Just doing is not enough. Children need to think and do. This means not just running around, jumping up and down, and moving frantically from one activity to another. It means having space to think and space to reflect. The child who puts up her hand fastest, or the child who touches the correct flash card first, may not be the child who has been learning the most. Her quick actions may

mean she is not thinking enough. Another child may be standing back more, considering the situation, and weighing up options. This is particularly important when we introduce new language targets. We want the children to think, pause and wonder. At this point, we may need to encourage them to think. We can pretend we are puzzled by the same problem, saying, *Yes, what is it?* Or give some hint that leads the children through a thought process that will enable them to get to the right answer.

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Vocabulary Mastery by Implementing "Chasing" Strategy: (Students' Perspectives)

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Abstract

This research aims to identify the students' perpsectives on *chasing's* model in increasing vocabulary mastery. The identification was done by investigating the students' perspectives which focused on vocabulary mastery strategy in general. This research adopted a quantitative method to investigate the students' perspectives. The sample of the study consisted of 25 students of Faculty of Languages and Arts Semarang State University, especially from languages department. The data were collected and generated from their perspective answers on the questionnaires given. The results showed that most of the students believed that *chasing's* model could help them in mastering vocabulary. Besides, the students also believed that *chasing's* strategy is creative and innovative strategy, so it could be adopted by many teachers as the sample of good strategy in mastering vocabulary of english or other languages.

Keywords: chasing, English, vocabulary mastery

1. Introduction

The key of speaking in a language is mastering vocabularies. Vocabulary can help people to have a conversation to be more comprehensive (Ronald Carter dan Michael McCarthy1998:97). Various words can be used based on the context and situation. Sometimes, people who have more vocabularies will feel so confident to speak because they will not have fear while they are speaking. It is quite different with those who only know few vocabularies. They will find many difficulties and afraid of making mistakes.

According Kridalaksana (2001: 89) states that the vocabulary is the word richness possessed by a reader or writer of a language. This is in line with the statement of Keraf (1991: 24) and Soedjito (1992: 1) which suggests that the vocabulary of a language is the whole word possessed by a language. Nurgiyantoro further (2014: 338) explains that vocabulary is the word richness possessed by a speaker, author, or a language. Vocabulary is also a language component that contains all the information about the

meaning and usage of words in the language. From these statements, it can be seen that the mastery of vocabulary in language learning is necessary

However, there are several factors that discourage learners to learn a new language. One of them is a social factor. Social factors have an important role in the development of language (mastery of the gospel) that based on Boyd R. McCandless and Robert J Trotter (1977; 102) in Social factors and Language: "Middle-class children tend to be more advanced in vocabulary development, sentence structure, and pronunciation... "

In addition to the above factors, learners who only have little vocabulary do not have high motivation in mastering vocabulary. They think that it is difficult and too many words to be remembered. Whereas, if we find the way how to understand it, of course, we will not have that feeling. Even, we will always learn more and more.

2. Problem

The problem raised in this paper is about the difficulties experienced by learners in learning a foreign language, especially on the aspects of vocabulary. Often, this difficulty is also driven by the wrong paradigm of the level of difficulty that will be encountered when learning a new language (new language). In fact, if learners find the right strategy, they will get the ease and pleasure in learning a foreign language.

3. Methods

Documentation was collected by doing internet research. The technique of collecting data consists of two steps. This research used quantitative method to know the perception of students about chasing's strategy in mastering vocabulary in English. There are 25 respondents on this research from Faculty of Languages and Arts Semarang State University, especially from languages department that became subject of the research. Data were collected and generated from the answers given by students and depth interview with them. The second step was examining the data by reading the data source extensively and other documentation such as articles, journals, etc

4. Discussion

After spreading out the questionaire through google form, we get results about the strategy in implementing chasing derived from 25 respondens. The details are :

Table1.1. Result of survey

NO.	NAMA	Memorize in general way	Is chasing an efective method?	Creative and innovative method
1.	Nur Listiana	Easy	Doubt	Doubt
2.	Ragil Krisnandani	Difficult	Agree	Agree
3.	Evi Fatonah	Difficult	Agree	Agree
4.	Rahmawati Aisyah	Difficult	Agree	Agree
5.	Ismi Fadilah	Difficult	Agree	Agree
6.	Pramudya Adi	Easy	Agree	Agree
7	Ghita Aning Tyas	Difficult	Agree	Agree
8	Pinky Tiffany	Difficult	Agree	Agree
9.	Fitriana Dewi	Difficult	Agree	Agree
10.	Parsih	Difficult	Agree	Agree
11.	Ika Yudi Setianingrum	Easy	Agree	Agree
12.	Faridah Nur Afifah	Difficult	Agree	Agree
13.	Fifit Rizkiyani	Difficult	Agree	Agree
14.	Arsy Pramesti Putri	Easy	Agree	Agree
15.	Devi Fatmala	Easy	Agree	Agree
16.	Siti Muamalah	Easy	Agree	Agree
17.	Yanifa Karimatinisa'	Easy	Agree	Agree
18.	Dwi Oktoviani	Difficult	Agree	Agree
19.	Kres Kartika Sari	Difficult	Agree	Agree
20.	Siti Fatimah	Difficult	Agree	Agree
21.	Adinda Riezky Putri	Easy	Agree	Agree
22.	Anika Juniartuni	Easy	Agree	Disagree
23.	Ririh Eka	Easy	Disagree	Disagree
24.	Asiyah	Difficult	Agree	Agree
25.	Issabela Nilam Mentari	Difficult	Agree	Agree

From the above findings, it can be explained that:

1. There are 10 students who do not feel difficult with the usual method of memorization; there were 15 students who felt that the usual method of rote learning was difficult to do and tended to be less effective for them.
2. There is 1 student who states that chasing method is not effective method for memorization; there is one student who still doubts the effectiveness of this method; there are 23 students who agree that chasing method is an effective method to help memorize vocabulary in English.
3. There are 2 students who disagree that the chasing method is a creative and innovative method; there is one student who still doubts that this method is a creative and innovative method; there are 22 students are convinced that chasing method is a creative method, innovative and should be applied in the future.

5. Conclusion

Chasing is a strategy in mastering vocabulary in english. This strategy uses dangdut songs as a medium to memorize vocabulary by changing the lyrics first. Respondents who are the subject of this research give positive appreciation and recommendation to apply strategy on other language learning by adopting this chasing strategy mechanism.

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How Games Play a Part in Teaching English to Young Learners

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Abstract

In Curriculum 2013, English is given to students starting from junior high school. Despite the controversy about the appropriate age in learning English, many parents believe that English is necessary in this 21st century so they let their children in elementary school take English lesson both at school and at home. This study aims to know how games play a part in teaching English to young learners in a private course and how well they give impact on learners' English ability. The subjects are six elementary school students who have been taking an English course in Surabaya at least one year. The results of observation and questionnaire show that games are beneficial for young learners to learn English. Besides, games could motivate them during the process of learning and give effect on their achievements. These results are expected to give benefits to English teachers or tutors to plan the lesson so it is suitable with students' need. Besides, it is also expected that TEYL will not be seen as a restriction that may hinder students in learning their native languages.

Keywords: games, teaching English, young learners

1 Introduction

In this 21st century, learners are faced by skills that must be prepared. Fadel (2008) mentions 21st century skills framework and puts critical thinking, problem solving, creativity, innovation, communication and collaboration as learning and innovation skills. According to Rotherham and Willingham (2010), the aforementioned skills are actually not new.

One skill mentioned previously is communication. To be able to communicate and engage in meaningful conversation, language mastery is necessary. English as an international language and a foreign language in Indonesia is clearly important to learn. Although English in Curriculum 2013 is stated as a compulsory subject in junior high school, many elementary schools provide English as one local content that students have to learn. It shows that English is considered as important even in the primary schools.

Teaching English to young learners has been a long discussion. Some people argue that learning English at the early age is not supposed to be done because it

could affect the acquisition of the first language. Others state the opposite in which learning languages early is better (Hu, 2007). According to Mcilvain (2017), one benefit of early language learning is acquiring native-like proficiency. Despite this controversy, many parents let their children take English courses outside school. It proves that parents consider English as one necessary skill for their children to learn.

Teaching English to young learners is indeed challenging. Since the course is likely conducted outside school hours, tutors of private courses should design any attractive ways for students to learn. The teaching and learning activities in the course should be various and fun to avoid the boredom that could lead to demotivation.

The problem in this era in which technology is found in every single life is many learners are more attracted to games in the gadget. They can spend their days with their gadgets. Like what Muduli (2014) states, "recently, every other day information technology or IT invents lucrative gadgets are attracting the attention of the present generation." This case could cause gadget-addiction and it is certainly a challenge of educators.

The aforementioned challenges encourage teachers or tutors to make a better ELT so students especially young learners are motivated to learn English. Many researchers are interested in various methods, techniques, or media as their focuses in doing research in the country in which English is not the first language. Games as instructional media could be advantageous in English classroom, therefore, this study is conducted.

2   Problems

Games come in many forms. Nowadays games in the gadget are favorites among children. Not all games are designed for educational purposes. Many educators are attracted to bring games as instructional media to the classroom because of their potential. Therefore, this study aims to find out how games play a part in teaching English to young learners in a private course in Surabaya and how well they give impact on learners' English ability.

This study only focuses on a group of students in a private course named High Surabaya College. The course is conducted in one house of the student in the group. This study is expected to give benefits to English teachers or tutors to plan the lesson

so it is suitable with students' need. Besides, it is also expected that TEYL will not be seen as a restriction that may hinder students in learning their native languages.

2   Methods

This study employed descriptive qualitative design which intended to find out how games play a part in teaching English to young learners in a private course in Surabaya and how well they give impact on learners' English ability. The subjects are six elementary school students who have been taking an English course at least one year. The course is held twice in a week. They are currently studying in private elementary schools in Surabaya. Table 1 presents the detail of the subjects.

Table 1. Descriptions of the Subjects

Subject	Class	Years of Taking Course
1	6th grade	3 years
2	5th grade	4 years
3	5th grade	1 year
4	5th grade	4 years
5	5th grade	4 years
6	5th grade	4 years

In this study, the researcher is the key instrument and it is supported by the data from observation and questionnaire. The observation was conducted by the researcher by using field notes while the respondents of the questionnaire were parents of the students. The observation includes how the students react towards the games. The questionnaire includes: (1) whether the student has ever told his or her parents about the activities in the course, (2) what the student likes to tell, (3) what aspect of games that the student tells, (4) what effect of learning with games during the process, (5) what effect after learning with games (the product). In this semi-closed questionnaire, the respondents could choose the answers available and write their own answer on the space provided.

3 Analysis/ discussion

The data from the questionnaire and observation are elaborated in this section. The result of the questionnaire is presented in Table 2.

Table 2. Results of the Questionnaire

Indicator (translated)	Subject					
	1	2	3	4	5	6
Has your child ever told you the activities in the course?	Yes	No	Yes	Yes	No	Yes
What did he or she tell you?	Games	Her friends	His friends	Games, her friends, lesson	Games	Games, his friends
If it is about games, what did he or she tell you?	Kinds of game, the fun of playing	The fun of playing	-	Kinds of game, the fun of playing	The fun of playing	The fun of playing
Learning with games that he/she told you causes…	She wants to go to the course earlier	She wants to go to the course earlier	He never forgets the schedule of the course, he is reluctant to leave the tutoring.	She never forgets the schedule of the course, she is reluctant to leave	He is reluctant to leave the tutoring.	He never forgets the schedule of the course.
After he/she learns with games in the course, then…	Her English score is increasing	Her English score is increasing, passive	His English score is increasing.	She wants to learn English at home, learn English more, join English competitio	-	He wants to learn English at home, his English score is increasing.

From Table 2, it can be seen that 4 of 6 students told their parents about the activities in the course. Based on the observation, Subject 2 is considered as a quite-type person while Subject 5 likes playing games than talking in English. Therefore, they may have a difficulty in having a communication at home with their parents.

Indicator 2 shows that most students like talking about games played and their friends in the course to their parents. It shows that games instructional media that can attract students' attention. Besides, students of elementary school likely feel enthusiastic in doing activities together with their friends. It is supported by Smale (2011) who states that education supports the use of games because of their benefits.

In Indicator 3, it can be seen that most students like talking about the fun of playing games. Based on the observation, Subject 6 has once followed the tutoring even though he was not quite well at that time. According to Fenrich (1997), games could create a fun learning and it is suitable for both males and females, adjusted to their interests. Two other respondents of the questionnaire state that their children like mentioning the kinds of the game played in the course. It is supported by Sudjana and Rivai (2002) who state the benefit of games namely making teaching and learning activities vary.

Learning with games makes the three students want to go to the course earlier. It can be seen from the result of Indicator 4. It shows that the students are excited to learn English in the course. Three students are also reluctant to leave the tutoring. Based on the observation, Subject 2 and Subject 5 did not want to leave the tutoring earlier when her sister and his parents picked them up. It shows that during the process, games as instructional media encourage students to stay in the course and learn English.

From the results of Indicator 5, four respondents state that their children's English scores are increasing. It shows that games played in the course not only make students excited but also give effect on their achievement. Besides, according to one respondent, learning with games in the course makes her child learn English at home, join English competitions, and want to get more experience. It can be said that games as instructional media give more benefits to students. Like what Chen (2005) states, fun learning tends to reduce students' anxiety and increase their motivation. In other words, games could motivate students to do better in English.

3.1 Educational Games

The categories of games can be based on its genre or purpose. When bringing games into the classroom, educators must think of the purpose which is for education. Ismail (2006) classifies educational games into traditional games and modern games. The games in this study are considered as traditional games since no technology is involved and they are written in the following sub-section.

3.1.1 Blindfolding Game

This game focuses on speaking and vocabulary. It is the most favorite game of the students in this study. This game allows students to move their body as they run around. Like its name, this game needs to blindfold players to play. One student is blindfolded and others are free to run around the room. The blindfolded one must catch another student. After successfully catching another student, he or she must mention another student's body parts in English and guess who is caught. The caught one then becomes the blindfolded one.

3.1.2 Whispering Game

Another name of this game is "telephone" because it needs players to pass words or sentences to others. This game focuses on listening and speaking skills. Students sit or stand in a row. The tutor whispers one sentence to the student at the end of the row, then he or she will whisper to another student beside him or her. It goes on until the last student at another end hears the sentence. Then the last student mentions the sentence aloud. The tutor will check whether the sentence mentioned is same as the one the tutor whispers to the first student. If the sentence is not same, the tutor checks who makes the mistakes. The student who makes the mistakes get a punishment like singing an English song.

3.1.3 Board Game

This game focuses on vocabulary and it is a common game which needs a board, dice, and some pawns to play. The teacher or tutor can print the board or makes his or her own by drawing some boxes from "start" to "finish". In some boxes, there are question mark signs. When a student's pawn stops in the box with the sign, the tutor will ask him or her a question. If the student cannot answer, the pawn must go back to the previous box. This game is interesting at first but the students get bored after playing it a few times because they do not move their body much.

4 Conclusion

From the aforementioned discussion, it can be concluded that the games are beneficial for young learners to learn English. It could motivate them during the process of learning and give effect on their achievements. Non-electronic games as instructional media especially are helpful and suitable with young learners' characteristic.

It is suggested for tutors to suit the topic of games with students' ages. Besides, the variety of playing games and the learning objectives should be taken into account. Other researchers are suggested to explore more games that make use young learners' enthusiasm to learn English.

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University Students Use of Smartphone and Its Apps in Learning English

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Abstract

Technology advancement is unavoidable, including in learning English. It is said that at present everything is at one's finger's tip. It is easy nowadays for students to access information by the help of technology. They can find learning materials, interact with others in any group discussion, send and receive documents, have fun while learning easily. Besides, they can download any apps which they think interesting and suit their learning. The use of such technology is in the area of MALL (Mobile Assisted Language Learning). In line with this phenomenon, this study focuses on three research questions. First, how do students think of the use of smartphone and its application (apps) related to their English learning. Second, what websites of English learning that students visit the most. Third, what apps related to English learning that the students like to download and to usethe most. The subjects of this study are students of English department in one university in Surabaya, Indonesia. The data of this study is collected through questionnaire and FGD answers. Since the subjects of this study are only from one university, the results of this study might not be generalized to wider population. Yet, the findings of this study actually reveals the students'real interest in using smartphone and its apps to support their learning of English.

Keywords: MALL, smartphone, apps, English learning

I. Introduction

Nowadays, wherever one goes, he/she will find gadget used by people, including children and teenagers. It seems that this phenomenon is widespread all around the globe, not only in Indonesia.It is common to hear people saying that the availability of affordable gadget like netbook and smartphone influence people's lifestyle, including the way the learn things. Whenever somebody wants to learn to cook, he/she does not have to buy cook books like people in the 80s, what he/she does is simply connect their computer, laptop, or smartphone to internet, then find the recipe through search engine or find the cooking tutorial in YouTube. Instantly, as long as internet connection is available, people can get information related to the cooking they plan to do. Information is easy to obtain as long as one has digital literacy competency. This competency is a prerequisite for expanding access to information and communication technologies in order to ensure greater

competitiveness of young people on the labor market (Shopova,2014). This competency is essential because it is one of 21st century skills that enable people to cope with 21st century challenges.

In language teaching and learning world, the same skill is also required. Seeing that school and university students at presentare connected to internet through their gadget almost anytime and anywhere, it is assumed that students already have digital literacy competency. They might be accustomed to use gadget to learn languages, including English, a foreign language which is learned by students in any kinds of schools in Indonesia and officially stated and arranged in curriculum. This study attempted to reveal how students use their gadget as well as what sites and apps they usually use in learning English. It is expected that the findings of this study will be able to be used by teachers in optimizing students self-learning program.

II. Research Questions

There are three research questions developed in this study. They are:

A. How do students think of the use of smartphone and its applications (apps) related to their English learning?

B. What websites of English learning do students visit the most?

C. What apps related to English learning that the students like to download and to use the most?

III. Related Literature and Previous Studies

Mobile devices (apps) are effective and helpful for college students to improve English with self-regulated learning approach instead of traditional learning approach (Qiaochu &Xuan,2014). Learning through the facilities offered by the Internet is both interesting and engaging(Suratno, et al., 2013).Mobile technologies have the potential to provide new learning experiences which enable students to engage more frequently in learning activities in their community of practice (Daesang et.al., 2013).It leads to what so called MALL. MALL has been defined as the use of "mobile technologies in language learning, especially in situations where device portability offers specific advantages" (Kukulska-Hulme, 2013).   The

following figure by Stockwell and Hubbard shows the connection between CALL, ML, and MALL.
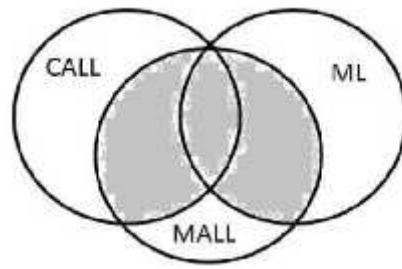
Figure 1.The relationship ofcomputerassisted language learning(CALL), mobile-assistedlanguage learning (MALL), and mobile learning (ML). The shaded area represents the overlap.

MALL has so much in common with CALL and ML that it is best understood as mostly belonging to both disciplines rather than being set apart from them, though the figure incorporates a "MALL-specific" region as well (Stockwell, G., & Hubbard, P., 2013).

Related to MALL, Farley et.al. (2015)found that students have access to and use a wide range of mobile devices to informally support their learning, but teachers did not have enough knowledge to optimized the use of the deviceavailability in teaching learning process. Yet, Nalliveettil&Alenazi (2016) suggested that English teachers were of the opinion that smart phones can certainly make students independent learners by accessing resources repeatedly from different sources available on the internet.

Suratno, et al. (2013) found that mobile phones have been the most frequently and laptops as their second most frequently-used gadgets used by students who admitted that their vocabulary expands as a result of using them. The use of WhatsApp, for instance, is significant in helping thestudents learning the language better and enhancing their proficiency in using the English language, therefore the usage of WhatsApp should be encouraged to the students and internet facilities should be provided as a toppriority in today's education (Mistar&Embi. 2016). Unfortunately, Suratno, et al. (2013) also found that students in Central Javahave not taken advantage of the gadgets to specially use for improving and learning English, such as reading, writing, listening, grammar quizzes, vocabulary expansion.Similarly, it was found in another country that students use smart phone

in learning, but in a very limited way (Aamri &Suleiman. 2011). However, there is a question emerged on whether students really think that the use of gadget in English learning is truly beneficial for them. Questions on what websites and apps they use for the independent learning are also trigger curiosity.

IV. **Methods**

A total of 90 university students from one major were the participants of this study. This is a combination between male and female students. Yet, this study did not consider the students' gender since it is not asked in the research problems. The students were undergraduate students from various level. There are 3 levels covered i.e. students of 2014, 2015, and 2016.

In order to collect data, there are two instruments used in this study. They are questionnaire and FGD note. The students' responses on the questionnaire were used as the data to answer research questions 1, 2, and 3. There are two kinds of responses derived from the questionnaire. For the first kind of response, the students were asked to give responses by choosing one of the options provided to show their opinion on the given statements. The responses are strongly disagree, disagree, agree, and strongly agree. The second response was in the form of free answers given on some open questions related to research questions number two and number three.To confirm the data in the questionnaire and to get additional data to support this study, FGD was carried out after the data from the questionnaire were processed. Then, since this study applies descriptive qualitative design, the responses were reported in the form of percentage and description.

V. **Result and Discussion**

The result and discussion in this part are presented based on the research questions order.

A. **How students think of the use of smartphone and its apps related to their English learning.**

The study found that most participants thought that their smartphones help them to improve their skills of English. The responses for question number 1 to 4 in the following table show that most students chose strongly agree and agree rather than disagree and strongly disagree. It indicates that the students

found their mobile devices helpful in improving four skills of English. The table below also reveals that the students believed they can improve their vocabulary mastery including their spelling.

NO	STATEMENTS	SA	A	D	SD
1	Smartphones can help me to improve my English speaking skills.	41%	51%	7%	1%
2	Smartphones can help me to improve my English writing skills.	31%	53%	13%	2%
3	Smartphones can help me to improve my English reading skills.	43%	48%	7%	2%
4	Smartphones can help me to improve my English listening skills.	53%	43%	3%	0%
5	Smartphones help me to learn new words of English.	59%	41%	0%	0%
6	I can improve my English spelling by using a smart phone.	27%	64%	9%	0%
7	I use smartphones to translate Indonesian words into English.	43%	44%	10%	2%
8	Smartphones are necessary for me to translate English words into Indonesian.	27%	52%	20%	1%

The table above also shows that the students now tend to use their smart phones to help them to translate words. They could do it by using google translate through online internet or by dictionary apps they installed on their phones.They stated that the result of the translation were correct so that they had no doubt to reuse it every time the need to translate words, both from Indonesian to English and from English to Indonesian.

NO	STATEMENTS	SA	A	D	SD
9	The software/apps I use on my smartphone can translate English words into Indonesian correctly.	16%	51%	29%	4%
10	The software/apps I use on my smartphone can translate Indonesian words into English correctly.	17%	50%	29%	4%

It is a fact that people including students nowadays like to take pictures and record things. It triggered questions whether students no longer take note on teachers' explanation in English classes.Surprisingly, although it was assumed that they no longer take note on paper, the students refused to state that they tend to do it. Their responses can be seen in the following table.

NO	STATEMENTS	SA	A	D	SD
11	I don't take any note anymore. Instead, I take photos of the lecturers' power point slides or explanation.	3%	23%	54%	19%
12	I don't take any note anymore. Instead, I record the lecturers' explanation.	6%	17%	53%	24%

In general, the participants agreed and strongly agreed that learning English through smart phone is easy and fun. Only very small number of students agreed that it was complicated to do. The students' responses are shown in the following table.

NO	STATEMENTS	SA	A	D	SD
13	Learning English through smartphone is easy.	42%	50%	7%	1%
14	Learning English through smartphone is complicated.	6%	10%	67%	18%
15	Learning English through smartphone is fun.	34%	63%	2%	0%

In answering open-ended question which asked them to write opinion about the use of gadget for learning English, the students wrote the following statements.The statements were confirmed during the FGD session. They stated that using smart phone to learn English was

1. good but sometimes they got distracted by temptation to play non English learning games

2. easy,related to access to neededinformation

3. convenient because it was portable for they could take the gadget wherever they wanted

4. effective because they could focus on the material or skill they wanted to improve

5. interesting because they could find various English learning materials

6. fun because it was just like playing games

7. helpful to build better vocabulary mastery

8. useful due to the availability of dictionary apps and google translate

9. practical than books because it reduced students burden of taking books to schools

10. in need of parents' control/monitor

B. The sites of English learning students visit.

In the questionnaire distributed, there was an open question asking the students to write the website(s) they use for learning English purposes. The students give various answers to the questions. The websites the students usually used are:

1. https://www.ted.com/talks
2. http://learnenglish.britishcouncil.org/en
3. https://www.englishclub.com/
4. http://www.bbc.co.uk/learningenglish/
5. *https://id.duolingo.com/*
6. https://go.twitch.tv/
7. https://www.youtube.com
8. *https://www.nationalgeographic.com/*
9. knudge.me/
10. *https://lyricstraining.com/*
11. *https://sdsafadg.com/sekolah-inggris/*
12. *http://www.debates.org/*
13. *https://learningenglish.voanews.com/*
14. *https://cnn-learn-english.zendesk.com/hc/en-us*
15. *https://www.wikipedia.org/*
16. *www.sciencedirect.com/*
17. *https://www.mendeley.com/*
18. *https://www.grammarly.com/*
19. *https://translate.google.co.id/?hl=id*

It was found that each student tended to use one website repeatedly because they felt the website met their needs. In average, each students usually only had two most visited websites.However, the higher the student's level, the more website addresses they knew and used.

C. **The apps related to English learning that the students like to download and to use the most.**

In the questionnaire distributed, there was also an open question asking the students to write the appsthey use for learning English purposes. The students give various answers to the questions. In alphabetical order, the apps the students usually used are:

1. grammarly
2. TOEFL
3. pronunciation
4. duolingo
5. kamusinggris
6. oxford dictionary
7. BBC
8. syllabido
9. memrise
10. english grammar

All applications above can be downloaded free of charge from play store. It turned out that there are provider which provided both website version and apps version. One example of them is *duolingo.*

Some students preferred to use installed apps to websites because they did not have to find internet connection whenever they wanted to use the apps. Using websites means they had to make sure the internet connection worked properly, unless, they would fail to use the websites. Therefore, apps are considered more convenient.

VI. Conclusion and Suggestion

The use of smartphone in learning English is considered good and beneficial by majority participants in this study. They suggested that it helped them improving four skills of English, i.e. reading, listening, writing, and speaking. They also suggested that it helped them improving their vocabulary, grammar, and pronunciation. Dictionary apps was also found important for students. The names of the websites and apps which were used by them were also revealed. If the apps were available, students tend to choose to install apps rather than to browse

websites using internet connection. These findings might inspire other researcher to conduct further researches on the popularity of the websites and apps. Further researches can also be carried out in near future to find out how students explore the websites and apps to support their English learning.

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USING VIDEO RECORDING TO IMPROVE THE SPEAKING PERFORMANCE IN ENGLISH CLASS

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Abstract

The implementation of ICT has the advantage of the availability of information widely, and precisely, the ease of learning process and technology support to facilitate the process of teaching and learning. However, reducing the emphasis on technology, regardless of the focus of the instruction, is worrisome. Indonesia needs to make sure all its students are familiar with the tools of technology, not just the ones rich enough to own mobile phones or use computers outside of school. The focus is on how students can arrange deals and make cancellations of agreements or reservations. Also students can handle complaints from customers in certain jobs. The constraints of students' speaking ability rather than speech writing skills not only get in this English class. However, the motivation of students in receiving this less lesson obtained. In this study, teacher choosing video recording as the right way to increase the value of talking because through video recording they can express it without limits by recording what is best of them. In this article formulates the problems faced by the English class in speaking ability: does recording the video increase students speaking ability and student speaking motivation?. Also the negative impact using technology can be minimized by creative activity. It investigated that learning by using video recording media benefits teachers in conditioning students become more focused. Beside good achievement they got, it also grow the discipline habit in the classroom that created in the application of this method.

Keyword: video recording, speaking, performance, achievement.

A. INTRODUCTION

The growth of science and technology especially the progress of information and communication technology (ICT) has created new traditions and culture in human civilization. ICT supported by electronics technology has a wide influence to various fields of life, including education. As the education system in Indonesia that always changing to realize becomes more qualified.

And the technology skills that were being taught in some schools may not be all that useful in the age of mobile devices. The curriculum was designed in 2006, when students needed to learn how to turn on computers, and the use of Microsoft Office, or how to assemble and repair desktop hardware, was considered essential.However, reducing the emphasis on technology, regardless of the focus of the instruction, is worrisome. Indonesia does need to make sure all its students are familiar with the tools of technology, not just the ones rich enough to own mobile phones or use computers outside of school.

The implementation of ICT has the advantage of the availability of information widely, and precisely, the ease of learning process and technology support to facilitate the process of teaching and learning. In this lesson, teachers introduce video recording in speech practice to represent students' learning score. The application of video recording also has a distinctive advantage that is not limited by place and time.

In this experience, teacher has problem in a lack of ability to speak than in writing ability to the student. Teachers focus on basic competence 3.2 Understanding limited conversations with native speakers who are indicative so that students can disclose reservations on the job, students can arrange deals and make cancellations of agreements or reservations and students can handle complaints from customers in certain jobs.

The constraints of students' speaking ability rather than speech writing skills not only get in this English class, however, the motivation of students in receiving this less lesson obtained. Thus, affect student learning outcomes. Yet the purpose of SMK graduates is the ability of students who should be well honed according to the school curriculum. So, the writer choose the title of best practice "using video recording in improving speaking performance in English Class"

The implementation of this learning model is conducted in the fifth semester of class XII in SMK Negeri Kudu Jombang. Conducted in class XII majoring in Technique of Building Design 2 which amounted to 33 students in one class.

Based on the above background, the authors formulate the problems faced by the English class in speaking performance:does the video recording change student better in terms of learning outcomes and motivation? This problem encourages teachers to teach with video recording media to foster students' motivation in learning. So the student will achieve better than before.

Based on the background above, the authors formulate the problems faced by the English class in the ability to speak: whether the video recording media can change the students become more understand the formulation of existing problems, the purpose of this paper is to find out more about ICT-based learning model And its application in education. With ICT, the students' easiness in understanding the lesson does not have to be sourced to the teacher or reading book. With ICT-based learning media, it can turn negative things into more positive ones. Utilization of computer laboratory, mobile phone and internet is very useful in learning English..

Brown (2007: 237) states that social contact in interactive language functions is a matter of importance and in which it is convey the body language, gestures, eye contact, physical distance and other Nonverbal messages. Means that communicating something to be the good and to be true are not only interact but must be done with body language, gesture, eye contact and physical distance and language in accordance with situation and conditions. Also through the video recording, student can express their message into their body language, gesture and eye contact.

The purpose of choosing video recording as the right way to increase the value of talking because with video recording they can express it without limits by recording what is best of them. So with the courage expressing in the recording makes the students' ability to increase and interested to speak and correct their language for the better. And it will have an impact on their achievement in a better score.

According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations. Through the video recording that this study discuss it more help students perform they want to express in language, they can have motivation to do more.

The Advantages of Using Video Recording in English Class:

The Use of Video as a media in The Teaching and Learning Process. Harmer (1998: 282) states there are many advantages when using videos in the teaching and learning process:

1) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

2) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Based of the three advantages above, the advantage of using video recording in the speaking assessment with speech is students can create their own video to assess themselves. Similar with the advantagesaid by Harmer, Paul (2000: 163) said that, the effective using of video requires knowledge and planning. Video can make easy of the teacher to explain the material. Instead of being fun and useful, they can create the situation in class do not make students boring. However, only a little of all the materials available will be suitable for the students and the teaching purposes. The teacher have to select materials with clear objectives, the students" level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teacher show, for example, style of communicative interactions in English, working at language forms, developing listening comprehension, speaking or discussion.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process and also give advantage for the students to assess themselves to see if they to improve their speaking skill or not. The students can learn language not only by listening how native speakers pronounce some words but also by observing their expression. They can also learn about culture from other.

B. METHOD

This study was using quasi experimental research with single class as subjectand qualitative research design to determine the level of motivation of the students. It attempted to analyze the effectiveness of one variable toward another variable by isolating, controlling, and manipulating the variable in real world setting. There were two types of variable in the research. The first was video recorded speaking task as the independent variable, and the second was student speaking motivation as the dependent variable. Furthermore, teacher selected one class of the twelve grade student

of SMKN Kudu majoring Design of Building Technic, Jombang as the participant of this study. In this teaching experiment, teacher conducted pretest and posttest treatment for investigating the effectiveness of video recorded speaking task on students' speaking skill. The pretest was administered to get initial data of students' speaking skill. And the post test was administered to examine the result of the use video recorded speaking task on students' speaking skill.

The test was used instrument in this study. The test was given twice, before and after treatment on process using video recorded task. The pretest was intended the speaking skill of the student and posttest was intended to know the effect of achievement the student speakings' skill.

The Rubrics Speaking Assessment

Aspect	Needs Improvement 1	Satisfactory 2	Good 3	Excellent 4
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.

Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in Responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class. cannot expand on his/her ideas.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions.	Difficult for a listener to understand Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.
Comprehension	Student had difficulty	Student fairly grasped the	Student was able to comprehend	Student was able to

	understanding the topics that were being Conveyed.	topics that were being conveyed.	the topics that were being discussed.	comprehend to all of the information in the topics that were being discussed with ease.

An interview was the instrument to get student opinion about the implementation of video recorded students task on speaking skill. The content of the question in interview was five questions. There are:

The Questions of an Interview

NO	QUESTIONARE	RESPONSE
1.	What is your opinion of the using video recorded speaking task?	Negative/ positive
2.	What did you like in the using Video recorded speaking task?	Negative/ positive
3.	What did you dislike in the using of video recorded speaking task?	Negative/ positive
4.	What advantage did you get from the using of video recorded task?	Negative/ positive
5.	How is the impression after doing video is recorded speaking task?	Negative/ positive

In the implementation process, firstly the teacher has to ask the students to prepare the work. Then the steps are as follows:

1. The students are given briefing in accordance with the text book, how tohandle reservations, handle complaints, arrange accuracy and cancel it.
2. Next, students are given the task to arrange the dialogue as the option from the teacher in pair.
3. Teacher will accompany them to arrange the dialogue in their structure, vocabulary and the content of the dialogue, then
4. Students can practice in the classroom or outside the classroom.
5. Before the recording process students can practice the conversation in front of the teacher for the complete revision.

6.   The student can record their conversation by friend helping at home or anywhere they want, it means that teacher allow them to express their passion as they wanted.

7.   On the next meeting they can submit their recording to the teacher.

8.   Teacher begins to make assessment according to the indicators of assessment of speaking: grammar, pronunciation, vocabulary, fluency, and comprehension.

9.   The next step is show time in front of the class the result of videos recording by the students also their score.

10.   At last step teacher conduct an interview to the student about the responses using video recorded task

In the implementation process, firstly the teacher give them explanation about the definition on basic competence in understanding limited conversations with native speakers who are indicative so that students can disclose reservations on the job, students can arrange deals and make cancellations of agreements or reservations and students can handle complaints from customers in certain jobs. Then the teacher asks the student to do:

1.   Asking the question about the teacher explanation, the certain grammar and the right expression of that reservation.

2.   Teacher answer the student question and give some examples and make it sure that the student got the point of view.

3.   Teacher divide the materials to each group that consist of :
     -   group1: reservation materials,
     -   group 2: Making arrangement,
     -   group 3: handling complain

4.   Then, the students may practice dialogue in the classroom or outside the classroom. On that way teacher as corrector also the motivator for the student in their practicing helps the student to arrange the dialogue as well.

5.   Teacher helps to review the dialogue corrected in grammar, pronunciation, vocabulary, fluency, and comprehension.

6.   These student not only memorizing to the dialogue also they have to express the role as the receptionist and customer.

7.   The next meeting is to submit the video to the teacher as an assessment. The speaking assessment as the criterion on the final score of this project.

8. And then the teacher shows each video for the final presentation. Also teacher announce the score that student got.

C. FINDING AND DISSCUSSION

In this study, teacher analyzed the result of the implementation. It found the different of score before and after treatment significantly. It shows from the table below. The score that they got from 5 aspects got increased number from 75 until 90. Before treatment they got bad score from their grammar, pronunciation, vocabulary, fluently and comprehension. It shows from their score that they got number from 25 until 45.

The Students Score before and after Treatment
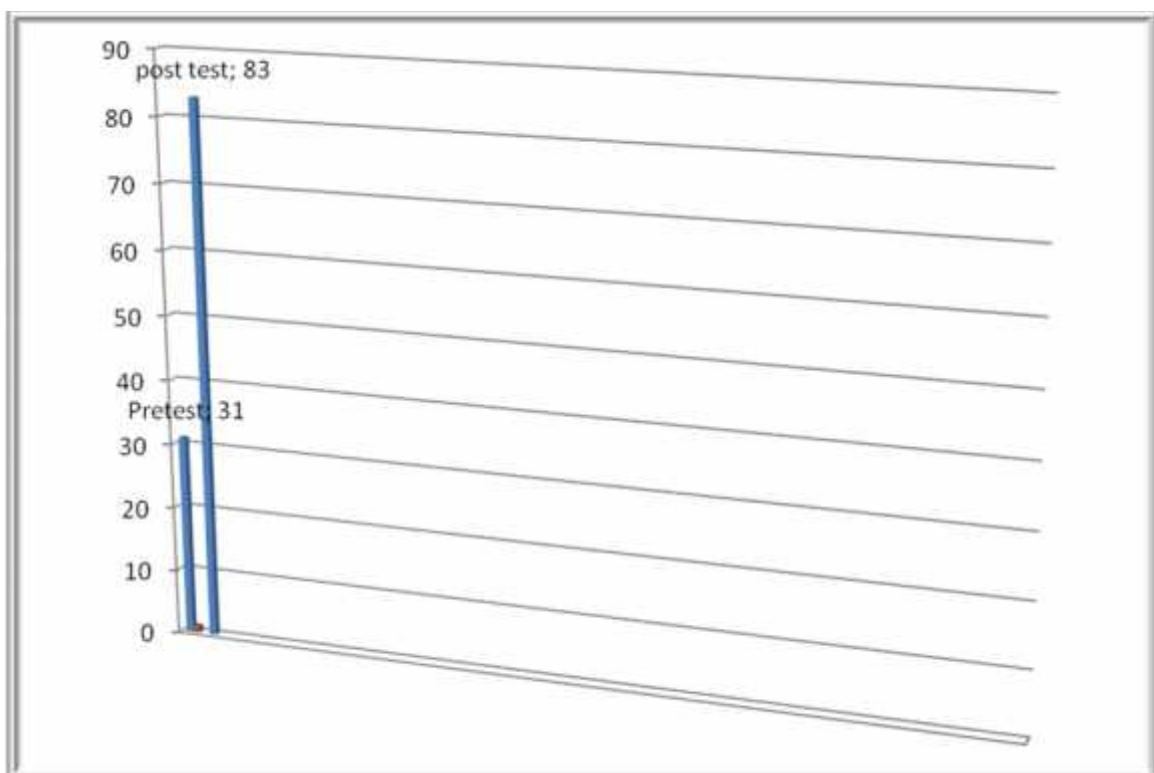
In cognitive impact can be seen from the table of speaking ability assessment. Student scores increased an average of 40% from thereafter.

Based on the questionnaire result below, it found the more positive responses than the negative responses show that student have a motivation to learn English more. The negative responses got from the student who need more attentions in their study.

The Questionnaire Result

NO	QUESTIONARE	POSITIVE RESPONSES	NEGATIVE RESPONSES
1.	What is your opinion of the using video recorded speaking task?	30 students	3 students
2.	What did you like in the using Video recorded speaking task?	28 students	5 students
3.	What did you dislike in the using of video recorded speaking task?	2 students	31 students
4.	What advantage did you get from the using of video recorded task?	29 students	4 students
5.	How is the impression after doing video recorded speaking task?	30 students	3 students
	Total Responses	119	46

Positive impact is not only experienced by students but teachers as instructors here are very helpful with the existence of video recording media, among others:

a. Teachers will be easier to condition students in the classroom in order to gain better results or grades from students. Because media video recording is a medium that attracts students in their daily activities

b. Teachers more easily to disciplinary students in the learning process. Teachers will more easily divert students' habits with negative things become more useful in using technology especially video recording.

The weaknesses or obstacles that get in the application of this learning are very small. Only some students who do not have mobile phone equipment with camera facilities but it can be handled by other students in one group. For more satisfactory results in one group requires better camera facility for better recording.

D. CONCLUSION

Based on the best practice above, the utilization of information and communication technology in absolute education conducted to answer the problems in the field of education. Cognitively, the score of the student achievedthrough their positive activity. It proven bystudent score before treatment and after treatment it shows on 40% increased. In the assessing of the speaking skill, teacher more focuses on students' performance because through their own recording, student could improve

their speaking skill confidently.Also in speaking aspect of grammar show that student could arrange the sentences well in preparation in their speaking. In vocabulary and comprehension, students have better score than their pronunciation. And other aspect of speaking they must increase their speaking fluently, it could increase by excercise more. Also it increases values and discipline in the classroom is conditions created in the application of this method.Based on the questionnaire of the research shows that the negative responses of the student in this study is less than the positive responses.It proven that the speaking motivation of the student to the video recorded task is increased.

Suggestion are needed to the teacher and researcher to make their teaching more interesting to the student and less the boredom in class, so they need to improve their teaching and learning about how to make the student more interesting in practice speaking not only through the video recording but also in other media on ICT.Hopefully, teacher could develop their knowledge about ICT and collaborate with other skill in language lesson. So that the motivation of the learners will improve and they can achieve their goal.

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English for Tourism: Bridging Students to Have Better Communicative and Life Skills Through Doing Project Based Learning

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Abstract
English for Tourism is considered as a lesson which can help students to have better communicative and life skills since its parts of objectives of the study. It contains both theoretically and practically materials to be given to the students. Since the teacher combining materials from books and real materials which demands students to do project dealt with tourism. Indeed, learning that be based on doing projects trains students to be active in communicating in terms of promoting their potential local area reflecting its objectives of the study. They are trained to be creative, active, and communicative and be responsible to what they have to accomplish. However, it is important to demystify students in getting better life skills through a lesson they have which requires them to produce such a good project yet their ideas are not only being teachers but tend to be the person who works in other fields.

Keywords: EFT, Communicative, Life Skills, PBL

1. Introduction

English for Tourism (EFT) is nowadays being actively used as the term of lessons which its purpose to help promote one's potential area. It is included in a curriculum of STKIP PGRI Bangkalan since its important roles to help students to meet the graduated profiles as a guide to tourism. Therefore, English for Tourism (EFT) is given to the students with different kinds of learning experiences including asking them to make some project related to the use of technology such as make tourism videos and blogs of tourism. Through doing those kinds of activities, students are encouraged to be more active and creative to find and create their learning experience by themselves. It happens since learning in a higher education institution is defined as a process of active understanding and building up of meaning skills, what fully complies with essential idea of project-based learning (PBL) (Lasauskiene and Rauduvaite, 2015: 788).

So far, the term of Project Based Learning (PBL) is actually a learning which is based on doing some projects. It again strengthens students' communicative skills to fully concern to the projects they made. It is still according to Lasauskiene and Rauduvaite where they stated some areas of positive experience while the students are

having their time doing the projects which can be seen through two categories. The first category is about the development of students' competencies. Its sub-category includes the development of students' self-dependence, responsibility for the expected project result, and the development of social competence of students. The second category is about the collaboration between a lecturer and a student. Its sub-category includes coaching of lecturer and satisfaction with students' involvement in project activities (2015: 789). The two categories seem to be very good experience for the students and teacher to collaborate and get the positive experiences through doing a project.

Going back to the way how the teacher teaches the classroom, it should be highlighted that the process of teaching and learning was quite mixed. It is around the ideas of getting their students to understand some cultures of other areas and come up with the ideas of compiling them into an opinion how to deal with the life. Yet the learning goals of English for Tourism is should be dealt with the profiles of graduate students. The teacher should also locate their students' competencies in the first number since English for Tourism (EFT) is included in English for Specific Purposes, an approach to language learning and it is based on learners' need (Hutchinson and Waters in Rahman, 2015: 25). Hence, through the English for Tourism lesson, it hopes to be a bridge for students and teacher to work collaboratively to meet the learning goals of the lesson.

2. Problems

It is in line with what in the introduction has already stated above. The problems go around the ideas of how can English for Tourism lesson can help students to be good at promoting their potential tourism object. Second, how can the lesson also help students to have good life skills to strengthen their communicative competence, and the last maybe it is also crucial to know to what extent the Project Based Learning (PBL) contribute to their experience of getting a good notion of how actually learning English for Tourism (EFT) give usefulness for their life in the future. It tends to look at the positive aspects of doing the project-based learning.

3. Methods

3.1 Participants
The participants were the students who were having English for Tourism (EFT) lesson and doing the project. All the participants were the sixth semester and the sum was about ninety students. All of them were being actively doing the project and come to the class joining the lesson.

3.2 Data collection
When talking about data collection, it is dealing with the method how the data were taken or collected. This research was conducted through the use of Focus Group Discussion (FGD), direct observation through the result of students' project. In doing focus group discussion (FGD), the writer interviewed the teacher of English for Tourism. She asked several questions consisting of how he handled and taught the students. Also, the materials used to support the teaching and learning process and the achievement of students after doing the project of tourism. The interview was not only done to the teacher it is also done to the students, asking them how the projects can help them to cover the communicative and soft skill they can get. While for the direct observation was also done by looking at the production or videos made by the students. Another was in term of making some blogs but still, the ideas were promoting the local potential area.

3.3 Data analysis
The data analysis is done by using qualitative design where the data were analyzed inductively. The data of observation and interview were used to describe what was happening in the classroom while the learning process happens especially when the students were doing the projects. The writer notes every activity in the lesson activities, analyzes the data, and classifies all the data based on the strategy.

4. Analysis/discussion
Concerning to the purposes of learning English for Tourism (EFT) in STKIP PGRI Bangkalan, it is dealing with the effort to help one's area to be developed and promoted through its potentials. Therefore, since the purposes are clearly stated, the university plays an important role in also preparing their students to be agents of promotion through good ways. The good ways refer to the things which are given to them and stated in the curriculum. Within teaching and learning process, students were exposed to the specific objectives of how English should be used in term of tourism. Knowing

basically the lacks including structures (grammar), vocabulary, fluent English skill, wants including communicative English used in the tourism industry, related key job skills, and necessities more fluent English skills, TOEIC instead of TOEFL, a partnership with tourism agent and department.

Besides, the authentic sources should be also highlighted, it can come from several tourism sectors they are marine, culture, and arts. The examples of marine sector can be like Lombang beach, Gili Yang, GiliLabak, GiliGenting, Sumenep Annual Sail (Sumenep regency), while for the culture sectors may include KarapanSapi competition, traditional dances (MuangSangkal), KeratonSumenep, folklore; the history of Java and Madura, the tale of Geger hill, white tiger from Blega, and the examples of arts may cover Madurese Batik, Keris (heirloom of Indonesia). What has been explained are what actually students can deal with and they have to produce. Connecting the ability of communicative language and authentic sources help them a lot to work with the project demanded.

Here are some examples of how students produced and make the project to promote local tourism object. They took local tourism object and make a simple video to be uploaded on *Youtube* and also made some blogs since the teachers asked them to make a project that was based on using the internet.

Picture 1. Example of final project of English for Tourism

Picture 2. Example of final project of English for Tourism, making a blog

The core idea of Project Based Learning is that real-world problem capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context (Efstratia, 2014: 1257). From the example above, we can see clearly that students tried to make a simple but meaningful project of tourism. Through making those projects, students were giving their efforts to finish everything. Their ability to use ICT and communicative language were quite excellent. When we look at the video (Picture 1), it contains a very good message in term of promoting their local area which not quite popular to people outside. The ideas of making such video were very gorgeous since it had good scenarios also. While for the second example of doing a project (picture 2), making a blog, is not the same as making a video. The two projects have their own difficulties but it seems students were capable to finish them well. Blogs can be also a good idea to teach students to deal with tourism to promote their idea. But maybe, uploading video is more attractive and mostly watched or viewed by many people outside and that helps them a lot in promoting their areas through the video made. Through doing the projects, give students experience of how they work, produce an interaction with the real learning process. They get benefits from it how to discover and make experiments by learning through observation and interaction. Since the projects were done in a group, it was easy for them to interact with their friends and made a video of tourism. They also learn how interaction was very important in finishing the projects. They drop everything to make the projects come true and it focuses on the learning process of the individual and concerns the development of the students' abilities, such as memory, creativity, and sensitivity to achieve knowledge (Mulligan, cited in Boud et al., 1993 in Efstratia, 2014: 1256). In

addition, Irina et., al. (2014: 258) proposed that Project Based Learning allows students to learn how to manage, control and organize their activities and promotes a development of their personal competencies related to motivational, axiological, volitional, pragmatist and reflexive spheres of activities.

There are four reasons why students are better to be given projects which are based on using the internet in term of bridging them to have better communicative and life skills through doing the projects such as making videos and blogs as it is stated by Dudeney and Hockly (2014: 44).

- No need to have the specialist technical knowledge to produce or to use Internet-based projects. Students already have their own ability to learn the internet by themselves.
- They are group activities and, as a result, lend themselves to communication and the sharing of knowledge.
- Often gives them a more "real-world" look and feel, and provide greater motivation for learners.
- Encourage critical thinking skill. Learners are not required to simply regurgitate information they find but have to transform that information in order to achieve the given task.

5. Conclusion

To conclude, through Project Based Learning, students are well trained and encouraged their ability to work in a group, to be always connected to the problem of the real world. Besides, it provides students with more extensive knowledge of the project method. But, some notions should be also taken into account since it as negative implications related to Project Based Learning. Teachers are discouraged and sometimes they are not experienced, they lack of motivation, or just consider Project Based Learning as an additional activity only. Hence, selecting and choosing a topic given are should be done in focusing the students to acquire learning experience and communicative competence while doing the projects. Therefore, projects in making videos uploaded into *Youtube* and creating a blog to promote tourism objects are considered as projects which are actually experiencing the students to have better communication with friends and their life skills improved.

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Oracle Origami as Teaching Learning Strategies for Beginners and Young Learners

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One of the main goals of language teaching is to equip our students with the ability to communicate in the target language. It needs strategies for teaching learning English, one of which is playing Origami. Origami is one of game, it suitable for beginners and young leaner to learn English fun and easy. Origami means paper folding. Although it is best known by this Japanese name, the art of paperfolding is found all over Asia. It is generally believed to have originated in China, where papermaking methods were first developed two thousand years ago.

Oracle origami is kind of origami games. The game is played by the group, and contains key words in English that should be played by the players. The players will play what is in the keywords in the oracle origami, for example the keyword is Family. The players will tell you about their family. So the players will indirectly speak English. Researcher assumes that oracle origami can help the beginners and young learners to learn English with joyful.

Key Words: Oracle Origami, Learning Strategies, Beginner and Young Learners

1. Introduction

Teaching and learning processes directed to the teacher while in class, dealing with students, plan the lesson, and evaluate (http://ferigramesa.blogspot.com/2012/11/pengertian-teaching-learning.html).

Teaching English is a skill of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs (Nilawati, 12:2009). According to Kusumayati, (2010:12) teaching is not transferring the knowledge but actually teaching is for motivating, facilitating and organizing his or her class, students, and other things related to teaching and learning process.

Teaching English to Young Learners as beginner is a way to introduce English as a foreign language to young students. While children may not have an understanding of why it is important to learn a second language, therefore English should be introduced at the earliest possible age. For instance, creating a fun and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers.

Young learners are students that study about everything which they think as new lesson. They have different interest and ability to understand the lesson because there are many factors that influence them. Because of it, it caused them to be difficult to absorb and catch on the lesson that makes them suppose that it is problem. And it also caused that they have not ever learned it yet.

Young learners are supposed to be children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. However, the age of children is not crucial for how mature they are. Young children are motivated when they are praised. To help children acquire English, let them hear and experience the language since they are very small. In general it is known that young children are better in learning languages than older people. In spite of this fact we still can doubt whether children can learn more efficiently than adults. Anyway, it depends mostly on teachers how they can help learners to progress rapidly at any level of schooling. Children learn mostly through games, fun activities or real-life situations. In the very early age they are not even worried of committing a mistake or expressing themselves in an incorrect way, they are just glad that they can express themselves. The most important thing at this age of young children is acquisition. This can be referred to as the absorption of language.

In a game, a child has the opportunity to try out and modify much of what they see; the game is therefore a source of cognition for them. The idea of using games in teaching does not seem to be widely accepted and implemented yet, although its profitability and almost necessity has been proposed and justified as early as in the seventeenth century by Comenius. In spite of years of such knowledge and experience, it is still rare to see games implemented in the teaching process in schools in other than first to third grades. Games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety.

Games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules etc. Due to this familiarity they link back to the children's home background, as stated from fleta (2009) that Games are simple structured activities which may involve little language but are meaningful to students and involve the whole self (cognitively and emotionally), thus creating strong associations with the language used.

Games are particularly valuable for a child beginning to learn a foreign language. Children just beginning to learn a new language need some time to adapt to the language, its sounds and rhythms. They need exposure to input before they experiment with producing language. Some children will gladly experiment with production but some can be shy and require more time. This 'silent' time/period should be offered to the children and they should never be pressured into producing language. Games, therefore, offer an important tool which allows children to listen to and comprehend language without requiring production. They can participate fully in all the activities without being pressured to produce language (ioannou, 2010: 1). There many kinds of game, one of them is Origami.

Origami is a game made of folding paper. Although it is best known by this Japanese name, the art of paper folding is found all over Asia. It is generally believed to have originated in China, where papermaking methods were first developed two thousand years ago. Traditional origami patterns use square paper but there are some patterns using rectangular paper, papers strips, or even circle shaped paper (pwehrman@ihot.com). Researcher believes that most of the children as youth and beginners have ever played this oracle game. The oracle game is very easy in playing the game and how to make it. So that, young learners do not feel they have learned and played.

Oracle origami is a game made of folding paper, and played in a group that consists of five to eight people each group. The game is performed in turn, for the player to play is required to hold origami oracle and play it until it finds a keyword hidden in oracle oracle's cockpit paper. After finding the keywords, the player must tell the story according to the keyword hidden in the oracle origami. For example, the key word for a family, so the player must talk or talk about family. For other players, they have to ask the player who is getting the turn and recorded the new vocabulary. From the playing oracle origami, the young learners can find out new vocabularies and trying to speak out English easily.

2. Problems

The widespread introduction of languages in primary schools has been described by Johnstone (2009:33) as "possibly the world's biggest policy development in education", with English being

the language most commonly introduced. Actually, learning English is not important for us but is needed as international language. Therefore English has to begin to be introduced to beginners and young students, the children are including the beginner class of students in starting learning English.

The age of children is very effective because in this golden age, children as beginners and young students are more enthusiastic in enriching the language. Since young, must begin to be trained in learning good and true language both national and international languages. Even parents need to send their children to school from an early age, in addition to training their children's academics as well as training and launching their children in language training. In some level of education even since early childhood education has been introduced in English, as stated "parents want their children to develop English skills to benefit from new world orders and put pressure on governments to introduce English to younger children (Enever & Moon, 2009; Gimenez, 2009).

Young learners are children from the first year of formal schooling to eleven or twelve years of age. They are relatively mature children with both adult and childish features. Here there are general characteristics and language development of a young learner according to Wendy and Ytreberg (1990 : 3):

✓ Their basic concepts are formed. They have very decided views of the world.
✓ They ask questions all the time.
✓ They can tell the difference between fact and fiction.
✓ They rely on the spoken word as well as the physical world to convey and understand meaning.
✓ They are able to make some decisions about their own learning.
✓ They have definite views about what they like and do not like doing.
✓ They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
✓ They are able to work with others and learn from others.

Language development:

✓ They understand abstracts
✓ They understand symbols (beginning with words)
✓ They generalize and systematize

Moreover, young learners need the best strategies to learn English easily as foreign language. One of the best strategies is trough playing the game. There many kinds of game but the researcher chooses one the right game to increase teaching and learning English for young learners and beginners, is playing oracle origami. Therefore, the researcher can defines the problems, the first is can oracle origami be effective for teaching vocabulary for young learners and beginners? The second, how is oracle origami can increase teaching learning English for young learners and beginners? The researcher believes that oracle origami can be effective and increase in teaching learning English for young learners and beginners, because in playing oracle the young learners can learn English. From this game, the young learners can play while study. Indirectly, the young learners will practice and trying to remember the vocabularies, so that it can arrange the sentence in oral perfectly.

3. Method

Research is careful study an investigation, especially in order to discover new facts or information, such of scientific, historical research (Hornby, 1995:996). Research is poses that the combination step is done systematically and logically to get the solution of the problem or to get the answer from the certain question (Brata, 2006:11). So, research design is a strategy to arrange the setting of the research in order to get the valid data that are suitable to all variable characteristic and the research.

Teaching and learning English for young learners and beginners through oracle origami technique is use descriptive research. Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect. https://www.aect.org/edtech/ed1/41/41-01.html

The goal of descriptive research is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. To some researchers, such a qualitative design category does not exist. Unfortunately, this has forced other researchers, especially novices to the methods of qualitative research, to feel they have to defend their research approach by giving it 'epistemological credibility.' This has led to the labeling of many research studies as phenomenology,

grounded theory, or ethnography, when in fact these studies failed to meet the requirements of such qualitative approaches (Lambret, 2012). A descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place. Researchers can unashamedly name their research design as qualitative descriptive. If their studies had overtones of the other qualitative research methods, those overtones need to be described, instead of incorrectly naming the research approach used by another method (i.e., phenomenology, grounded theory, ethnography). It is amazing how many researchers will indicate their studies used a grounded theory, ethnographic or phenomenological approach when, in fact, the design was actual qualitative descriptive.

4. Discussion

Teaching English to Young Learners as beginner is a way to introduce English as a foreign language to young students. While children may not have an understanding of why it is important to learn a second language, therefore English should be introduced at the earliest possible age. For instance, creating a fun and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers.

Young learners are students that study about everything which they think as new lesson. They have different interest and ability to understand the lesson because there are many factors that influence them. Because of it, it caused them to be difficult to absorb and catch on the lesson that makes them suppose that it is problem. And it also caused that they have not ever learned it yet.

Games are particularly valuable for a child beginning to learn a foreign language. Children just beginning to learn a new language need some time to adapt to the language, its sounds and rhythms. They need exposure to input before they experiment with producing language. Some children will gladly experiment with production but some can be shy and require more time. This 'silent' time/period should be offered to the children and they should never be pressured into producing language. Games, therefore, offer an important tool which allows children to listen to and comprehend

language without requiring production. They can participate fully in all the activities without being pressured to produce language (ioannou, 2010: 1). There many kinds of game, one of them is Origami.

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Oracle origami is one of the best strategies for teaching learning English, especially for young learners and beginners, because how to make and how to play this game is very easy and cheap so it is considered very effective. This game is very popular among children because most kids must have played this game. Oracle origami is a game made of folding paper, and played in a group that consists of five to eight people each group. The game is performed in turn, for the player to play is required to hold origami oracle and play it until it finds a keyword hidden in oracle oracle's cockpit paper. After finding the keywords, the player must tell the story according to the keyword hidden in the oracle origami. For example, the key word for a family, so the player must talk or talk about family. For other players, they have to ask the player who is getting the turn and recorded the new vocabulary. From the playing oracle origami, the young learners can find out new vocabularies and trying to speak out English easily.

5. Conclusion

Young learners need the best strategies to learn English easily as foreign language. One of the best strategies is trough playing the game. The researcher believes that oracle origami can be effective and increase in teaching learning English for young learners and beginners, because in playing oracle the young learners can learn English. From this game, the young learners can play while study. Indirectly, the young learners will practice and trying to remember the vocabularies, so that it can arrange the sentence in oral perfectly. And how to play this game in a group consists of five until eight students for one group.

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Business English Subject: Developed Worksheets for Students of D3 Banking and Finance Program UNMER Malang

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Abstract

This R&D research was conducted due to the needs of the teaching materials for Business English Subject at D3 Banking and Finance Program, FEB, UNMER Malang. The Subject is 2 credits subject taught once a week to the 4th semester students who are ready to do their On the Job Training (OJT) Program. As the primary instruments, the researchers did preliminary interview to the staff of the Program and it was found out that there was neither lesson plan nor materials available to teach the related Subject. As for the questionnaires, they were given to the students at the end of the semester. Apart from developing worksheets that could be used in the class, the researchers also considered to prepare the students by giving them sufficient provision, such as business letters, vocabulary (banking and finance jargons) and dialogues exercises, which hopefully helped them while they were doing their OJT Program. The researchers applied material development procedure proposed by Kathleen Graves, to develop the draft of the lesson plan and the worksheets used for 14 meetings. The products of the research were in the form of worksheets which consisted of integrated skills tasks, i.e., listening and speaking skills.

Keywords: *R&D, teaching materials, OJT Program, integrated skills*

1   Introduction

D3 Banking and Finance Program (or *Program Studi*) is one of the Programs at Faculty of Economics and Business, University of Merdeka Malang. The Program requires its 4th semester students to take Business English (Banking & Finance) Subject as one of compulsory subjects. In accordance with that, one of the researchers of this study (who is also the English lecturer at the Program) was asked by the Program to both teach and develop the teaching materials for the related subject.

Table 1. *Kurikulum Program Studi: D3 Perbankan & Keuangan*

No.	Kode MK	Nama MK	sks	Semester	Sifat
36.	614411	Business English (Banking & Finance)	2	IV	*Wajib*
42.	615116	TOEIC Preparation	1	V	*Wajib*
50.	615508	*Praktik Kerja Magang 1*	2	V	*Wajib*
53.	616509	*Praktik Kerja Magang 2*	3	VI	*Wajib*

After studying the existing curriculum (as seen in Table 1), the researchers decided to develop teaching materials that involve integrated English skills. In the following quotation, Brown (2007: 284-285) gives an example of teaching reading skill which is integratedly taught with speaking (discussion), listening and, writing skills and its impact to the teacher.

Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill **integration**. That is, rather than designing a curriculum to teach the many aspects of *one* skill, say, reading, curriculum designers are taking more of **a whole language** appraoch whereby reading is treated as one of two or more interrelated skills... A lesson in a so-called reading class, under the new paradigm, might include:

- a pre-reading *discussion* of the topic to activate schemata;
- *listening* to a teacher's monologue or a series of informative statements about the topic of a passage to be read;
- a focus on a certain *reading* strategy, say, scanning;
- *writing* a response to or paraphrase of a reading passage.

Furthermore, Brown (2007: 285) also states that: "This reading class, then, models for the students the real-life integration of language skills, gets them to perceive the relationship among several skills, and provides the teacher with a great deal of flexibility in creating interesting, motivating lessons." This means that teacher gains beneficial impact, too – creating interesting, motivating lessons – from teaching integrated skills.

There are two approaches that can be used regarding the teaching materials development; ESP (English for Specific Purposes) and EAP (English for Academic Purposes). In relation with the needs of teaching skills in the business context, the researchers applied ESP approach, rather than EAP, to complete the development of the teaching materials. ESP is the right choice for its purposes are concerned with the learner's needs, as stated by Richards (2001, 32) in the following quotation:

An important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learner's needs.

Another statement concerning with ESP and learner's needs is also stated by Gillet (1996) on his article "What is EAP?" which is written in the following link, http://www.uefap.com/articles/eap.htm. He wrote there that:

> First ESP is goal directed - the students are not learning the English language for the sake of it, but because they need to use English... Second, ESP courses are based on a needs analysis, which aims to specify as closely as possible exactly what it is that students have to do through the medium of English.

Apart from that, the researchers intended to develop materials that can be used to prepare students to do the On the Job Training or *Praktek Kerja Magang* in the next two semesters (as seen in Table 1); that is in the 5th semester (for a month) and 6th semester (for 2 months). The researchers considered this as an opportunity for them to develop the teaching materials which could give sufficient provision to the students to be applied in their OJT places, such as bank, manufacture industries and other relevant offices or institutions (*Pegadaian, PLN, Telkom*). During the OJT Program, they are usually positioned as teller, customer office staff, administrator, and finance staff.

2 Problem

The main problem of this study is the availability of materials for the teaching the Business English (Banking & Finance) Subject. The Program did not have ones. So instead of providing the lecturer of the subject with adequate teaching materials, it asked her to make ones.

3 Methods

To conduct this R&D research, as a qualitative research, it means the researchers act as investigators, do observations and get depth of understanding of certain interests. The following quotations define what a qualitative research is and the role of its researchers.

Ary, et al. (2002, 25) states that qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding, rather than a numeric analysis of data. Bogdan and Biklen (2007, 6) states that qualitative researchers are concerned with process rather than simply with outcomes or products. According to Latief (2010, 101), R&D research is a qualitative research conducted to produce a set of teaching learning apparatus, such as syllabus, teaching materials, teaching media, module, students' workbook, and etc. It can be concluded that there are no variables in qualitative research. It mainly concerns with process and final products (teaching materials, module or student's workbook).

Furthermore, in the qualitative research, a researcher has important role in conducting the research since he or she is the instrument himself or herself. Grave (1996) calls the primary or human instruments as human investigator as well. According to Ary, et.al (2002, 424), in qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data. Bogdan and Biklen (2007, 4) states that qualitative research has actual settings as the direct source of data and the researcher is the key instrument. Latief (2010, 75) states that human instrument may be equipped with various instruments that it is called as secondary instruments:

> In the qualitative research, the researcher himself has a role as a human instrument and collects the data taken from various sources. Equipped with some instruments, the researcher collects the data, by himself or may be helped by others, by applying some techniques, such as interview, observation, or document assessment, at once.

It is clear that in the qualitative research, the researcher is the main or the primary instrument. However, he or she needs other instruments to help him or her to conduct the research, that is secondary instruments and they can be in the forms of questionnaire, interview, observation, and so on. As stated by Ary, et.al (2002, 425), managing the large volume of descriptive data generated from interviews, observations, and the collection of documents is an important consideration in qualitative studies. Meanwhile, Bogdan and Biklen (2007, 4) state that some researchers "hang around" schools with notepads in hands to collect their data. Others rely on video equipment in the classroom and would never conduct research without

it. Still others draw charts and diagrams of student-teacher verbal communication patterns. As for this study, the researchers mostly used interview and questionnaire.

Another characteristic of qualitative research is descriptive data. According to Ary, et.al (2002, 425):

> The qualitative inquires deals with data that are in the form of words, rather than numbers and statistics. The data collected are the subjects' experiences and perspectives; the qualitative researcher attempts to arrive a rich description of the people, objects, events, places, conversations, and so on.

Meanwhile, Bogdan and Biklen (2007, 5) states that: "Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers... The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records." In this study, the researchers collected data in the forms of the descriptive data taken from preliminary interviews, observations, and questionnaire.

As for this study, the primary subjects used were mainly four printed materials on business English, namely; *Business Vocabulary: Build Your Business Vocabulary*, *Doing Business in American English*, *Business English*, *Practical Guide To Business Correspondence* and *Let's Write English*. There are two kinds of instruments used; primary and secondary instruments. The primary instruments, the researchers themselves, used the secondary instruments to complete the data collection process. Furthermore, to develop the teaching materials, the researchers referred to and used the procedures which were adapted from framework of components of course development processes proposed by Graves (1996). The steps of the procedures of materials development itself can be seen in the Table 2 below.

Table 2. Procedures of Materials Development

Framework of Components of Course Development Processes by Graves (1996)		
No.	**Components**	**Contents**
1.	**Needs Assessment/Analysis** What are my students' needs? How can I assess them so that I can	Objective and Subjective Needs

	address them? Questionnaires? Observation? Interview? Etc.	
2.	**Determining Goals and Objectives** What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	**Goals** (the intended outcomes of the course). **Objectives** (what to do and learn to achieve the goals).
3.	**Conceptualizing Content** What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts Etc.
4.	**Selecting and Developing Materials and Activities** How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5.	**Organizing Content and Activities** How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6.	**Evaluation** How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7.	**Consideration of Resources and Constraints** What are the givens of my situation?	-

4 Analysis/ discussion

The Business English Subject is a 2 credits subject taught for one semester to the 4th semester students of D3 Banking and Finance Program of Faculty of Economics and Business at University of Merdeka Malang. One semester of 2 credits subject consists of 14 meetings of 100 minutes lecturing in each meeting, and 2 meetings for

UTS or mid-term test (on the 8th meeting) and UAS or final test (on the 16th meeting). Therefore, the researchers had to make the draft of the lesson plan and arrange the time allotment, language skills, topics, tasks/assignments, and etc.

4.1 Steps to Develop the Worksheets

To begin the research, the researchers studied the existing curriculum of D3 Banking and Finance Program; it was found out that the students had to do the OJT or On the Job Training Program in the next 2 semester; that is in the 5th and 6th semesters. Apart from that, the researchers also did preliminary interviews to the staff of the Program in order to know more about the applied curriculum. Then, they could proceed to make the draft of the lesson plan.

With the main purpose of giving the students sufficient provision while they do their OJT Program, next, the researchers made a simple draft of lesson plan, which consists of skills used and proposed topics, as shown in the Table 3 below. However, the researchers present only half of the meetings; first meeting up to UTS (meeting 1 – 8). As for the final products, this R&D research produced teaching materials in the form of worksheets given to the students as handouts.

Table 3. Lesson Plan Draft: Proposed Topics

No.	Unit/Meeting	Skills	Proposed Topics
1.	Unit 1	Speaking & Listening	Dialogue: **Business Introduction**
2.	Unit 2	Reading & Listening	Reading text: **Message & Schedule**
		Vocabulary	Business English Jargons (1)
3	Unit 3	Speaking & Listening	Dialogue: **Around the Office**
4	Unit 4	Reading & Listening	Reading text: **Invoice & Calendar**
		Vocabulary	Business English Jargons (2)
5.	Unit 5	Writing	Types of Letters and Components of Letters Inquiry Letters
6.	Unit 6	Reading & Listening	Reading texts: **Memo & Letter**
		Vocabulary	Business English Jargons (3)
7.	Unit 7	Writing	Answer to Inquiry Letters
		Review	
8.	**UTS / Mid-term Test**		

4.2 The Worksheets

The product of this R & D was the 14-unit-draft of worksheets and it covered 4 language skills; Speaking, Listening, Reading and Writing which were taught integratedly during the class sessions. In line with teaching ntegrated skills, Brown (2007: 286-295) proposes 5 models of skills integration in which one of them – Task Based Language Teaching (TBLT) – is suitable to be used in this study. As Brown (2007, 287) states that "As its heart, TBLT implies several integrated skills in its focus on language in the real world. Most real world situation demand simultaneous use of two or more skills." The following is the brief explanation about the developed materials and each skill used integratedly.

Speaking materials are integratedly given with listening in the form of dialogues (as seen in Appendix 1). This section is divided into 3 parts; dialogue drilling, conversation practice and culture focus and has the purposes of making the students to practice their speaking and as well as to learn culture. As for the culture focus (on Activity 3), students can learn about English culture (in this case is American culture) on the related topic.

Reading materials (as seen in Appendix 2) are not in the forms of reading text or passage but in the forms of memo, invoice, message, letter, etc., so that students can learn reading skill through real work context. The purposes of this section are to make the students be able to practice their reading skill and improve their vocabulary. Apart from that, they can use the provided spaces (Activity 2) to write new words that they find and do not understand the meaning while reading. Besides, they also learn vocabulary and do exercises on business English and banking & finance jargons.

The last part, that is, writing materials, in this section students are given exercises on writing business letters (as seen in Appendix 3). The exercises are mostly in the forms of close procedure items. The purposes of this section to make the students to be able to learn about kinds and types business letters and practice them as well.

4.3 The Questionnaire Results

The researchers used Subjective Needs questionnaire (the secondary instrument) and gave it to the students at the end of the semester to gather their information concerning with the worksheets. The total numbers of them, in A Class, are

24 people. However, 21 of them filled the questionnaires and returned them. The following Table 4 shows the results of the filled questionnaires.

Table 4. The Questionnaire Results

No.	Questions	Responses
1	What did you expect to learn from this Business English Course (before studying it)?	(1) Knowing more English and so getting more knowledge (3 students) (2) Being able to speak well in English (20 students)I (and to communicate with speakers of English in Indonesia or abroad and in working environment; to better understand English accent and intonation; (3) Having better ability in writing skill (2 students) (4) Having more knowledge of Business English or banking (3 students) (5) Applying the knowledge at work later on (1 student)
2	How did you find learning Business English Subject? Choose one of the following options: (1) Very easy – (2) Easy – (3) Somewhat – (4) Difficult – (5) Very Difficult	(1) Very easy (2) Easy (4 students) (3) Somewhat (17 students) (4) Difficult (5) Very difficult
3	How did you find learning an integrated skills-course (i.e. listening and speaking) in this Business English? Choose one these following options: (1) Very interesting – (2) Interesting – (3) Somewhat – (4) Boring – (5) Very Boring	(1) Very interesting (3 students) (2) Interesting(14 students) (3) Somewhat (3 students) (4) Boring (1students) (5) Very boring
4	How did you find studying the content materials of Business English Subject, such as practicing business introduction and writing application letter? Choose one of these following options: (1) Very useful – (2) Useful – (3) Somewhat – (4) Useless – (5) Very Useless	(1) Very useful (14 students) (2) Useful (6 students) (3) Somewhat (1 students) (4) Useless (5) Very useless
5	Related to No. 4. Give Reasons(s)!	By taking Business English Subject, I :

		(1) am able to apply or communicate with foreigners which is important in the work place in the future (16 students) (2) have benefits in increasing our knowledge especially in Business English (4 students) (3) can write better letter (official/unofficial) in English (5 students) (4) have never had problem practicing (1 student) (5) find it useful for everyday use in my activities (1 student) (6) can speak and write better in English (1 student)I
6	Comments and suggestions:	(1) The teaching method is fun and encouraging students to be active (4 students) (2) The materials are good and relatively interesting, useful and understandable (9 students) (3) It provides a lot of practice (2 students) (4) This course prepares us for the future work environment (3 students) (5) Love the way the teacher runs the class (skillful, helpful and cool) and the learning environment (10 students) (6) Needs some speaking practice too (1 student) (7) Needs some more activities to avoid boredom (2 students)

Hence, it can be concluded there is a high expectation that by taking this course students will improve their knowledge on Business English as well as their knowledge of English language skills. This is relevant with their future potential working place and environment. In particular, students need more speaking activities or practice to help them enhance the speaking skill as they believe their ability to speak fluent and good English will be beneficial for their future career and personal life. The handouts turned out to be manageable to learn as stated by 81% of the respondents while 19 % stated that learning the course was easy. Thus, the handouts have served their intended purpose well. Students found out that learning English skills integratedly

interesting as stated by 81% of the respondents. This is in line with the previous finding that when students feel what they learn is approximately at their level of competence they are going to be enthusiastic and eager to learn it better. Almost all students, 20 out of 21, stated the materials covered in the handouts are useful in improving their English skills and in preparing their potential career or future work due to the various and relevant exercises and activities . Furthermore, they also hope that later on they can actually apply what they learn in their field of work, for example: able to communicate with English speaking clients, write application letter and formal business letter. The questionnaires clearly pointed out that proper content, appropriate teaching methods and supportive learning environment, including how the lecturer managed the class, really affected the students' attitude towards the learning process. Half of the respondents mentioned they loved and enjoy the learning atmosphere in class in addition to their helpful and supportive lecturer. This eventually would help them learn better and similarly affect the outcome as proven by the recorded works of the students taking the course.

5 Conclusion

Based on the findings, the reseachers found that the worksheets developed for the Business English class have sufficiently fulfilled the students' expectations as shown by the results of the questionnaires. Yet, it is recommended to provide more applicable exercises and activities rather than those stressing merely on theories of language skills. Here, the researchers found there is a significant need of spoken exercises. It will also be advantageous to have additional enrichment or reinforcement section for those students whose learning pace and outcome is faster and better than the others in class. This hopefully will challenge faster learners from getting bored in the class. This research shows that materials learning development have their own needs and challenges. It should be carefully designed, implemented and reviewed or evaluated for further improvement. When it is done based on the needs of the educational institution, the students as well as the lecturer will effectively serve their function and provide a number of advantages for all parties involved.

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Attachments: developed materials

Appendix 1

UNIT ONE

Speaking Section:

BUSINESS INTRODUCTION

SHORT DIALOGUES

Activity 1: Drilling
Listen and repeat after the teacher. Then practice it in pairs.

1. Sternberg : Ms. Stevens, I'm Bob Sternberg, Chief Engineer
                 at Conway Incorporated.
   Stevens   : How do you do?
   Sternberg : It's nice to meet you.

2. Donovan   : I'm Jeff Donovan, Sales Director at Norpac Incorporated.
   Sanchez   : How do you do?
   Donovan   : It's nice to meet you.
   Sanchez   : Let's go into my office.

3. Solly   : Mr. Delano? How do you do? I'm Mike Solly.
   Delano   : How do you do, Mr. Solly? Please come into my office.
   Solly   : Thank you.
   Delano   : Have a seat.
   Solly   : Thank you.

4. Goodman : Mr. Delano, this is Betty Williams, our new engineer.
   Williams   : How do you do, Mr. Delano?
   Delano   : Please to meet you.
   Goodman : Ms. Williams, Mr. Delano is Manager of Production at
                 Line Planning.

5. Roberts   : Mr. Matthews, this is Mr. Bacon, the new Vice President of
                 the International Division.
   Matthews : How do you do, Mr. Bacon?
   Bacon   : How do you do, Mr. Matthews?
   Roberts   : Mr. Bacon, Mr. Matthews is the Manager of Finance.

Activity 2: Conversation
Practice it with the teacher. Then, practice in pairs with your friend before present it in front of the class.

Sam   :   Hello, I don't think we've met. Sam Eriks.
Victor :   Victor Tang. Please to meet you.
Sam   :   And what company are you from Mr. Tang?
Victor :   Ocean Wide. I'm the sales representative for this region.
Sam   :   Ah yes. I know your company. Your business is expanding very rapidly at the moment.
Victor :   Yes, we're doing quite well. And yourself? Who do you work for?
Sam   :   Actually I work for myself, I'm the C.E.O of small export and packaging company. We specialize in sea food.
Victor :   It's a growing market.
Sam   :   Yes, but very competitive one, Mr. Tang.
Victor :   Please call me Victor.

Activity 3: Culture Focus

Business Cards
Among Americans, exchanging business cards is not a formality. American business people generally do not exchange business cards with each other during an introduction. They may exchange business cards at the end of a meeting if they want to keep in contact.

Shaking Hands
Things we have to pay attention in shaking hands are making eye contact, smiles, and

handshake is firm and lasts only a few seconds. Americans feel that a limp handshake shows lack of confidence.

Business Clothing

Business clothing in America is often more casual than in other countries. However, American businessmen usually wear suits:
a.   when they are interviewing for a new job.
b.   when they meet other business people for the first time.
c.   when they meet with important clients.
d.   when they attend an important event (e.g. a reception, a conference, a speech, etc.)

Professional businesswomen in the US usually wear:
a.   skirts and blouses (often with a jacket).
b.   dresses (sometimes with jacket).
c.   suits.

Both men and women usually dress more formally as their job levels increase.

Appendix 2

UNIT TWO

Reading Section:

PASSAGE 1
Activity 1: Read the following message!

Activity 2: Difficult Words

Write the difficult words you find in the passage above. Discuss them with your friends. Use your dictionary to help you.

1. _____   : _____
2. _____   : _____
3. _____   : _____
4. _____   : _____
5. _____   : _____

Activity 3: Comprehension Exercises

1. Who does the caller want to talk to?
   (A) Mr. Denby
   (B) Mr. Stein
   (C) Mr. Holiday
   (D) Ms. Kloss

2. What was the call about?
   (A) A repeat order
   (B) Delayed shipment
   (C) Scheduling a delivery
   (D) Correcting a mistake.

3. When was the message made and who wrote it?
4. Where does Mr. Denby work?
5. If Ms. Kloss wants to contact Mr. Denby, she should call...
6. Why were boxes for 'telephoned' and 'rush' ticked?

Vocabulary Section:

Word Partnerships: Business English – 1

Activity 5: match the verbs in the left side with the nouns on the right side!

Set 1

1. answer	a. goods	1	
2. appoint	b. a letter	2	
3. arrange	c. a meeting	3	
4. export	d. a new manager	4	
5. pay	e. the phone	5	
6. solve	f. a problem	6	
7. type	g. tax	7	
8. welcome	h. a visitor	8	

Set 2

1.fill	a. an applicant	1	
2. interview	b. a business	2	
3. offer	c. a contract	3	
4. owe	d. a discount	4	
5. rent	e. some money	5	
6. run	f. office space	6	
7. send	g. a telex	7	
8. sign	h. a vacancy	8	

Choose the right phrases above to complete the following sentences!

1. They might .... if you pay within ten days.

2. Do you need a license to .... to the Soviet Union?

3. Don't forget we have to .... on the profit we made.

4. I'm trying to .... with my bank manager next Tuesday.

Appendix 3

UNIT FIVE

Writing Section:
Letters: 1. ENQUIRIES

Activity 1: Completing: study the following incomplete letters.
Choose the correct words or phrases for each blank space below. Use the provided spaces to write your answers. Then, complete the letter.

advertisement	discount	latest catalogue	price list
advise	faithfully	model	price range
current issues	forward	particularly	reference
dear	information	payment	still available

A.
1. .... Sir,

I have seen your **2.** .... in the **3.** .... of "Office Weekly" and am interested in your range of office stationery.

Could you please send me your **4.** .... and **5.** .... I look **6.** .... to hearing from you.

Yours **7.** ....,

B.

With 8. .... to your advertisement in today's "Times", could you please send me 9. .... about your office furniture. I am 10.   .... interested in your adjustable typist's chairs.

C.

Some time ago we purchased from you some JF72 solar-powered pocket calculators.

As this 11. .... was so popular with our customers, we would like to know if it is

12. .... If so, would you kindly 13. .... us of your terms of 14. .... and

any quantity 15. .... available. Could you also include details of any new models in

the same 16. ....

Attachments: students' works

Examples of Business Letters Assignments
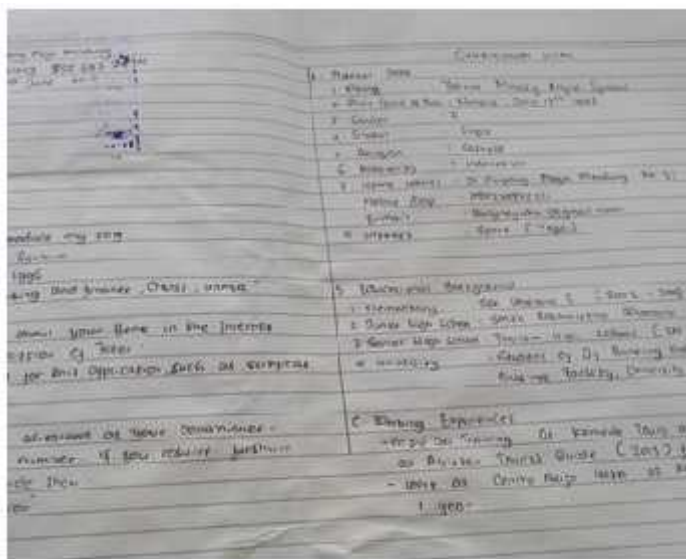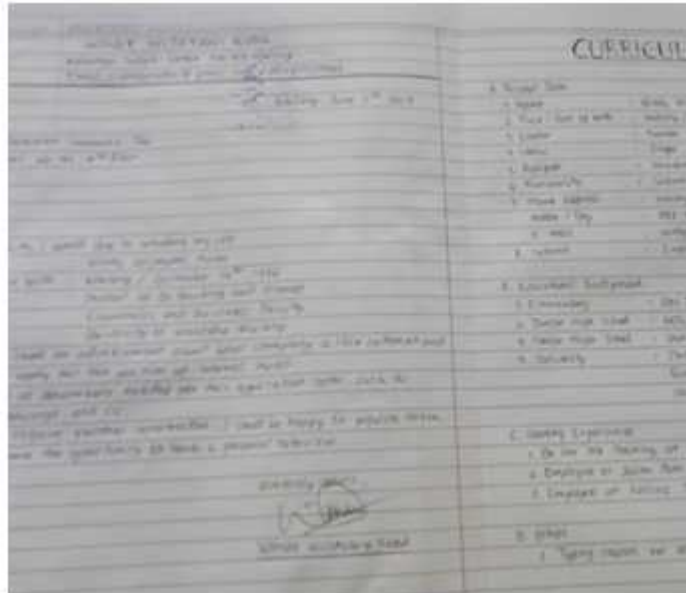
Examples of Planning A Business Trip Assignments

Exploring School of Economics students' English proficiency and reputable companies' English proficiency requirements for fresh-graduates

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Abstract

ASEAN Economic Community (AEC) has promoted the freedom of movement of goods and services in Southeast Asia. It also raises the competition among individuals especially university and college graduates in getting the best job possible. English is the most commonly used language in business world; therefore, there are many reputable companies who prefer to hire fresh-graduates who are proficient in English. This research was conducted to explore the level of English Proficiency of School of Economics students which was measured by the Test of English as Foreign Language (TOEFL) in Paper-Based Test (PBT) version. The students who participated in this research were the 7th semester students who were taking the TOEFL Preparation classes. The first test was held in October 2016 during the mid-semester and the second was held in January 2017 at the end of semester. The average students' TOEFL score then compared with the average TOEFL scores required by one hundred job vacancies which were opened between August 2016 and January 2017 from sixty-nine reputable companies (both government and private-owned) to determined how many students who could actually meet with the English proficiency job requirement and have a good chance to be hired.

Keywords: *job vacancy, English proficiency, TOEFL, PBT, college students*

1. Introduction

Background: This article was written to explore the English Proficiency level of 2014th students of Malangkucecwara School of Economics which was measured by the Test of English as Foreign Language (TOEFL) Practice Test, Paper-Based Test (PBT) version.

TOEFL is the most widely respected English-language test in the world, recognized by more than 130 countries, including Australia, Canada, the UK and the United States; and the product of English Testing Service (ETS), the world's largest private nonprofit educational testing and assessment organization which based in New Jersey, USA. Thus, TOEFL PBT is a paper-delivered test measures students' ability to

use and understand English in classroom setting at the college or university level. It accurately measures how well they can listen, read and write in English while performing academic tasks.

New Entrants with 4-years college diploma "Very Important" Skills	
1. Oral Communications*	95.4%
2. Teamwork/collaboration*	94.4%
3. Professionalism/Work Ethic*	93.8%
4. Written Communications*	93.1%
5. Critical Thinking/Problem Solving*	92.1%
6. Writing in English	**89.7%**
7. English Language	**88.0%**
8. Reading Comprehension	87.0%
9. Ethics/Social Responsibility*	85.6%
10. Leadership*	81.8%
11. Information Technology Application*	81.0%
12. Creativity/Innovation*	81.0%
13. Lifelong Learning/Self Direction*	85.6%
14. Diversity*	71.8%
15. Mathematics	64.2%
16. Science	33.4%
17. Foreign Languages	21.0%
18. Government/Economics	19.8%
19. History/Geography	14.1%

20. Humanities/Arts *** Indicates applied Skill**	13.2%

There are many reasons why college students need to study and learn English; one of them is because English has become the international language of education and business. Casner-Lotto & Barrington (2006) at (Yorke, 2005) stated that there were 20 skills of new entrants with four years college diploma which are desired by the employers. Writing in English was stated in number 6 (six) with 89.7%, while English Language was stated on number 7 (seven) with 88%.

Seabrook at The World Almanac and Book of Facts, New York: World Almanac Education Group, p.626 (at *The Cultural Dimension of International Business 5th Edition* by Gary P. Feraro, p. 53) stated that there 5 (five) major languages of the world, which includes English as the 3rd most spoken language of the world with 340 millions speakers worldwide.

MAJOR LANGUAGES OF THE WORLD		
Language	**Primary Country**	**Number of First-Language Speakers (in millions)**
1. Mandarin	China	874
2. Hindi	India	366
3. English	UK/USA	**341**
4. Spanish	Spain/South America	322
5. Bengali	Bangladesh	207
6. Portuguese	Portugal/Brazil	176
7. Russian	Russia	167
8. Japanese	Japan	125
9. German	Germany	100
10. Korean	Korea	78

Those facts above proved that the ability to use English both in written and spoken play a very important part in determining whether or not they would be able to accomplish their intended career by the time they graduate. Moreover, since ASEAN Economic Community (AEC) has been launched in December 2015, the Malangkucecwara School of Economics graduates would have to compete not only with the local job seekers, but also with the skilled migrant workers from the ten ASEAN countries to get highly-rewarded jobs.

2. Problems Statements:

2.1 There is no difference between the mean of the first and second TOEFL Test

2.2 The mean score of the second test is higher than the first test

2.3 The mean score of the second test is lower than that of the requirement by companies

2.4 The mean score of the second test is the same or higher than that of the requirements by the companies.

3. Research Method

3.1 Research Methodology: A quantitative research methodology was used for this study. The first TOEFL test was administered in October 2016 at the mid-semester and the second was administered in January 2017 at the end of the semester. The students' TOEFL PBT mean score was compared with the companies' TOEFL PBT average score to see how many of those test participants can actually meet the requirement to apply for the jobs.

3.2. Population: The TOEFL PBT Practice Test participants were one hundred and fifteen 7th semester students of Malangkucecwara School of Economics students who took the TOEFL Preparation Classes.

3.3. Research Period: A job vacancy survey was conducted from August 2016 to January 2017 in several nation-wide coverage newspapers such as Kompas and Jawa Pos; and in job-search companies such as www.jobsdb.co.id,

www.jobstreet.com, and www.linkedin.com. The criteria for the job vacancies must be:

3.3.1. Opened for university/college graduates with no previous working experience (fresh-graduates)

3.3.2 Required S1 (Bachelor Degree) in Economics, majoring in Accounting and Management (including Finance, Human Resource and Marketing Management).

3.3.3 Provided minimum TOEFL PBT score to apply.

Based on the criteria above, there were 69 companies found. The details of those companies were:

Company Type	Number of Companies
Banks	5
State-owned Companies (BUMN)	9
Private-owned Companies	55
TOTAL	**69**

4. Analysis/ discussion

4.1 TOEFL PBT Score required by companies

Those 69 companies which were mentioned in the above table offered 100 job vacancies with the TOEFL PBT score requirements as written in the table below:

Table 2 TOEFL Score required by companies

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
TOEFL_Score_Required_by_Companies	100	300	600	480.22	4.884	48.838
Valid N (listwise)	100					

The Descriptive Statistics analysis in the table above showed that the TOEFL PBT score required condition of those 100 available jobs as (M = 480.22, SD = 48.838, min = 300,max = 600). It means that among those 100 available job vacancies, the minimum TOEFL score required was 300 and the maximum 600, with the mean score of **480.22**

4.2 The Frequencies of TOEFL PBT Score required by 100 job vacancies

Table 3 Frequencies of company's TOEFL PBT Scores

TOEFL_Score_Required_by_Companies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	300	1	1.0	1.0	1.0
	400	6	6.0	6.0	7.0
	420	1	1.0	1.0	8.0
	450	40	40.0	40.0	48.0
	460	2	2.0	2.0	50.0
	470	1	1.0	1.0	51.0
	475	2	2.0	2.0	53.0
	477	1	1.0	1.0	54.0
	500	25	25.0	25.0	79.0
	525	3	3.0	3.0	82.0
	550	15	15.0	15.0	97.0
	560	1	1.0	1.0	98.0
	600	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

The highest percentage was 40%, it means that 40 out of 100 job vacancies required minimum TOEFL PBT score of 450. The second highest was 25%, it means that 25 out of 100 required score of 500 and the third highest was 15% which means that 15 out of 100 required 550.

4.3 TOEFL PBT Practice Test 1 Result

The result of the first TOEFL Practice Test that was held on the last week of October 2016 was shown in the Descriptive Statistic table below:

Table 4 TOEFL Test 1 Descriptive Statistics

Statistics

TOEFL_TEST_1

N	Valid	115
	Missing	0
Mean		378.87
Std. Error of Mean		4.512
Median		387.00
Std. Deviation		48.390
Minimum		217
Maximum		503

(M = 378.87, SD = 48.390, min = 217, max = 503). This table indicated that in the first TOEFL PBT Test, the 115 participants have got minimum score of 217 and maximum of 503. And the average score was **378.87** which still have not met the TOEFL score required by the job providers of **480.22** yet.

4.4 TOEFL PBT Practice Test 1 Frequencies

The table below shows how many students can actually meet the company's TOEFL score requirements after the Test 1

Table 5 TOEFL Test 1 Frequencies

TOEFL_TEST_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	217	4	3.5	3.5	3.5
	280	1	.9	.9	4.3
	293	1	.9	.9	5.2
	310	1	.9	.9	6.1
	317	1	.9	.9	7.0
	323	1	.9	.9	7.8
	327	2	1.7	1.7	9.6
	330	1	.9	.9	10.4
	333	3	2.6	2.6	13.0
	337	1	.9	.9	13.9
	340	2	1.7	1.7	15.7
	343	1	.9	.9	16.5

347	1	.9	.9	17.4
350	1	.9	.9	18.3
357	5	4.3	4.3	22.6
360	12	10.4	10.4	33.0
363	5	4.3	4.3	37.4
367	5	4.3	4.3	41.7
373	4	3.5	3.5	45.2
377	1	.9	.9	46.1
380	3	2.6	2.6	48.7
383	1	.9	.9	49.6
387	4	3.5	3.5	53.0
390	4	3.5	3.5	56.5
393	4	3.5	3.5	60.0
397	6	5.2	5.2	65.2
400	4	3.5	3.5	68.7
403	5	4.3	4.3	73.0
407	5	4.3	4.3	77.4
410	1	.9	.9	78.3
413	4	3.5	3.5	81.7
417	2	1.7	1.7	83.5
420	4	3.5	3.5	87.0
423	1	.9	.9	87.8
427	1	.9	.9	88.7
433	1	.9	.9	89.6
437	3	2.6	2.6	92.2
440	3	2.6	2.6	94.8
450	1	.9	.9	95.7
453	1	.9	.9	96.5
457	2	1.7	1.7	98.3
470	1	.9	.9	99.1
503	1	.9	.9	100.0
Total	115	100.0	100.0	

Based on the data above, unfortunately there were only 1 (one) student who got ≥ 480.22 and can actually meet the company's average TOEFL Score requirements. But this result was understandable because the test was given in

the middle of semester and the TOEFL preparations learning materials haven't all been covered in the class yet.

4.5 TOEFL PBT Practice Test 2

The result of the first TOEFL Practice Test that was held on the last week of January 2017 was shown in the Descriptive Statistic table below:

Table 6 TOEFL Test 2 Descriptive Statistics

Statistics

TOEFL_TEST_2

N	Valid	115
	Missing	0
Mean		417.29
Std. Error of Mean		4.273
Median		423.00
Std. Deviation		45.822
Minimum		217
Maximum		497

The table above described the condition of the second TOEFL PBT test result (M = 471.29, min = 217, max = 497) where there was a significant increase in students average score from 378.87 in the first test to 417.29.

4.6 TOEFL PBT Practice Test 2 Frequencies

The table below shows how many students can actually meet the company's TOEFL score requirements after the Test 2

Table 7 TOEFLTest 2 Frequencies

TOEFL_TEST_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	217	1	.9	.9	.9
	320	1	.9	.9	1.7
	333	1	.9	.9	2.6
	337	2	1.7	1.7	4.3
	350	2	1.7	1.7	6.1

353	1	.9	.9	7.0
357	1	.9	.9	7.8
360	2	1.7	1.7	9.6
363	2	1.7	1.7	11.3
367	3	2.6	2.6	13.9
370	2	1.7	1.7	15.7
373	3	2.6	2.6	18.3
377	4	3.5	3.5	21.7
380	3	2.6	2.6	24.3
383	5	4.3	4.3	28.7
387	4	3.5	3.5	32.2
390	2	1.7	1.7	33.9
393	1	.9	.9	34.8
400	1	.9	.9	35.7
403	2	1.7	1.7	37.4
407	2	1.7	1.7	39.1
410	1	.9	.9	40.0
413	5	4.3	4.3	44.3
417	1	.9	.9	45.2
420	2	1.7	1.7	47.0
423	4	3.5	3.5	50.4
427	5	4.3	4.3	54.8
430	2	1.7	1.7	56.5
433	1	.9	.9	57.4
437	5	4.3	4.3	61.7
440	6	5.2	5.2	67.0
443	2	1.7	1.7	68.7
447	4	3.5	3.5	72.2
450	4	3.5	3.5	75.7
453	1	.9	.9	76.5
457	4	3.5	3.5	80.0
460	5	4.3	4.3	84.3
463	1	.9	.9	85.2
467	5	4.3	4.3	89.6
470	3	2.6	2.6	92.2
473	1	.9	.9	93.0
480	1	.9	.9	93.9
483	1	.9	.9	94.8

487	2	1.7	1.7	96.5
490	2	1.7	1.7	98.3
497	2	1.7	1.7	100.0
Total	115	100.0	100.0	

Test 2 showed a significant improvement where there were 8 (eight) students who got ≥480. With the description of one student got 480, one student got 483, two students got 487, 2 students got 490, and the highest were two students who got 497. This result was definitely higher than the result of the Test 1 which only one student who could actually meet the average TOEFL PBT scores required by the 69 companies.

4.7 Paired Sample T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Test_1	378.87	115	48.390	4.512
Test_2	417.29	115	45.822	4.273

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Test_1 & Test_2	115	.564	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Test_1 - Test_2	-38.417	44.051	4.108	-46.555	-30.280	-9.352	114	.000

A paired sample t-test was used to compare Test 1 and 2 conditions. There was a significant different in score for Test 1 (M = 378.87, SD = 48.390) and Test 2 (M = 417.29, SD = 45.822) conditions; t(114) = -9.352, p = 0.000.

This result suggest that once all the learning materials in TOEFL PBT Preparation Classed were taught, it did helped the students to understand TOEFL better and also helped them to acquire a better result in Test 2. In other words, **Test 2 > Test 1**

5. Conclusion

5.1 Highest and Lowest Score Population

TOEFL Test 1						*TOEFL Test 2*					
Lowest			**Highest**			**Lowest**			**Highest**		
Score	**%**	**N**	**Score**	**%**	**N**	**Score**	**%**	**N**	**Score**	**%**	**N**
217	3.5	4	503	0.9	1	217	0.9	1	497	1.7	2

In Test 1, there were four students who got lowest score in TOEFL PBT Test with the score of 217, which was 3.5% of the total population. But there was only one student who got the highest score of 503, which only 0.9% of the total population. Meanwhile in Test 2, there was only one student who got the lowest score in TOEFL PBT Test with the score of 217, which was only 0.9% of the total population. The good news was, there are 2 students who got the highest score of 497, which was 1.7% of the population. It showed that Test 2 showing students better comprehension of the TOEFL PBT materials in Reading, Structure, and Listening skills.

5.2 Mean of TOEFL Test 1 and 2

MEAN OF STUDENTS' TOEFL TEST SCORES	
Test 1	**Test 2**
378.87	417.29

The mean of students' TOEFL Test Score in Test 1 was 378.87, and Test 2 was 417.29. Therefore it was concluded that there was a significant improve between from Test 1 to Test 2. In another word, **Test 2 > Test 1**

5.3 TOEFL PBT Scores required by the 100 job vacancies of 69 companies

TOEFL SCORE REQUIRED BY JOB VACANCIES			
N	Minimum	Mean	Maximum
100	300	480.22	600

Among 100 job vacancies available for this study, the minimum requirement of the TOEFL Score was 300, the maximum was 600 and the mean was 480.22

5.5 Mean Comparisons between students' and job vacancies'

MEAN COMPARISONS		
STUDENTS'		**JOB VACANCIES'**
Test 1	378.87	
Test 2	417.29	480.22

The comparison table above showed that the job vacancies mean was still higher than students' mean. It means that most of the students still haven't met the required TOEFL PBT score by the employers.

5.6 Number of students who could actually meet the companies' requirements

In Test 1, only one student got ≥480. Yet in the Test 2, there were eight students who got 480 or more. So there was a significant improve in Test 2 in the numbers of students who had the chance to be hired by one of those companies.

STUDENTS WHO GOT ≥ 480			
Test 1		Test 2	
Score	N	Score	N

503	1	480	1
-	-	483	1
-	-	487	2
-	-	490	2
-	-	497	2
Total	1	**Total**	8

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UTILIZING TEACHING TECHNIQUES IN TEACHING ENGLISH
TO YOUNG LEARNERS

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Abstract

Teaching English to young learners (TEYL) has become especially important in recent years. Even in Indonesia, English is introduced to preschool children (very young learners), such as those who are still in kindergarten, playgroup, or even *PAUD (Pendidikan Anak Usia Dini)*. Teaching English to young learners is different from teaching English to adults. Due to characteristics of young learners, teaching them English needs special techniques. Also, using media is a must in teaching English to young learners. Besides assisting teacher in teaching them English, using media also helps young learners or even very young learners (preschool children) to distinguish concrete from abstract things and understand learning materials better. Concerning with these two important matters in teaching English to young learners, this paper is therefore intended to describe further some teaching techniques and media that can be developed and utilized by the teacher in teaching English to young learners. This paper is a research-based paper. This means that this paper is written and reported based on the research or investigation done by the writers who act as a researcher. This descriptive qualitative investigation was applied to teachers who teach English in Al Falah kidergartenin Surabaya. From the data collected and data analysis, it shows that those teachers were able to utilize and implement well fun and interesting teaching techniques in introducing and teaching English to young learners. Those teaching techniques are Game (Bingo Game and Finding thing game), reading aloud (Drill), and Song.

Keywords: *TEYL, teaching techniques*

Introduction

It cannot be denied that English is one of the communication tools that can be used for both oral and written communication (Depdiknas, 2004). Even at present, more than half world citizens use this language for communication. Due to its essential function, it is not surprising that English becomes a compulsory foreign or second language subject at many schools around the world. In Indonesia, English is introduced to preschool children (very young learners), such as those who are still in kindergarten, playgroup, or even *PAUD (Pendidikan Anak Usia Dini)*.

In terms of age group, English is taught to Younger Group (6-8 years old) and Older Group (9-12 years old). While in terms of the grade, they can also be called Lower Classes (i.e. those who are in the first to third grade), Upper Classes (i.e. those who are in the fourth to sixth grade), and Preschool children (Very Young Learners), such as those who are still in kindergarten, playgroup, or even *PAUD (Pendidikan Anak Usia Dini)*.

Teaching English to young learners is different from teaching English to adults. There are some characteristics of young learners that should be taken into account by the teacher, they are: (1) young learners learn by doing; (2) young learners can talk about what they have done and heard; (3) young learners have a very short attention and concentration span; (4) young learners sometimes have difficulty in knowing what is fact and what is fiction; (5) young learners cannot decide for themselves what to learn; and (6) young learners love to play, and learn best when they are enjoying themselves (Scott and Ytreberg, 1990:1-3). Unfortunately, there are many teachers who do not understand about those characteristics; as a consequence, the way they teach is less effective. Besides, they also do not use media in teaching. Whereas in teaching English to young learners, special techniques are needed and a must. Concerning with these two important matters in teaching English to young learners, this paper is therefore intended to describe further some teaching techniques that can be developed and utilized by the teacher in teaching English to young learners.

Research Questions

Based on the situation analysis and introduction above, it can be concluded that mostly kindergarten teachers in Al Falah kindergarten still have difficulties in teaching English effectively to young learners due to some factors. One of them is they lack knowledge on implementing teaching techniques. Therefore, derive from this situation analysis, some questions are finally formulated, they are:

1. How are teaching techniques be developed and utilized by the kindergarten teachers of Al Falah Surabaya in teaching English to young learners?
2. How are the teachers' responsses toward the teaching techniques that are developed to teach English to young learners?

Research Methods

This paper is a research-based paper. This means that this paper is written and reported based on the research or investigation done by the writers who act as a researcher. This descriptive qualitative investigation was applied to teachers who teach English in 2 Al Falah Playgroup and *PAUD* schools. This research was conducted in one of the Al Falah kindergarten schools that is on Jalan Opak Surabaya. The data of this study are the teacher's utterances, gestures, facial expressions, and actions during the English teaching and learning process. These data were collected through observation. To assist the process of data collection, the researcher used some instruments, they are: the observation checklist and field notes. After collecting the data, they were analyzed qualitatively.

Teaching English for Young Learners

As stated above that teaching English to young learners is different form teaching English to adult. In teaching English to young learners, it needs certain techniques that aim to create interesting teaching learning atmosphere. One of the techniques that is appropriate to teach English, especially for young learners is games. Game is fun and effective learning activity. Game creates communicative situation and brings the students out of boredom (Joiner, 1989:101). Through gane, the students will be more active in the learning process since they are directly engaged during the learning process.

> In all games, the principal common characteristic is active participation in every event by individual students. All these instructional activities are and should be highly motivating and at the same time cause students to seek to achieve the objectives set for each activity (Brown, 1983:337).

For very young learners, games are the most effective way for learning a language since at this age, they are still at play stages. Through games, they can learn English in an enjoyable situation. Like their first language acquisition, they will not be frustrated and even they will not realize that they are acquiring the new language (i.e. English). Besides, they also have a great energy to di many kinds of activities. It only lasts for ten minutes for them to be quiet students, and after that, they will start moving (Scott and Ytreberg in Shin, 2006:3). This condition should be taken into account by the teacher. If she can mantain this situation, they will be able to communicate in English as well as

their first or second language *(Bahasa Indonesia and Bahasa Daerah)*. In using games, there are some important points that should be considered by the teacher. They are the types and kinds of games, how to play the game, and how to end it. Chinese whisper, Simon says, and Bingo are some games that can be given to very young learners to learn English.

Songs

In learning English, young learners look more enthusiastic and responsive when they sing English songs than say it (Ashworth and Patricia, 2005:7). Generally, teacher gives English songs in the beginning and the end of the lesson in order to motivate the students before they start learning. To do this, she should be able to select the songs which are appropriate with the content and the learning material that is going to be discussed on that day. For example, if the topic of the lesson on that day is discussing *Parts of the Body*, the teacher can give song entitled "Head, Shoulder, Knees, and Toes" to the students. In using song, the teacher can give "real" English songs or Indonesian songs which are translated into English, for example, "One and One" (translated from the Indonesian song "Sayang Ibu").

Results and Discussion

From the observation checklist and field notes, it can be shown that all participants, 10 kindergarten teachers from 2 Al Falah schools in Surabaya, are capable of implementing proper teaching techniques to teach English to young learners.

All teachers are able to create joyful learning in their classrooms. The students are very happy and enthusiastic learning English. The students are not asked to write or read English words. They are encouraged to speak English instead. In order to make the students produce spoken English, the teachers use various techniques such as playing Bingo game and Finding Thing game, or singing and dancing.

Bingo game is applied when the students learn about color. First of all, the students are asked to draw 3 moons and color them red, yellow, green, blue, and brown. After that, the teacher mentions the moon and the color. Then, the students should give a check (v) to the moon and the color mentioned by the teacher. If the students have three moons with correct colors as mentioned earlier, they will shout "bingo". This activity is done repeatedly until every student shouts "bingo". Furthermore to play

"bingo game", the teachers use scratch or used papers and crayon to draw and color the moon.

Another game which is conducted to enrich the students' vocabulary is "finding thing game". The goal of the game is to find things mentioned by the teacher. First, the teacher introduces things in the classroom such as ruler, pen, pencil, eraser, balls, and so on. Then, the objects are put on the table. Next, the teacher hides the objects somewhere in the classroom. In a group of five, the students are asked to find the objects. If they find them, they have to show them to class and mention the objects in English. This activity is done repeatedly until every group has got a turn. Furthermore, for this game the teachers just need to prepare things in the classroom such as pen, pencil, eraser, chalk, and so on to play "find the thing game". So, in order to make it easier for the students to practice speaking English, the teachers need to prepare real things or something concrete because children cannot see or interpret something abstract (Sadiman, 2002).

The most frequent teaching technique utilized by the teachers in TEYL is songs and music. All children love singing and dancing. Some of the teachers teach numbers 1- 10 through song. First of all, the teachers show the students how to pronounce number 1 to 10 in English. The students are asked to repeat. After that, the teacher sings an English song related to numbers. The students are asked to sing along. To sing and dance, the teachers just need to prepare themselves and the students to sing. All students are involved in all activities in the classroom. They practice speaking English in a very simple way but fun and meaningful so that they can produce acceptable spoken English.

The teachers look very happy and anthusias in workshop. They say that the workshop really helps them in selecting appropriate techniques for their students. It also helps them in using appropriate and simple English instructions for their students, so the teacher can introduce English easily and students can memorize it well. If students oftenly hear the language, authomatically they will be able to use it. It is supported by Scott dan Ytreberg (1990: 3-4) that say that teachers have to know how the students learn, teachers have to know how students learn a language, teachers have to know how students learn English as a foreign language, and teachers have to know the teaching principles and be able to fasilitate students to learn English

Conclusion

The very basic principle in teaching English to young learners is that teachers have to be able to apply suitable teaching techniques in order to create joyful learning for the students so that they will not get depressed to learn a new language they never use it at home. The teachers, therefore, need to provide themselves with various techniques in teaching such as language games and songs.

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The Validity of English Oral Examination Conducted by *Ma'hadul Mu'allimien Al-Islamie (MMI)*

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Abstract

This study is aimed to investigate and analyze how well the examiners apply the English oral examination conducted in Ma'hadul Mu'allimin Al-Islami (MMI). This study implements qualitative research with observation, interview, and documentation as techniques to collect the data. The result of the study shows that examiners applied questions and interviewing technique or one-on-one oral interview in oral exam. In face validity, students perceived that the questions were high valid and relevant. Otherwise, the result from content validity shows that the English oral examination was held inappropriate by the examiners based on the findings and related to some theories. The result of the study implies that the examiners and the school in which the oral exam was applied conducted the test in simple way and preparation. Examiners and the institution should improve more the preparation of the test to make the test become more credible and acceptable through its content validity.

Keywords: Assessment, Oral examination, validity, face validity, content validity.

Introduction

Oral examination is used to measure how well the students' knowledge, ability and performance through their speaking. Ahmed (1999) stated that the exam becomes a possible alternative when students are difficult to demonstrate their knowledge and spelling in the form of written exams [1]. English Oral examination which is conducted by MMI becomes a summative assessment, because this examination becomes a final test and one of the requirements to take written test in MMI. It is in line with Brown's (2003) statement that summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction [2]. Constructing the questions in oral examination is not only about phrasing the question, but also how the questions are organized well and the interview develops. Hanne (2008)[3] stated that the important factor related to the successfulness of conducting oral examination is the question. Questions should be valid that can represent the students' understanding of the course. Teachers as the examiners should be aware that

every student has different capability in acquiring the materials. So they should adapt themselves to use the right and valid questions in order to get the right result from the students' skills. Then, oral examination in this case is categorized as valid test.

The validity of the questions plays as important role to get the right target of the test. It is so, because questions are as the tools and media in measuring the students let the examiners know what they want to know. Teachers will be difficult to know the students' understanding when they do not answer the questions at all because of invalid questions. Returning to the main definition and concepts of the validity, one of them is that was traditionally defined as "the degree to which a test measures what it claims, or purports, to be measuring" (Brown, 1996, p.231)[4].

Several researches related to oral examination were conducted by some researchers. One of them is Niehaus[5] who focused on comparing the students' final overall and discipline specific examination marks with the examination marks in psychiatry. Besides, it was also to determine if content or structure of examination impacts more on the student performance in the examination. The result of the research showed that the gender distribution of the examiners (female-female) significantly increased the odds ratio for poorer performance in the oral examination.

Masuwai[6] also studied about evaluating the face and content validity of a teaching and learning guiding principles instruments (TLGPI). An expert panel of nine academicians in the field of teacher education reviewed and rated the TLGPI for the relevance and representativeness of each item based on a dichotomous rating of favourable or unfavourable. Their ratings were used to seek an agreement between the two or more raters in Cohen's Kappa Index (CKI) and also to calculate the Content Validity Index (CVI) values of each final item. The finding of their study supports the face and content validity of this 67-item questionnaire, hence could be further researched on construct validity.

However, there are some differences in investigating the oral examination based on every research focus and need. Previous researchers mostly focused on the use of oral examination and its difference with written examination as Simper's[7] focus on the comparison between the oral examination and written examination. This study focuses on the quality of the questions provided by the teachers as the examiners in that English

oral examination. The researcher identifies how the teachers as the examiners provide and apply the form of oral examination and investigates the quality of the questions through the content and face validity.

This study uses a theory of Brown that is about face validity and content validity. Face validity is applied to find the answer of the research questions based on the students' perspectives. Otherwise, the study applies a content validity to reveal the detailed result based on its relevance of the questions, assessment instruments, and objective of the examination. The result of the questions is assessed by using content validity index (CVI).

Face and content validity

The concept of validity has evolved over more than sixty years and its definitions have been proposed by many experts and researchers (Golafshani, 2003)[8]. The definitions and its concepts of validity may be described by a wide range terms in many studies. One of them is the general concept of validity was traditionally defined as "the degree to which a test measures what it claims, or purports, to be measuring" (Brown, 1996, p.231).

So far, the concept of validity is almost related to the quantitative study, it was defined as the usefulness concept in quantitative research. This concept is credible when it can be maximized of its use in getting the result of the study. It I in line with Johnson's (1997, p.283)[9] that if the validity or trustworthiness can be maximized or tested then more "credible and defensible result." Therefore the quality of the research will be depended on the way how valid the researcher could make and get the data or use the valid instrument.

Face validity only differs from the expert judgments that this validity uses non-experts in evaluating the instruments of the test. According the Roberts (2000)[10] that face validity is making a decision about the appropriateness of use of some particular measuring instrument in a given assessment situation through the process of simple inspection of that instrument. A test will have face validity when its content looks

relevant to the person taking the test. Therefore, a test that has high face validity may get more acceptable and well-received by the test takers and test users.

Brown (2003) also stated that face validity in language testing means that the students feel the test to be valid. This statement is meant that face validity will ask the question "Does the question on the "face" of it, look like to test what suppose to test based on the students' perspective?" Brown also proposed several points that face validity will likely be high if the learners encounter 1) a well-constructed, expected format with familiar task, 2) a test that is clearly doable within the allotted time limit, 3) items that are clear and uncomplicated, 4) directions that are crystal clear, 5) task that relate to their course work (content validity), and 6) a difficulty level that present a reasonable challenge. Brown (2003) reminded in his statement that face validity is not a measurement that can be tested by a teacher or even by a testing expert. Face validity was the only an extent of ratings that can be obtained from the test takers' perspectives. Indeed, Brown stated that face validity asks the question "Does the test, on the 'face' of it, appear from the learners' perspective to test what it is designed to test?"

Content validity is naturally not "tested for" rather it is used to "assured" by the experts in the domain through the informed item selections. This statement means that content validity will validate the instrument which is recommended by the expert judgments before it is used to test. This validity will insure that the instrument has put several items and represents to reveal the concept. Therefore, the validity evidence should be obtained on each study for which an instrument is used (Waltz. 2010)[11].

Content validity becomes the most important type of validity among other validities. Carmines and Zeller (1979)[12] also stated that content validity is the second basic type of validity which has played major role in the development of tests. This is a logical process where connections between the test items and the job-related tasks are established.

There are two major questions have to be answered when discussing the validity of an instrument. According to Crocker and Algina (2006)[13] the two major questions are 1)

is the scale measuring the construct intending to be measured and 2) is there sufficient evidence to support the intended uses or interpretations of the test.

The writer applies the content validity index (CVI) to get the result of content validity. CVI works by computing all the data which are divided by the total questions. Polit & Beck (2006)[14] stated that when the result of CVI value is at least 0.80, it means that the instruments are moderate.

Method

This study employs qualitative approach. It is used for interpreting the data and presenting it descriptively. There are several reasons why this study was considered as qualitative such as: sources of the data adopt the 'nature' of classroom setting which is in the form of measuring the students by conducting English oral examination. The participants of this study were two English teachers as the examiners in English oral exam and students who are in last grade of MMI. Three data collection techniques used in this study, they are observation, interview, and documentation.

Result

The finding of this section was related to the result of the interview that the researcher gained. Interview was done to get the data based on the research problem that was the validity of the oral questions based on face validity. The data was gained to seek the information about learners' perspective on the test whether valid or not on the 'face' of it. This interview was done by the researcher to the students after joining the English oral examination. The researcher conducted this interview in order to investigate how well the question quality of English oral examination based on learner's perspective as the examinee.

According to the results of interview gained from the student's perspectives were applied by the examiners when conducting English oral examination. The examiners constructed the test well with the expected format of familiar test, the items of test clear, understandable and doable with allotted time, the directions are very clear, the test relate to the course work and difficulty level of the test. It can be concluded that the quality of the questions provided by the examiners has face valid based on the students' perspectives.

The first finding related to face validity was the student's perspective about the relation between the questions with the subject that the students studied before. The result showed the students mostly agree with the questions delivered by the interviewer about several questions provided by the examiners during the oral examination. The student stated that the question provided to him was relevant with what he studied before. Like his answer when getting the question during the interview:

> *"Yes, all questions are almost related to the lessons we learned in the classroom. Like the grammar, English materials and so on. Before the exam, we have been told the limitation of the topics to be learned and prepared. Except for the conversation is different, because the questions are usually related to daily life."*

Based on the student's perspective gained from the result of interview showed that the questions provided by the teachers as examiners were related to their course work. Students perceived the questions that delivered by the examiners were relevance to the subject they learned during the process of teaching and learning. During the oral test, most of the questions were well answered by the students even if they miss few of it. It seemed that all the questions being asked by the examiners were about the topics they have discussed before. This interpretation was based on the way how the students answered during the test and being interviewed by the researcher.

Another one of the characteristics or criteria of face validity is the question should be well constructed, expected format with familiar tasks. The test maker should be aware of formulating the test to become familiar test for the students, because a test would be valid when it was well constructed. Based on the finding, it is noticed that teachers as the examiners built a well constructed test provided for the students in oral examination. It can be known from the result of the interview that student did not give negative comment on formulating the test prepared by the examiners.

Well constructed means the test maker formulated the questions not to make the students confused to give the answer. In fact, the questions should be good constructed in order to gain good answer from the test participants. In this case, it can be from the grammatically correct with the suitable word choice and so on.

Another question delivered to the interviewee related to six characteristics or criteria of face validity is items are clear and uncomplicated. The result of data finding above led to understand that the questions provided by the examiners were mostly valid based on its face validity. The third criterion of face validity covers clear and uncomplicated questions that were agreed by the students. Based on the result of interview, students felt what they gained from the examiners was clear enough. The only problem that they cannot answer the questions even though they understand the question was caused their lack of knowledge and less preparation.

Following section is investigating whether the test was doable or not. Doable means the test should consider the allocation of time. Sometimes students waste much time when they cannot answer the questions. The data obtained from interview shows that student could answer most of the questions. This statement means that student can manage the allocation time very well. It is supported by the following argumentation that when he could not answer the question delivered by the examiner, then he said 'forget or do not know'. Here is the student's argumentation on this section:

"I can answer almost all the questions, except what I did not learn before. When I cannot answer, I just say forget or do not know to the examiners in order not to waste of time and I can get to the next question."

The criterion of clear direction which is proposed by Brown (2003) becomes the tangible evidence in the process of oral examination because the successfulness of the test depends on how clear the examiners give direction to students. In this section, the researcher interviewed the student about his comment on the examiner's direction during the English oral examination.

The data finding from the result of student's interview showed that he never misunderstood the directions given by the examiners. This statement means that all what examiners delivered to the test participants during the oral examination have been agreed as a valid and relevance test based on their perspectives. Despite the students' poor ability when they could not answer the questions well given by the examiners, it does not mean that they got a complicated and ambiguous direction from the examiners.

Last criterion of face validity used in interviewing the student who just got the oral test. In this case, student felt that the questions were more challenging based on the fact that there were various easy and difficult questions delivered to the students. Like the result of interview below:

> *"For the difficulty and easy level, it is seemed more emphasis on main material like grammar. On the other hand, for the conversational questions are usually we get in every exam. Grammar has many levels of difficulty. Then, I was challenged especially in answering grammar questions, because grammar is rather difficult."*

The data finding explained that the questions provided by the examiners were valid and relevant with the form of difficulty levels based on face validity criteria. It was proved from the student's statement that he could answer almost the questions. It means that not all the questions were well answered by the student.

In all types of the test, teachers need to formulate the test level of difficulty when constructing the questions. Teachers should consider this formula in order to give the challenge for the students. Items difficulty of the test is simply known by how well the students answer the questions. It can be seen from the percentage of the students who answer the test correctly. This means that low items difficulty values indicate the difficult item of the test. On the other hand, greater percentage of the students who answer the questions correctly, this indicates easier items of the test.

There are several points to validate the English oral examination held by *Ma'hadul Mu'allimien Al-Islami (MMI)* through its content validity such as goal or objective of conducting oral exams, related questions to the course work or blueprint, and assessment instruments or rubrics, and the guidance of constructing questions.

Based on the finding gained from the interview, it shows that there are two goals of conducting oral examination in *Ma'hadul Mu'allimien Al-Islami (MMI).* The two goals of oral examination are stated in the curriculum of MMI. The vice of MMI principal said that the first goal of conducting oral examination is to prepare the students before taking written exams known as *al-Imtihan al-Tahriri*. The second goal of conducting this oral examination is as the measurement of the students' ability and competence in

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language orally. Oral examination measures how the students are able to answer series questions through spoken language.

The second finding related to English oral examination which is held by MMI shows that all the questions delivered by the examiners have been related to course work that the students gained in the class. It can be known from the result of interview that before conducting the oral exam, all the examiners are given a form of question list by the committee of the examination. Topics or materials which are listed in blueprint are usually based what the students have studied in the class. On the other hand, the topics that have been taught by the teachers in the class sometimes are not listed as the topics to be examined in the oral exam.

The third analysis of the English oral examination is in the form of assessment instruments or rubrics. Assessment instruments or also known as rubrics become the fundamental tool in measuring the students in every examination. A good rubric will guide the teachers as the assessors to give the score in the right target. The assessment instrument used in that school does not state any description in every score. However, good scoring rubric should have a description in every level of score.

The last point of validating the English oral examination is in the way of constructing the questions. After selecting the chosen data obtained from the result of observation, the researcher validated each questions based on the content validity criteria and guidelines proposed by Fowler (2002). The six guidelines or criteria are clarity in wording, relevance of the items, use of standard English, absence of biased words and phrase, formatting of items, and clarity of the instruction.

The finding showed that the researcher identified there were nine of fifty questions provided by the examiners was lacks content valid. This was meant that forty one questions were high or good content validity. One of the results from the question that was high content validity presented as follows:

Question	Content Validity Criteria	Ratings			
		1	2	3	4
What is grammar?	1. Clarity in wording.				✓
	2. Relevance of the items				✓
	3. Use of standard English				✓
	4. Absence of biased words and phrase				✓
	5. Formatting of items			✓	
	6. Clarity of the instruction				✓

The table above explicitly can be known as high content validity because the question used by examiner above was indicated relevant in six criteria of content validity. The question of "*What is grammar?*" delivered by the examiner in oral examination was indicated as relevant instrument to be used for oral examination. The item was categorized as quite relevant based on the criteria in clarity of wording and absence of biased words and phrase. Whereas, the item that was categorized as highly relevant based on the criteria in relevance of the item, using a standard English, formatting the item, and clarity of the instruction.

The researcher calculated the questions only which were indicated as high content validity based on the six criteria mentioned before. In computing the data, the researcher used content validity index (CVI) to reveal the final result of the content validity on examiners' questions. As noted before, the researcher found forty one questions which were indicated as high content validity. It was meant that those forty questions had good quality as the instrument used in English oral examination.

Discussion

The criteria of face validity were proven by several findings based on the result of interview. There is no doubt anymore when conducting the oral examination that the teachers should provide the questions in well constructed and format. Students' successfulness on the test can be seen from the way how they understand the teacher's instruction. It is relevant with Hanne's (2008) statement that in oral examination, the questions must be understandable to the students by using simple language and clarity in phrasing.

Concerning to the research problem of the study, several points related to the validity of the English oral examination based on its content validity. Concluding from all the findings explained in the previous explanation shows that English oral examination which is conducted by M*a'hadul Mu'allimin Al-Islami (MMI)* is still lack of content valid. This result is based on several points gained during the observation and interview as the data collection techniques. Several points related to content validity note that *Ma'hadul Mu'allimin Al-Islami (MMI)* needs to improve some aspects such as constructing of the questions, providing the assessment instrument, and providing the blueprint.

Conclusion

Although the conducting of English oral examination becomes a unique and strange thing which is held by the school of MMI, but there are still several points that the school should improve to make the test become more valid. Moreover, not all schools in Indonesia conduct an oral exam in every semester. Then, this is good thing that MMI should keep and always improve the way of conducting this exam, especially in the preparation of the oral exam.

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The Implementation of Quiz Alliance to Increase Enthusiasm in Reading for Senior High School Students

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Abstract

In this international era, Indonesia needs high competence young generation to improve this beloved country. Literacy is very important in the country improvement. However, Indonesia has very low level of reading which is part of literacy. As we know, our government put literacy as one of the main activities in teaching and learning process. Senior high school students have the big role in this situation. Their enthusiast has to be improved in reading because almost English test in Indonesia is reading. So, senior high school students need a good reading comprehension. In addition, senior high school students' character is excited in competition. So, they will do more to get the reward. Quiz alliance is the most appropriate game for their character. Therefore, this study is aimed to describe the implementation of quiz alliance, the students' enthusiast response to the use of quiz alliance, and the students' reading comprehension. The design of this study is descriptive qualitative. So, field notes, observation checklist, and interview are the instruments in collecting data. The researcher uses data condensation, data display, and drawing conclusion to analyze data. Enthusiasm is when people are excited in doing activities. So, the students' reading comprehension is expected to reach the reading criteria of Douglas Brown's scoring rubric.

Keywords : quiz alliance, students' enthusiast response, reading comprehension, senior high school students.

Introduction

In this international era, people are close to English. English, as international language, becomes the vital part of life. English helps many people to do business nowadays. In Free Trade, people may sell their products to the other countries freely. It means that people will use English as their language in communicating each other because they may come from different country and different language. People need English very much to understand of the instruction of using some Technology product as like, mobile phone, computer etc. Especially in this technology era, most of the product guidance book are written in English.

Reading is very important and even, reading has become the key of success in this globalization era. Reading is one of the English skill. Reading is very important skill because we can get many information and new knowledge by reading. It is one of the test in TOEFL (Test English as Foreign Language) and in our state examination. So,

many students, especially senior high school students, should read much. They must be good in reading comprehension because they must answer the question of the test correctly. It will make them to increase their reading comprehension well. Reading is boring, but it does not mean that it is not important. It is a kind of communication, so if we are boring to communicate, we will not get what we expect from others. Reading is skill of communication between the readers and the writers to get knowledge and information (Brown, 2001).

Reading comprehension is very important for the students because it will be tested. They will have some questions based on the text. It can be a question which is to be translated into good English, or by questioning based on the content of text. In this case the questions will be asked in English and the students must answer them. The students should understand the text contextually and comprehensively when they are reading the text. Furthermore, it is also defined that comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading, (Bonie, 2011).

Reading comprehension is explained as the ability of understanding what people have read. Comprehending involves strategies that students learn to use when they are reading independently. Teachers focus on several key comprehension skills. Those are inferring, predicting, comparing and contrasting, sequencing and summarizing. Students usually learn how to use these strategies in a small group guided by the teacher who demonstrates their use. Students then practice comprehension techniques with a partner by discussing what they read, making connections with prior knowledge and identifying the main ideas in the story. Comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text (Serravallo, 2010).

Based on UNESCO in 2017, the reading rate of Indonesian is very low. It is only 0.001%. it means that from 1000 Indonesian, only one who likes reading intensively. Indonesian needs the big effort to renovate this situation. It is caused by the basic character of laziness and easy bored. It must be started as soon as possible, and it must be implemented to the young generation. The government and the teacher should influence the young generation to read more and increase their enthusiast in reading. They must open the young generation mind set in other that they can understand well the condition of this world nowadays. Reading is the key to live and it will help them so much to solve their problems. The young generation, especially the senior high school students should improve their reading comprehension to solve this problem.

The senior high school students are the important part of Indonesian young generation. They are the key of Indonesia to get the golden era in 2045. So, if they are educated well and motivated to increase their literacy, it will help them to be the golden generation of this country. Reading comprehension is often conceptual as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical (Westwood, 2006). So, it will prepare them to be ready for everything. Senior high school students have high competitive feeling. They want to be the best and want to get better than their friends get. Senior high school students are very competitive and

the teachers should guide them in innovative competition. Teacher must prepare the best lesson plan to improve this character in reading. As we know, reading is sometimes boring and we are lazy to do it. But then, if the activities are interesting, as like giving them quiz or competition, the students will show their high competitive character and be enthusiast to do it

A quiz is a game or competition in which someone tests your knowledge by asking you about meaning, pronunciation, translations and examples (J. Collins, 2010). Quiz will make the senior high students enthusiast in reading. It will influence them to do more, read more, and try to understand the text more. They will do everything so we can see their competitive skill. Quiz is a test of knowledge, especially as a competition between individuals or teams as a form of entertainment (Oxford University, 2017). In this case, the senior high school students will work better in a group, because they can share and complete each other. They are individually, but sometimes they need their friends' help. Therefore, quiz alliance is the suitable way in directing the students to do more in reading.

"Enthusiast" was the English equivalent, used to characterize those thought guilty of feigned inspiration, impostures, sectarianism, and extremes of religious passion. Enthusiasm was also associated to prophesying, speaking in foreign tongues, and the "quaking" from which quakers received their derisory designation (Lutter. M, 1483-1546). The senior high school students, as the key of the Indonesian golden generation, show tit if they do competitive thing. An enthusiast is a person who is very interested in a particular activity or subject and who spends a lot of time on it (Oxford Dictionary, 2017). If they are challenged by the quiz alliance activity in reading, they will be enthusiast in reading or finishing the task.

The previous study is Improving Reading Comprehension Through KWL Strategy at Eight Grade Student 2013 by Putri Dian Purnama Karang. In this study, the researcher focus when the students are reading. It informs us about the students' activities in knowing, exploring, and learning the information.

The second study is conducted by Kitri Katon Peni. It is The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension Viewed From Students' Intelligence in 2010. It provides the result of reading comprehension of the students. It makes the students read the text contextually.

Both of the studies are about reading comprehension. But then, none of them discuss about the basic activities and enthusiast character. The basic activity is quiz alliance which provide competitive activities. It can increase the students' enthusiast in reading and winning the quiz alliance activity. The quiz alliance will be conducted in several activities. Then, it increases the enthusiast so the students' reading comprehension progress can be seen. Teaching and learning process which has more focus on process is better than on the result (Brown, 2007).

Based on the background, the research question can be stated below:

1. How does the teacher implement the use of quiz alliance in reading comprehension for senior high school?

2. How is the students' enthusiast response of the use of quiz alliance in reading comprehension?
3. How is the students' reading comprehension toward the use of quiz alliance in teaching and learning process?

Method

In this point the researcher explained the research method that was used to conduct the study. The researcher chose descriptive qualitative research. Descriptive qualitative studies simply described phenomena. Descriptive method describes and interpretes what exists. According to Ary (1985:322), descriptive research studies were desingned to obtain information concerning the current status of phenomena. They were directed toward determining the nature at the time of the study. The aim was to describe "what exists" with respect variable or conditions in a situation.

The reserach was a descriptive qualitative. The process were done within descriptive research which involved description and analysis (Best, 1982:25). The descriptive involved descriptive recording, analysis and interpretation of condition. The researcher chose this research because the researcher only observed and described the study. The researcher tried to find out whether quiz alliance is suitable to increase the enthusiasm for senior high school students in reading. Descriptive qualitative method means that the researcher went to the field, found some data, stated research question, collected some data, analyzed the data and finally reported it based on the natural condition. (Freeman and Longman, 1991; 11).

The subject of this study was the teacher and the object were the students of senior high school 1 BPPT Jombang which was located in Jombang. A class consisted thirty six girls. The data of the study was the result of classroom observation and questionaires. The source of the data was the teaching and learning activities and reading text.

In this study, the researcher used the students questionaires, observation checklist, scoring rubric of reading proficiency scoring which was addapted from Brown (2001: 406-407) and field notes. The researcher uses the questionaires to know the response of the student about the teaching and learning poccess. The observation checklist helped the researcher to know the implementation of quiz alliance in reading. In field notes, the observer could write what the observer had seen, heard, and experienced. The function of field notes was to explain the situation during teaching and learning process by using quiz alliance in reading.

Data collection technique means how the researcher collected data. The first was paying attention to the condition or what happened in the class then took notes all of important part in the teaching and learning proccess. It was to know the implementation of quiz alliance in reading. It was supported by the observation checklist. The researcher made the observation checklist then in observation, the researcher gave thick symbol for the information of the observation checklist. The researcher gave the students the questionaires and asked them to answer. This technique was used to know the students response toward the quiz alliance in reading.

The data of the study was analyzed based on the result of observation. The researcher analyzed the data in the form of words that related to the problem statement. The researcher used the questionaire to know the students' response toward the implementation above. The researcher used the fieldnote and observation checklist to know the implementation of quiz alliance in reading. But then, actually the fieldnotes supported the response of the students also. All of the data will be analized descriptively.

Discussion

Teacher is the planer of teaching and learning process. Teacher should give the best planning and motivate the students to learn enthusiastically. If the students have the big enthusiast, they will understand easily the material given. The senior high school students compete tightly in quiz. So, the interesting planning should have quiz activities inside. It will take the students to do more in learning especially in reading comprehension. Teaching and Learning process or instruction is the teacher's efforts to make students study for activating internal and external factor in teaching and learning process (Gino. J, 1998:32)

The teacher should prepare the activities plans effectively completed by the interesting material to reach the objective of learning process. The students' understanding is influenced by some activities which increase their enthusiast. The More enthusiasm will bring more understanding in learning. All of the activities are the unity and they support each other. In reading comprehension, the student must reach the highest level of enthusiasm from the beginning. So, the teacher must give the objectives of reading comprehension and the rules about quiz alliance. Furthermore, the students will read the text more seriously and effectively. Then, the teacher will be enthusiastic in quiz alliance activity. Teaching and learning process is a system to help the students to study, which contains a set of activities to influence and support the students to study internally (Gagne and Briggs, 1997:3).

The Implementation of Quiz Alliance in Reading

Teaching and learning process is a combination of materials, facilities, and process which influences each others to get the learning objectives (Hamalik, 2002:57). The teacher must arrange the steps of activities in teaching and learning process. However, the materials must be decided in the first time before arranging the activities. Then, the teacher must prepare for the facilities in other that each step of the lesson plan can run well until the objectives are reached. They must be conducted well and precisely because some possibilities can happen in executing the lesson plan.

Technology or media is very important in lesson plan. It takes the important role to conduct the teaching and learning process. Even, it is the main activity of the lesson plan. So, it will give the influence when the teacher is conducting the teaching and learning process. The teacher must think hard and decide the technology or media which is appropriate with the material. After that, the teacher can continue to match the activities and the objectives of the teaching and learning process. Technology or media

is the scientific implementation about learning process of humans in teaching and learning process practically (Heinich, 1993).

Quiz alliance is the most appropriate game activity in reading comprehension for senior high school students. It can give more benefits for the process, for example, the students will be more enthusiastic in reading comprehension. Their enthusiastic is the key to break their limit in reading. They will try to find the meaning of some words and understand the text contextually. They must save the information they have got to solve the questions after the text. The alliance means that the students will work in group. The group consists of four students as the ideal members. It will make the students to complete each other minimal in reading meaningfully. The next is they will get more information based on the text they have read. So, the students will work together, fast and correctly.

The teacher has to start by choosing the suitable text for the reading material. The text should be up to date and fresh. It has to be close to the students. For instance, nowadays in this technology era, the topic about modernity is really effective. In Discussion text, the teacher can take the text about instagram, facebook, youtube etc. In Narrative text, the story about imagination or magic is most wanted. In Explanation text, the teacher can get the text about the new technology product as like future plane cabin etc. the most important is the students can use the text to enrich their knowledge.

The second is making question based on the Indonesian curriculum. The teacher should make about 20 questions around the topic, main idea, references, vocabularies and the information. The question must be in essay in other that the student can answer them orally. In every part of Indonesian Curriculum Assessment, there will be about 1-4 questions except the information point because it can be 5-7 questions. The teacher should be careful in deciding the questions because they must complete the standard assessment in reading.

The last is arranging the steps of teaching and learning activities. It is started by opening and delivering the learning objective. The teacher should brainstorm the senior high school students and motivate them to increase their enthusiastic. The teacher will give about two minutes to observe the text given. Then, the teacher give a warming up by saying some words and ask the students to complete the words based on the sentence of the text. The group who can continue the teacher's words, they may sit down. After that, the students are asked to read the text meaningfully and contextually in other that they can answer the questions in quiz alliance activity. They are given 15 minutes to read then they must answer the questions. If they answer the question correctly, they will get score. The group who has the lowest score will come forward and sing a song. The third activities is asking the students to reread the text in 10 minutes. The teacher must tell them that they will answer some questions. But then, in this step, students may not open the text. They must trade on their memory but they may share and discuss with their friends in group. The questions can be taken from the question before, but the teacher must choose the best question which represents the standard reading assessment. Finally, the students have to submit the worksheet then they check their answer together.

The Students' Enthusiast Response in Reading

Enthusiasm is the basic feeling to like what people do. It is very important for people to have this feeling. It pushes them to do more and even break the limit. Many success entrepreneurs always believe that their success key is enthusiasm. They can do many things and they can get their highest achievement because of it.

In reading comprehension, senior high school students are difficult to read the text enthusiastically. The must be encouraged by the quiz alliance. They will be more attracted in reading if there is competition after the reading. They like competition very much because it is the character of youth.

The senior high students did more in reading. They tried to understand the text well by using dictionary or discussing with their friends in group. This situation was very active especially in discussing. They worked in group to get the more information in other to answer the questions correctly. They completed to understand the text meaningfully and contextually. They found some important informations as like, the topic, main ideas, references, the meaning of some difficult words, and the information. Sometimes, they made some notes and shared their knowledge about the meaning of the words. Even, the students opened the dictionary to find the meaning.

When, the teacher started to give them question, the students focused and got ready to rise hand to answer the question given. Almost of all groups rose hand and wanted to answer the question given. Sometimes, it was difficult for the teacher to decide who is the fastest in rising hand. But then, as the judge, the teacher held the rules and became the decision maker. All of the questions given were answered correctly by the students. In this case, the students might see the text and opened their notes. So, they had references when they wanted to answer. Some vocabulary questions were difficult and made them to think for a while. But then, they could answer it correctly. In conclusion, enthusiasm gave good effects for the senior high school student in reading.

The students' Reading Comprehension

The senior high school students read the text well after they knew that they would have quiz alliance. They competed to be the best in the game. They wanted to be the winner so it makes them to do more in reading. The students' enthusiastic could reach better in this section. It can be seen from the process of reading comprehension. They did many things as like finding the meaning in dictionary, sharing the information with their friends in group, asking other groups to complete their information about the text.

The questions were based on the national standard assessment. The teacher made the questions carefully because they should be suitable. In the quiz alliance activity, the students could answer all of the questions correctly. Almost of them knew the answers so they rose up their hands competitively. But then, only a group could answer and got the score. It was very exciting as like they were in the real competition. In the last section, they were given the question again, but they could not open the text or their note. As the result, all groups could answer them correctly. It showed that, the

students' reading comprehension was increased well. It was caused by the increasing enthusiastic when they were reading the text.

The Advantages and Disadvantages of using Quiz Alliance in Reading
The Advantages of Quiz Alliance in Reading,
1. The students' enthusiastic
   In this research, the students' enthusiastic was increased higher. It influenced the students to read and collect the information from the text better. They opened dictionary, shared the information they got, asked the other members of group etc. They did more activities than they did in previous reading.
2. The students' understanding
   The students worked hard to understand the text with their group. But then, they could collect and completed the information each other. Then, they could get the hold text understood well. Finally, the students could answer all questions correctly. It means that, their understanding about the text is good.
3. The teamwork
   When the students collected the data from the text, they were communicating with their friends. It made them close each other. Their interaction could build the relation that can make them respect others and work together. They discussed the problems and planed to win the quiz alliance activity. Finally, they had build their teamwork without realizing it.
4. Competitive character
   In this era, competitive character is really needed. The youth must have it to compete in developing our country. In this activity, the students will have this character well. But then, the teacher should guide them to be not arrogant or care others.
5. Freedom of thought
   In the quiz alliance activity, the students did what they needed to do. There was not pressure from the teacher. So, they felt freely in reading and understanding the text. It created some positive activities as like, finding meaning in dictionary, asking their friends, sharing each other. For example, usually, the teacher ask them to open the dictionary, but in this case, they open the dictionary without teacher's order.

The disadvantages of quiz alliance in reading,
1. Passive student
   Working in a group sometimes makes low ability student feel uncomfortable. They are passive and they depend on their friends. Event, they read, but the did not understand what they read well.
2. Much preparation
   The teacher has to prepare the material and the activities well. The time management is very important. The students have to understand well in the beginning about the activities they should did. The teacher should not miss some in delivering information to students.

Conclusion

After analyzing and discussing the result of this research, it can be concluded that the implementation of quiz alliance in reading for senior high school students have three phases. The first is opening or warming up. In this phase, the teacher said some words, then the students continued the words based on the text. The second phase is quiz alliance. The teacher gave 20 minutes to read the text. Then, the teacher delivered some questions and the students competed to answer them. The last phase is closing or concluding. In this case, the students had 5 minutes to reread the text. After that, they answered the question again on their answer sheet but they were not allowed to open the note and see the text.

Based on the discussion, the students respond enthusiastically in reading. They did more activities in reading. The important point is they tried hard to get as much as possible the information and understanding about the text. They were very active in reading comprehension section. They discussed well with their friends, opened dictionary to find the meaning and even asked their friends in other groups.

The students' reading comprehension was very good based on the result of the data. They could answer all the questions correctly in the main activity. But then, there were two students could not reach the standard national assessment of reading. They made mistakes in vocabulary and informational questions. Almost students got the perfect score and some of them were in average.

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The Use of Movie Trailers in Teaching Narrative Texts

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Abstract

Pedagogical advancement is always expected in teaching world. Such advancement can be implemented through innovation. The innovation in teaching can be in form of integrating innovative teaching media, such as movie trailers, in an attempt to improve students' performance. In this case, movie trailers, which follow a three-act structure, were used to teach writing in narrative texts due to their similar structures; act 1 to orientation, act 2 to complication, and act 3 to resolution. This research usedclassroom action research design. The design contained2 cycles, each of which included4 writing stages; first prewriting, second drafting, third editing, and fourth revising. The time required for each writing stage was 2x50 minutes in a meeting. Therefore, all the writing stages within the cycles were accomplished in 8 meetings. Prior to the meetings, a preliminary study had been conducted. The result showed that the research was successful considering the output of the data. The classroom average score gained in the preliminary study was 74.67. It then improved to 78.31 in the cycle 1. In the cycle 2, the classroom average score obtained was 80.24. Considering the positive output, the use of movie trailers is highly recommended in EFL classrooms to improve students' language proficiency, especially in writing narrative texts.

Key words: Movie trailers, narrative text, classroom action research

1. Introduction

A writing activity involves 4 necessary stages; they are prewriting, drafting, editing and revising. Based on the output of a semi-structured interview which had been conducted at the beginning of even semester of academic year 2016/2017, it was found out that the majority of students in Writing Class I of 2016-A had difficulties in generating ideas in the prewriting stage. Whereas, it is generally understood that the prewriting stage is a significant determining factor of success to the following stages because in this stage writers commence their writing activities. The writers can commence their writing activities in several ways, some of which are byoutlining, diagramming, story boarding, clustering, ormind mapping.

Considering the significanceof the prewriting stage, the lecturer of Writing 1 in class 2016-A at STKIP PGRI Jombangfound a way out to solve the problem by implementing new teaching media. The teaching media may come from a myriad of sources, one of which is technology, either audio technology, visual technology, or even audio-visual technology. Moreover, today's students are digital natives; therefore, it will be of a great benefit if the technology is integrated into learning as teaching media.

In this case, the lecturer of Writing 1 integrated audio-visual technology of movie trailers as media into teaching writing in narrative texts. According to Bahrani and Sim (2012), audiovisual technology like news, cartoons, and movies are authentic language inputs that can improve students' language proficiency. Furthermore, Longo (2010) stated that movie trailers are able to improve students' speaking skills, while Suhartini (2010) contended that movie trailers are effective to improve students' ability in writing narrative texts.

Narrative texts follow a certain generic structure that consists of orientation, complication, and resolution. The generic structure of movie trailers is analogous to a general three-act structure of movie trailers that includes set-up in act 1, confrontation in act 2, and denouement in act 3. Considering the corresponding structures between movie trailers and narrative texts, it is expected that implementing movie trailers as teaching media in teaching writing in narrative texts can help students to improve their performance.

1.1 Movie Trailers

Relawati&Kuswardani (2012) defined a movie trailer as a part of a movie that presents an outline of an upcoming movie without giving its end. Additionally, Jerrick (2013) explained that a movie trailer, which is also termed as a film trailer, or a coming attraction, or a preview,is an advertisement that contains a preview of the promoted movie. Jerrick thought that a movie trailer is unique in a way that it is a combination of promotion and narration. According to Jerrick, every movie trailer has a certain genre, a specific plot, and noteworthy stars or charactersin order to differentiate each movie's specific style.

Traditionally, a movie trailer follows a three-act structure which includes 1) An introduction of characters 2) An interaction of characters in scenes and 3) An overview of a conflict between characters which usually features a signature music (Tolson, 2010). Furthermore, Iida et al. (2012) portrayed elements of movie trailers in a more comprehensive way, as shown in table 1 below:

Table 1

| Elements of A Movie Trailer	
1. Title	10. Box office
2. Public date	11. Film festival prize
3. Speed	12. Plainness
4. Modulation	13. Climax scene
5. Scene number	14. Outline
6. Cast introduction	15. Company name
7. BGM	16. Narration
8. Director name	17. Message
9. Imagination of the feeling after the movie	

Source: Iida et al. (2012: 378)

Iida et al. (2012) explained that movie trailers are usually shown on TV, Internet, or movie theaters. It is intended to attract moviegoers of an upcoming movie. The more the moviegoers come to movie theaters means the more successful the movie is.

1.2 Narrative

Narrative, if defined in a simple way, is a story (Dymock, 2007). In a more detailed way, it is an entertaining story that contains a message to readers of universal ideas or moral lessons (Fetzer, 2006). In addition to that, some features that need to be paid attention carefully when teaching narrative texts are 1) Setting, which includes where and when a story takes place 2) Characters, which can be revealed through physical features, emotions, or figurative languages 3) Plot, which consists of problems, responses to problems, actions taken to problems, and results of the actions and 4) Theme or moral lesson, which is usually implied within the story. Figure 1 below shows the features of narrative texts:

Figure 1
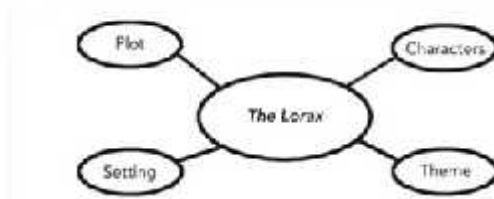
Source: Dymock, 2007: 164

Furthermore, according to Agusta (2015) narrative texts have a specific generic structure, which starts from orientation, to complication, until resolution. In this case, orientation presents settings and characters of a story, while complication tells a series of events that leads to a conflict to be solved, and resolution takes place when the conflict is solved. This explanation is portrayed in Figure 2 below:

Figure 2

Source: Google Image

The figure above can be understood through Fetzer (2006) detailed explanation as follows. Every story has characters and settings that are presented in the beginning of the story. The characters can be portrayed from several different ways, for instance, physical appearance like hair color, skin complexion, and height; or emotions, for instance, reactions which are shown by the characters throughout the story; or actions, for instance, physical motions the characters express; or figurative language, for instance, personification, simile, or metaphor. Afterwards, the characters pass a series of events in which a conflict arises until the conflict reaches a climax. After the climax, there comes a resolution in which problems are solved and life is back to normal. The story is eventually expected to leave messages to readers of universal ideas or moral lessons.

2. Problem

A research problem that is discussed in this research is as follows: Are movie trailers able to improve students' performance in writing narrative texts?

3. Method

3.1 Design

This research used Classroom Action Research design. According to Fraenkel and Wallen (2008:589) action research is aimed at solving day-to-day immediate problems. In addition, Arikunto (2010:1-2) explained that classroom action research reveals a cause-effect relationship of an action. Whatever happens in the relationship is described in detail from its processes until its effects.

3.2 Procedure

Following classroom action research standard procedures, there are four steps to be taken; they are planning, implementing, observing, and reflecting. Additionally, the research was conducted in two cycles in order to weaken any opinion that the output of the research happens by chance. Moreover, prior to cycle 1, a preliminary study was also conducted in this research.

3.3 Subject

Subjects of this research are college students in Class Writing 1of 2016-A at STKIP PGRI Jombang which constitute of 45 students.

3.4 Material

One movie trailer is used for every cycle. Therefore, there were 2 movie trailers in total, each of which is Beauty and The Beast 2017 with a duration of 2 minutes 31 seconds and Cinderella 2015 with a duration of 2 minutes 40 seconds. Both videos were obtained from Youtube.

3.5 Instrument

This research employs 3 kinds of research instruments; they are student's worksheet, field notes, and student's questionnaire. Student's worksheet is the final draft of student's writing product which has been through an editing and a revising stages.In regard to that, there were 3 student's worksheets, each of which was obtained from preliminary study, cycle 1, and cycle 2. Next to that, any note taken during the observation in the class is written in the field notes.Finally yet importantly, Student's questionnaire was also administered to gather information from students about the action implemented in the class. Each type of instrument was certainlyin synergy to one another.

4. Analysis

A preliminary study had been conducted before an action was implemented. The output of the preliminary study was graded using a rubric. The elements in the rubric include 1) Writing stage products of an outline, a draft, an a edited draft, and a revised draft 2) Generic structure oforientation, complication, and resolution 3)

Grammar 4) Spelling and 5) Punctuation. Each element has 4 indicators, the best of which scores 4 and the least of which scores 1. After grading the students' worksheets in the preliminary study using the rubric, a classroom average score was obtained. It was 74.67.

After the preliminary study, cycle 1 was then conducted. The students' final drafts of narrative texts were graded using a similar rubric used in the preliminary study. In this stage, the classroom average score obtained was 78.31, which means there was an increase of 3.64 from the classroom average score in the preliminary study.

Lastly, to ascertain that the score increase did not take place by coincidence, cycle 2 was implemented. The classroom average score obtained from cycle 2 was 80.24. There was another increase of 1.93 from the previous cycle. For more detail, information of each student score in the preliminary study, cycle 1, and cycle 2 is shown in Figure 3 below.

Figure 3
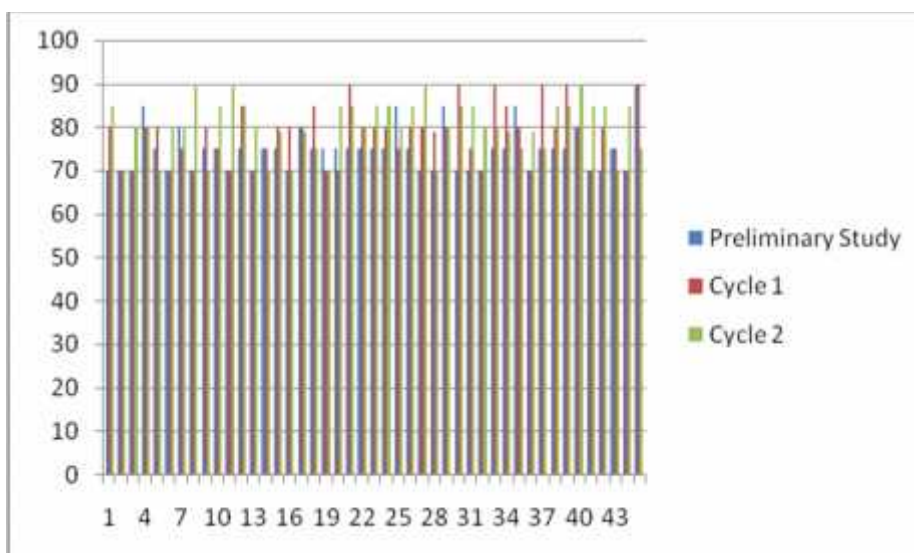
While the information of the classroom average scores from the preliminary study, cycle 1, and cycle 2 is presented in figure 4 below:

Figure 4
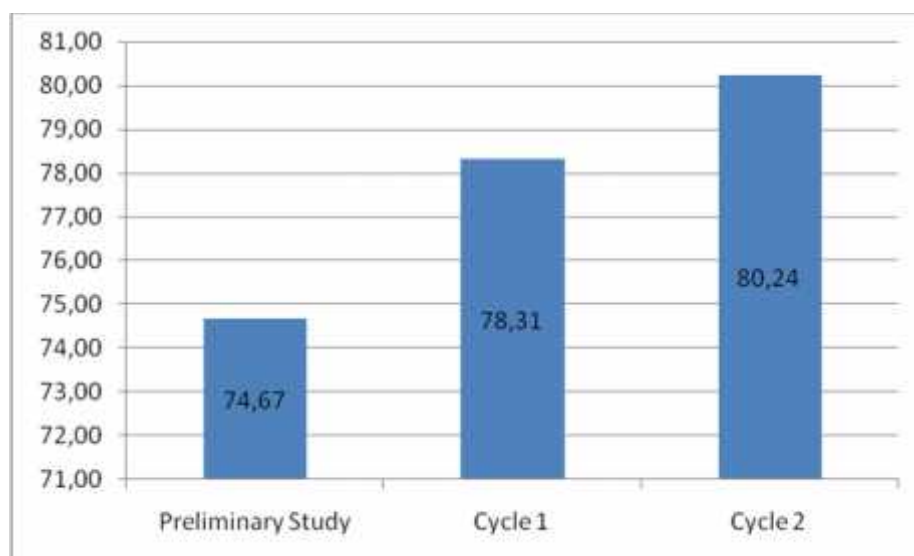
Gambar 6

Rata-Rata KelasPadaTiapTahapan

Next to that, based on one questionnaire item, it was found out that the majority of students which constitute of 58% or 26 students strongly agree to the implementation of movie trailers as teaching media in writing narrative texts, while the other 31% or 14 students agree. Only 7% or 3 students disagree, and the remaining 4% or 2 students strongly disagree. The result of the questionnaire item is presented in figure 5 below:

Figure 5
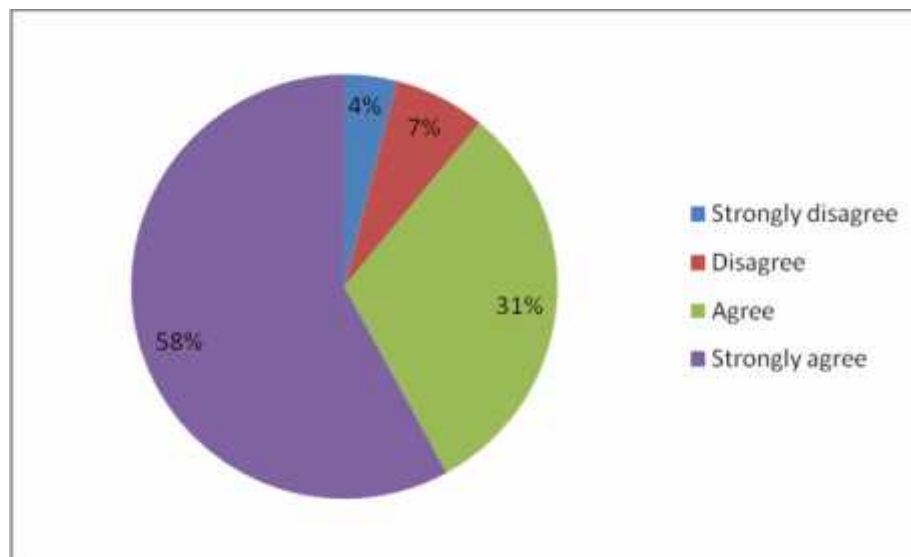
5. Conclusion

Based on the finding above, it can be inferred that the output of this research was successful. The inference was based on the increase of every classroom average score from the preliminary study, to the cycle 1, until the cycle 2. In the preliminary study, the classroom average scorewas 74.67. There was anincrease of 3.64 in the cycle 1, which changed the classroom average score to 78.31. In the cycle 2, there was another increase of classroom average score of 1.93 which made it 80.24. The increase in classroom average scores indicates that movie trailers as teaching media can improve students' performance in writing narrative texts. As explained before, this might be due to similar structures movie trailers and narrative texts have; they are act 1 to orientation, act 2 to complication, and act 3 to resolution. The comparable structures might have helped students in figuring out the necessary elements they need in writing narrative texts; they are characters, settings, plots, and themes.

To strengthen the conclusion of this study, it is recommended for future studies to implement the same teaching media of audiovisual technology of movie trailers with a different research design, for instance, experimental research design. Next to that, the use of movie trailers in other language skills, like speaking and listening, might be considered. More importantly, considering the positive result of

the use of audio visual like movie trailers, it is a good idea to try out other audio-visual technology in EFL classrooms.

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**Applying Different Learning Styles to Maximise
Speaking Skill of Students with Low Verbal Ability**

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Abstract
During learning process in Class X Social 3 in SMA Negeri 1 Porong Sidoarjo, researchers found most of the students of the class got difficulties on speaking in front of the class. Furthermore, the Result of Psychological Test shows that they also have lack of verbal ability. This class action research tries to make some efforts to increase the speaking skill. The research applies three cycles learning process that the treatment suits to student's learning style in the topic under discussion of Advertisement of Event Texts orally. The treatments in the cycles involve activities that basically on physic (kinaesthetic), Visual and auditory, and the last based on the result of the Students' Learning Style Test Result. The prospective results in qualitative and quantitative approach of the research show that the learning styles of students in the English classroom could increase the students' skill in the terms of: (1) improving the students' skill to perform the Advertisement of Event to audience, (2) increasing the students' skill to mention the generic structure of the Advertisement of Event Texts.

Key words: Learning styles, speaking skill, low verbal ability, Advertisement of Event Text.

Introduction

According to the Educational National Regulation, the learning and teaching process should lead to the improvement the students' ability, building their character as well as preparing them to gain the honourable of civilization especially onenlightening the nation's intelligence, thus improving the learners' potention so they can be created into religious citizen, adapting great moral values, healthy, knowledgeable, having considerable abilities, creative, full of dignity, democratic and taking responsibility.(Undang-UndangSisdiknas, 2003).Furthermore, the government has regulated that the implementation of the National Education in schools should direct the learning process in classrooms to minimum standards that are accountable andfull of responsibility in a long term(PeraturanPemerintah No.66 Tahun 2010).

To apply those principles, formal educational institutions should also recruit their future students who can accommodate the nation objectives so during the learning process studentswill be maximally improved their competence that they can be put in account when they have already graduated. Hopefully, with such competence they can also achieve the standard in the whole nation' purpose. However, these goals seem problematic to be applied because the system of the recruitment itself hasn't been regulated ideally. In The Academic year of 2016-2017, the State Senior High Schools in Sidoarjo,which applied the regular new students' recruitment, required the future students with

the result of the National Examination of the previous level. In SMA Negeri 1 Porong Sidoarjo, this requirement has raisednew problems in language teaching as the result of the Intelligent Quotations Test (after they had been accepted) showed that in one class, Class X Social 3, most students have very Low Intelligent Quotations and its worse by the lack of Verbal Differentiate Talent.

In earlier purpose, the test was meant to know the students' level of intelligence completed with the points related to any differential abilities so that the measurement's result hopefully not only discovers their academic potention but also their differential abilities. Furthermore, the lowdifferential verbal talent which has been discovered among them has made the learning and teaching process in the class face problems frequently. With most students in average and low verbal talent, the class' activities are often have problems in improving students' competence, losing self-confidence during class performance, and the activeness of students' enrolment in class' activities.

During the teaching and learning process of English Literary in Class X Social 3 which discussed Advertisement of Event Text, researcher found that most students with those low language talent level couldn't communicate well that it was hard to increase their competence ability. It was not easy to make them actively involved in improving their speakingas the process dominated by only few the students who have better verbal talent and/or self-confident. For this case, Celce-Murcia (Celce-Murcia and Olshtain, 2013: 165) states that in some ways speaking can be considered the most difficult skill to acquire since it requires command both listening comprehension and speech production subskills (e.g., vocabulary retrieval, pronunciation, choice of grammatical pattern, and so forth) in unpredictable, unplanned situations. On the other hand, speaking can be viewed as the easiest skill since one can use body language, demonstration, repetition, and various other strategies to make one understood. And a situation can be seen here, despite the ways of communicate can make communication easier, the low students' competence, lacking aspect of self-esteem to perform in front of the class, and the activeness of students' enrolment in class' activities can create a mental block to the speaking's intelligible.

Normally, The Learning Material about Advertisement of Event is relatively needed in students' daily life and it's quite common. However, it is not easy to compete as the students' capacity is still in problems, especially ones related to the deficiency of Grammatical Competence (CC), Text Competence, Socio-linguistic Competence and Strategic Competence (Brown, 2007: 242).

About the Lesson Plan, the teacher usesa range of elements to manage the teaching and learning process, such as the goals, objectives, materials and equipment, procedures, tasking and evaluation (Brown, 2001:149-151). The main focus of the process itself is the raising of students' competence on creating oral text of Advertisement of event that fulfilled the standard in its social

function, text' structure, and linguistic features. But in fact, with such competence andtalent, most of the students found difficulties to gain the goals so that it is necessary to use a different approach that suits to their specific treatment, that is depend on their various learning style.

The variety of Learning Styles of learners (also known as modalities of learners) had been stated in some theories, one that applied to this research is Visualising Modality, Auditory Modality , and Kinaesthetic Modality (acronym VAK), and the mix of two and/or three modalities (Barbe, 1981). The styles/ modalities can change over time, and they become integrated with age. With the fact of the students that mostly are in age range between around 14-16 years old, researchers used the treatments in the cycles involve activities that basically on physic (kinaesthetic) for the first cycle as the finding that they move a lot. In the second cycle, it is used physic and auditory modalities since the finding show that the students find difficulties on the previous cycle in which they have problems with grammatical structure so they are given opportunities to listen some examples before testing. Finally, the last cycle is held based on the result of the Students' Learning Style Test Resultthen they are askedto do series of treatment which end it up with a test suits to their learning style.

With those treatments, the researcher can both obtain data and discover the best ways to solve the problem related to the topic under discussion about Advertisement of Event Text that finally increase the students' competence, especially in Speaking Skill.

1. Problems

Underlined the background and explanation above, the research questions formulated as below:

(1) Can the students' speaking skill to perform the Advertisement of Event to audience improve with their suitable learning style on teaching-learning?

(2) Will the students' skill to mention the generic structure of the Advertisement of Event Texts increase after they have studied with the proper learning style?

2. Methods

Subjects

Male (11) and female (24), total number 35, aged 14-16, study in the first level (Class X Social 3) of Senior High School (SMA Negeri 1 Porong Sidoarjo). All subjets had already given consent.

Procedure

The treatments involved three cycles of Classroom Action Research: (1) activities based on physic (kinaesthetic). In this cycle, teacher divided class in

small groups of two/ three students then used a picture of a public event as a model by acting it out as if the teacher had been a presenter. After given the structure of the Advertisement of event, the studentsprepared few time to perform, they must elicit sentences based on their picture that holding up in the air (one different picture for each group) and with a variety of actionswith a time next to each group. They are allowed to ask the teacher about the vocabularies and the teacher responded it directly with such gesture and/ or limited explanation.

(2) For the next activities wereused mainly Visual and auditory modalities. The students were asked to watch three shortvideos of public events as modelsthat repeated twice for each then the teacher reviewed the structure of the Advertisement of event. During the session, students might make any note of the audio and visual matter from the video in group of two/ three to prepare their own performance. After that, they were given few time for preparation and then imitating the presenter's performance with their own sentences.

(3) The last cycle involved a collaboration that was held based on the group of two/ three (again) but based on the similar learning style. The finding from the Students' Learning Style Testwas used here to make the group. The students who had similar learning style joined in a group. The activities was started with making a list of public events in the neighbourhood, then making the review of the structure of the Advertisement of event. After that, every group chose one event from the list, received a piece of wide-sized and three F-4 size colourful papers and prepared their own advertisement of event. They were allowed to use any illustration for this activities. The next session, they performed their advertisement orally that involved all the group members' in turnwhile holding up their written advertisement.

Orientation

For the first cycle, with the assumption that most of students are really active physically but find difficulties to improve competence on Speaking Skill, especially under the topic Advertisement of Event, that they are given treatment related to their physical ability (kinaesthetic). In the second treatment is used the activities that exposed their physical condition and mixed up with the necessity of auditory modalities. Any models are used in this step that they have opportunities to explore more experience. The third cycle used the treatment that elaborated any kind of activities that involved a test's result of learning style of each student that show their personal learning style/ modality(ties).

Experimental session

The activities of the research was started after researcher received data of a result of Intelligent Quotations Test on August 2016, followed by giving the subjects a questionnaire of personal interest of language class especially English classes and English academic potention in September 2016. In late November, the first cycle was given, followed by the second in the first week of January 2017. Before the third cycle's treatment that was held by April 2017, the subjects filled in another questionnaire related to find out their personal Learning Style or modalities. All of activities and treatments were followed by observation of the data and findings then compared to any previous studies.

3. Analysis/ discussion

To start discussion, there is Table 1 presents the data of the result of Test of Intelligent Quotations (IQ). As depicted here, there are 14 students (40 %) with low average intelligence, 16 students with average intelligent capacity (45, 7 %), 4 students in upper average level (11 %) and 1 student only categorized smart (less than 3%).

Table 1

Intelligent Quotations (IQ) Test' Result

Intelligent Quotation'		Number of Respondents	Percentages (%)
Score	Level		
120 +	Intelligent	1	2.9
110 - 119	Upper Average	4	11.4
90 - 109	Average	16	45.7
- 89	Low Average	14	40.0

Furthermore, in Table 2 depicted the low differential verbal talent which has been discovered among the students has made the learning and teaching process in the class face problems frequently. With 26 students (74.3 %) who are in very low differential verbal talent, 6 students (17.1 %) has low verbal talent and 3 students (8.6 %) in average talent.

Table 2

Verbal Differential Talent Test' Result

Intelligent Quotation'		Number of Respondents	Percentages (%)
Score	Level		
41 - 60	Average	3	8.6
30 - 40	Low	6	17.1
0 - 29	Extremely Low	26	74.3

To figure out how the personal interest of the students of the class, a questionnaire had been given and the result can be seen in Table 3. In the third month of the study in senior high level, the students as respondent give the description about their previous study in English classes, capacity, improving

English competence and expectation about learning the target language. It is depicted that 50 % of them have the willingness to learn English while the rest do still have doubtless about learning English. About their previous English classes, only 36 % respondents had satisfied with their past studies, while 50% of them were just sometimes able to enjoy the learning process, and in fact, 8% of them had never been satisfied with Junior High School' English classes.

Related to question about how good the respondents are in English, 75 % of them are not sure whether they have been well or no in English competence, 14 % state they are good, while the others state they do not compete in English at all.

When the question directed to how to improve their English capacity, most of them do not use English outside the teacher's supervision (81 %) and only 25 % who try to speak English outside the class. The most interesting parts of the result are that almost all of them agree that English is useful and they still put on hope that their competence of English can be improved in their present level.

Table 3
The Result of Questionnaire of Personal Interest in Language Class (especiallyEnglish Classes And English Academic Potention)

No.	Questions	Yes		Maybe		No	
		√	%	√	%	√	%
1	I want to learn English.	18	50	17	47	0	0
2	I enjoyed my English classes last year (in Junior High School).	13	36	18	50	3	8
3	I am a good student of English.	5	14	27	75	3	8
4	I sometimes use English out of school.	1	3	5	14	29	81
5	I think English is easy.	0	0	19	53	16	44
6	I like trying to speak English.	9	25	16	44	10	28
7	I liked my English teacher last year.	14	39	15	42	5	14
8	I think English is useful.	29	81	5	14	0	0
9	I expect to do well in my English class this year.	31	86	3	8	0	0
10	I think learning English can be fun.	20	56	11	31	3	8

(Tice, 1997:79)

In Table 4, there is a list of Learning style or Modalities of the students as the participants of the research. It can be described that most of them are in mixed modalities style, especially the Auditory Kinaesthetic, followed by the Auditory and Auditory-Visual, eight respondents for each. Among the respondents, there are two students in Visual style, four kinaesthetic modality and one has the tree combinations of the styles. There is also the finding, that there is no respondent who has the combination of Visual-Kinaesthetic style.

Table 4

The Result of Questionnaire of Learning Style

No.	Learning Styles/ Modalities	Respondents
1.	Auditory	8
2.	Visual	2
3.	Kinaesthetic	4
4.	Auditory -Visual	8
5.	Auditory -Kinaesthetic	12
6.	Visual-Kinaesthetic	0
7.	Mixed up of three Styles	1
Total Respondents		35

For the final data, here is described the Post-Test Result of all research's three cycles in Table 5. It is depicted here that the average score of each cycle has been increasing. The first cycle in which the respondents were given a range of activities focused on the kinaesthetic by doing the presentation after imitating the teacher's modelhas score 56.83 in average, while the second one is 57.91, increasing 1.08 from the previous activity, and the third cycle has increased 13.2 into 71.11. In Fact, there is one student in the first cycle received 95, but it can't be balanced with the whole class score whose score dropped into 55.71 in average (reducing1.73) without her score. Other important finding from this study in the third cycle is, the students score's range is mostly in 71-80 (17 students or 47%), while the previous one is 12 students or about 34%. Another good point is there are no students in range score 0-20 and only one students receives 25.

Table 5

The Score Range of Respondents during Three CyclesProcess

Range of Score	Number of Respondents' achievement in -		
	Cycle 1 (Kinaesthetic)	Cycle 2 (Auditory-Visual)	Cycle 3 (Mixed up of the three)
0 - 10	1	1	0
11 - 20	2	6	0
21 - 30	2	0	1
31 - 40	0	2	3
41 - 50	7	4	0
51 - 60	2	3	3
61 - 70	8	1	7
71 - 80	5	12	17
81 - 90	7	6	4
91 - 100	1	0	0
Average Score	56.83	57.91	71.11

4. Conclusion

According to the result of the research, and after doing data analysis that gained through respondents, it could conclude as follow:

The qualitative and quantitative approach of the research show that the learning styles of students in the English classroom could increase the students' skill in the terms of: (1) improving the students' skill to perform the Advertisement of Event to audience, (2) increasing the students' skill to mention the generic structure of the Advertisement of Event Texts.

Based on the result mentioned above hopefully that teachers use any approaches, methods and models in Teaching and learning process that always consider the students' learning style in their classes as well as written in the Lesson plan. It is suggested also that the recruitment of the new students' system and mechanism will be improved to avoid the classes with very low students' competence, especially in regular school and regular classes. The next, any other teacher/ researcher/ English practionares will evaluate the progress of this study. Thank you very much.

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Attachment 1

THE RESULT OF INTELLIGENT QUATION&
VERBAL DIFERENTIAL TALENT TEST

No	NAMES	Level of Intelligent Quotation		Differential Verbal Talent	
		Score	Category	Score	Category
1	AliftiaPutriMaulana As	83	Below Average	5	Extremely Low
2	Arsy MaulanaFirdaus	99	Average	50	Average
3	Arya Handika Putra	99	Average	1	Extremely Low
4	AyuDwi Lestari	79	Below Average	20	Extremely Low
5	Cindy AyuNasution	83	Below Average	5	Extremely Low
6	Clarissa RatnaPutri	110	Upper Average	10	Extremely Low
7	DheaShintiaArdelaPutri	103	Average	1	Extremely Low
8	Di AnugrahPutri Jasmin	92	Average	20	Extremely Low
9	DwiPutriAyu Lestari	106	Average	45	Average
10	Edo MirzaRisalahQuddusArief	71	Below Average	1	Extremely Low
11	EkaKhrisnaCahyaDarmawan	99	Average	30	Low
12	FanyPerdanaArdianto	89	Below Average	1	Extremely Low
13	HanifahEkaFinatun	99	Average	15	Extremely Low
14	HimatulYufiVenrike	87	Below Average	10	Extremely Low
15	KhusnulIfadillah	106	Average	15	Extremely Low
16	LailatulMaghfiroh	94	Average	10	Extremely Low
17	M. AvanAgustian	82	Below Average	15	Extremely Low
18	Manda DebyKristiana	104	Average	5	Extremely Low
19	Mohammad ArinalKhikmatullah	89	Below Average	30	Low
20	Muhammad Ircham	114	Upper Average	5	Extremely Low
21	Muhammad FarizFurqoni	99	Average	1	Extremely Low
22	Muhammad Ramadhan	90	Average	15	Extremely Low
23	MuhammatPujiSaputra	101	Average	5	Extremely Low
24	NiltaJauharoUlya	111	Upper Average	5	Extremely Low
25	NuariNovita Devi Pesilette	89	Below Average	15	Extremely Low
26	Nufita Tri Lufira	92	Average	25	Extremely Low
27	RevondaAkhlakFajar	106	Average	20	Extremely Low
28	SadatulJuna'Idah	89	Below Average	30	Low
29	SalsabillaCahyaWidyandini	123	Intelligent	60	Average
30	Selvina Tri Meitasari	79	Below Average	25	Low
31	Silvia Rizka Amanda	102	Average	25	Low
32	TantriAndriani	113	Upper Average	25	Low
33	TasyaMirza	77	Below Average	10	Extremely Low
34	WindiSekar Arum Sari	84	Below Average	5	Extremely Low
35	Yoni Prasasti	87	Below Average	5	Extremely Low

Attachment 2

A Student's Psychological Test For Intelligent Quotion and Differential Verbal Talent Data

Attachment 3
Questionnaire Personal Interest in Language Class (especially English Classes
And English Academic Potention)

Name   :
Age   :
Class   :
Present No. :
Date   :

1 Learning English

Complete the questionnaire. Compare your answers with a partner.
Explain your answers.

	Yes	Maybe	No
I want to learn English.			
I enjoyed my English classes last year.			
I am a good student of English.			
I sometimes use English out of school.			
I think English is easy.			
I like trying to speak English.			
I liked my English teacher last year.			
I think English is useful.			
I expect to do well in my English class this year.			
I think learning English can be fun.			

Attachment 5
Questionnaire of Learning Style or Modalities

(TES GAYA BELAJAR)

Berilah lingkaran pada nomor pernyataan yang anda setujui !

1. Saya lebih suka mendengarkan informasi yang ada dikaset daripada membaca buku.
2. Jika saya mengerjakan sesuatu, saya selalu membaca instruksinya terlebih dahulu.
3. Saya lebih suka membaca daripada mendengarkan ceramah.
4. Disaat saya sendiri, saya biasanya memainkan music atau lagu atau nyanyian.
5. Saya lebih suka berolah raga daripada membaca buku.
6. Saya selalu dapat menunjukkan arah Utara dan Selatan dimanapun saya berada.
7. Saya suka menulis surat atau buku harian.
8. Saat saya berbicara, saya suka mengatakan, "saya mendengar anda, itu terdengar bagus".
9. Ruangan belajar, meja belajar, kamar tidur atau rumah saya biasanya berantakan atau tidak teratur.
10. Saya suka merancang, mengerjakan dan membuat sesuatu dengan kedua tangan saya.
11. Saya tahu hampir semua kata – kata dari lagu yang saya dengar.
12. Ketika mendengar orang lain berbicara, saya biasanya membuat gambaran dalam pikiran saya dari apa yang mereka katakan.
13. Saya suka olahraga dan saya rasa saya adalah olahragawan yang baik.
14. Mudah sekali bagi saya untuk mengobrol dalam waktu yang lama dengan teman saya saat berbicara ditelepon.
15. Tanpa music hidup amat mmbosankan.
16. Saya sangat senang berkumpul, biasanya dapat dengan mudah berbicara dengan siapa saja.
17. Saat melihat obyek dalam bentuk gambar, saya dengan mudah dapat mengenali obyek yang sama mskipun posisi obyek itu diputar atau diubah.
18. Saya biasanya mengatakan, "saya rasa, saya perlu menemukan pijakan atas hal ini, atau saya ingin bisa menangani hal ini".
19. Saat mengingat suatu pengalaman, saya seringkali melihat pengalaman itu dalam bentuk gambar dipikiran saya.
20. Saat mengingat suatu pengalaman, saya seringkali mendengar suara dan berbicara pada diri saya mengenai pengalaman itu.
21. Saat mengingat suatu pengalaman, saya seringkali ingat bagaimana perasaan saya terhadap pengalaman itu.
22. Saya lebih suka seni music daripada seni lukis.
23. Saya sering mencoret – coret kertas saat berbicara di telepon atau dalam suatu pertemuan.
24. Saya lebih suka melakukan contoh peragaan daripada membuat laporan tertulis tentang suatu kejadian.
25. Saya lebih suka membacakan cerita daripada mendengarkan cerita.
26. Saya biasanya berbicara dengan perlahan.
27. Saya lebih suka berbicara daripada menulis.
28. Tulisan tangan saya biasanya tidak rapi.
29. Saya biasanya menggunakan jari saya untuk menunjuk kalimat yang saya baca.

30. Saya dapat dengan cepat melakukan penjumlahan dan perkalian dalam pikiran saya.
31. Saya suka mengeja dan saya pikir saya pintar mengeja kata – kata.
32. Saya akan sangat terganggu apabila ada orang yang berbicara pada saat saya sedang menonton televise.
33. Saya suka mencatat perintah atau instruksi yang disampaikan kepada saya.
34. Saya dapat mengingat dengan mudah apa yang dikatakan orang.
35. Saya paling mudah belajar sambil mempraktekkan atua melakukan.
36. Sangat sulit bagi saya untuk duduk diam.

Attachment 6
Respondents Answer Sheet of Questionnaire of Learning Style

Penilaian: Hitung berapa jumlah yang anda lingkari untuk masing – masing gaya belajar.

VISUAL	: 2 3 6 7 12 17 19 23 25 30 31 33	=
AUDITORIAL	: 1 4 8 11 14 15 16 20 22 27 32 34	=
KINESTETIK	: 5 9 10 13 18 21 24 26 28 29 35 36	=

NB: Skor penilaian yang tertinggi adalah kecenderungan tipe gaya belajar anda.
(Setiap individu memiliki kecenderungan kesalah satu tipe gaya belajar, tetapi tetap ada kombinasi)

Attachment 7
Score of Respondents in three Cycles of the Research

No.	Names	Cycle 1 (Kinaesthetic)		Cycle 2 (Auditory & Visual)		Cycle 3 (Various Style suits Questionnaire's Result)	
		Score	Note	Score	Note	Score	Note
1	AliftiaPutriMaulana As	45		77	PASSED	77	PASSED
2	Arsy MaulanaFirdaus	76	PASSED	60		77	PASSED
3	Arya Handika Putra	50		50		66	
4	AyuDwi Lestari	65		55		80	PASSED
5	Cindy AyuNasution	70		35		80	PASSED
6	Clarissa RatnaPutri	80	PASSED	80	PASSED	66	
7	DheaShintiaArdelaPutri	76	PASSED	77	PASSED	66	
8	Di AnugrahPutri Jasmin	90	PASSED	78	PASSED	80	PASSED
9	DwiPutriAyu Lestari	78	PASSED	80	PASSED	77	PASSED
10	Edo MirzaRisalahQuddusArief	45		50		40	
11	EkaKhrisnaCahyaDarmawan	70		82	PASSED	80	PASSED
12	FanyPerdanaArdianto	15		50		25	
13	HanifahEkaFinatun	80	PASSED	76	PASSED	80	PASSED
14	HimatulYufiVenrike	70		76	PASSED	70	
15	KhusnulIfadillah	70		79	PASSED	70	
16	LailatulMaghfiroh	70		15		80	PASSED
17	M. AvanAgustian	25		8		70	
18	Manda DebyKristiana	55		77	PASSED	60	
19	Mohammad ArinalKhikmatullah	0		12		40	
20	Muhammad Ircham	15		12		40	
21	Muhammad FarizFurqoni	50		70		60	
22	Muhammad Ramadhan	45		40		60	
23	MuhammatPujiSaputra	15		55		75	
24	NiltaJauharoUlya	50		76	PASSED	85	PASSED
25	NuariNovita Devi Pesilette	76	PASSED	82	PASSED	80	PASSED
26	Nufita Tri Lufira	25		12		85	PASSED
27	RevondaAkhlakFajar	45		78	PASSED	65	
28	SadatulJuna'Idah	45		50		85	PASSED

29	SalsabillaCahyaWidyandini	95	PASSED	86	PASSED	85	PASSED
30	Selvina Tri Meitasari	60		76	PASSED	80	PASSED
31	Silvia Rizka Amanda	65		83	PASSED	80	PASSED
32	TantriAndriani	80	PASSED	82	PASSED	85	PASSED
33	TasyaMirza	55		12		80	PASSED
34	WindiSekar Arum Sari	68		84	PASSED	80	PASSED
35	Yoni Prasasti	70		12		80	PASSED

Attachment 8

The Rubric of Speaking/ Performance

NO	ASPEK YANG DINILAI	SKOR
1.	Kelancaran (Fluency/ Pronunciation) • Ujaranlancar • Ujarancukuplancar • Ujarankuranglancar • Ujarantidaklancar	0-3 3 2 1 0-0,9
2.	Kosakata (Vocabulary) • Penggunaankosakataluasdantepat • Penggunaankosakatacukupluasdantepat • Penggunaankosakatakurangluasdantepat • Penggunaankosakataterbatasdantidaktepat	0-3 3 2 1 0-0,9
3.	Stuktur (Structure) • Strukturkalimatbanyak yang sudahtepat • Strukturkalimatcukupbanyak yang sudahtepat • Strukturkalimatkurangtepat • Strukturkalimattidaktepat	0-3 3 2 1 0-0,9
4.	KejelasanUjaran (Comprehensibility) • Ujarandipahami • Ujarancukupdipahami • Ujarankurangdipahami • Ujarantidakdipahami	0-3 3 2 1 0-0,9
5.	Pemahaman menyimak (Listening Comprehension) • Memahamiujaranlawanbicara • Cukupmemahamiujaranlawanbicara • Kurangmemahamiujaranlawanbicara • Tidakmemahamiujaranlawanbicara	0-3 3 2 1 0-0,9
	SKOR MAKSIMUM	15

Skor yang diperoleh

Nilai yang diperoleh   -----------------
------- x BOBOT
Skormaksimum

The Problems of Learning English at Elementary School in Jakarta

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Abstract

English learning at an Elementary school in Indonesia undergoes a significant and very rapid revolution. In conducting learning English definitely problems arises, and the problems of English learning problems is actually long before the curriculum changes until the implementation of curriculum 2013. The first, the teacher's factor, teacher isn't used an interesting method to make the students interested in accepting the materials of the elementary students; Second, School is not supporting the English lesson for an examples lack of facilities and never given English teachers the training. Third, the English lesson is not included in the curriculum making the English teachers ask why English lesson is eliminated in the curriculum.

This study is the qualitative research; the data obtained from the observation, direct interviews with English teachers, the principals, and document. This research has been conducted in some elementary schools in Jakarta located in north Jakarta, East Jakarta, South Jakarta, West Jakarta, and Central Jakarta. The result of this study stated that there are some problems in English learning, first English teachers need to develop their methods and models of English learning varied; Second, Schools need to support learning English in elementary schools; Third, English teachers want English still need to be taught in elementary school.

Key words: Problems, Teacher, English learning, Elementary School

INTRODUCTION

Talking about curriculum can not be separated with educators or teachers, because the educator or teacher is the curriculum itself, meaning that an educator or teacher is required to understand the curriculum well, and then apply, practice the contents in the curriculum well. In principle, teachers should not be confused by the most important curriculum is how the teacher can understand the concept of

curriculum, so that teachers are able to practice the curriculum in teaching and learning activities in school.

Every public school and private school need a curriculum as a guide to conduct in a teaching and learning activity at each level of educational unit to improve the quality of education. After we conducted the observations on the elementary schools of the State Elementary School (*SDN*) or the Private Elementary School (SDS), we found that there are two curriculum that are used namely Curriculum Level of Education Unit (*KTSP*) and Curriculum 2013, this means connected with language learning English, elementary school using English starting from grade one to sixth grade by applying Education Unit Level Curriculum (*KTSP)*, the portion for English subjects is so great that every level of education starts from grade 1 to grade 6 using language English, because English in the curriculum is included in the local content (*Mulok*), but there are also schools that have been using the curriculum 2013, and the use of English only on students grade 3 and grade 6, which in Curriculum 2013 English is not included in local content (*Mulok*), this means schools can apply it is very unfortunate if English is only taught for students of classes 3 and 6, and indeed the facts like that, this is one of the problems for learning English more especially in English teachers. Issues about whether or not English is taught in Elementary Schools have been around for a long time, and people's responses to these issues vary with the pros and cons. This issue continues to grow to date and this has made some confusion for educators or teachers of English in primary schools. The Government has made a policy on learning English in primary schools such as Government Policy in force in 2014 that is to determine English taught early in the 1994 curriculum, and this can be seen from the official Government Policy on the inclusion of English in elementary school appropriate with the policy of Depdikbud RI. 0487/1992, Chapter VIII, which states that primary schools can add subjects in their curriculum, provided that the lesson does not conflict with national education objectives. Then, this policy was followed by Minister of Education and Culture Decree no. 060 / U / 1993 dated February 25, 1993 on the possibility of an English program as a local elementary school subject, and can begin in the fourth grade. **(https://pbingfkipunlam.wordpress.com/2008/10/21/kendala-pengajaran-bahasa-inggris-di-sekolah-dasar/).** Given the government policy, it makes every educational unit especially elementary school to enter the English lesson as part of the curriculum created by each unit of education so that the English lesson has increased

rapidly. In Education Unit Level Curriculum (*KTSP*) English language learning is still applied or used, it signifies that English can be accepted by learners, parents of learners, and society throughout Indonesia. Learning English using the Education Unit Level Curriculum (*KTSP*) is experiencing very rapid changes and problems arise, but the problems of English learning have long appeared until the enactment of the Curriculum 2013. Rina and Saefudin (2008) have done research with the title of Constraints-Constraints In Learning English, the problem that arises that teachers have not understood to make Syllabus and Learning Implementation Plan (*RPP)*, this is what makes one of the problems for teachers in elementary school, in fact there are many benefits obtained by teachers in making the Implementation Learning Implementation Plan (*RPP*), one of the benefits gained from teachers in making these components in which teachers can think creatively to create interesting learning methods, so as to make learners can or learn more active, creative, but in fact teachers take time the more to make it, prepare and develop a Lesson Plans (*RPP*) even better. The Government is so wise to take a further policy which in the Curriculum 2013, where Syllabus and Learning Implementation Plan (*RPP*) has been provided and the teacher is not bothered by making Syllabus and only developing the Lesson Plans (*RPP*). At this time after we conducted observations in elementary schools we found the problems were as follows; **First,** the methods and models of English learning, in providing English material, methods and model of learning English is very important, because this is a tool that teachers use to achieve the expected goals, and the varied method and creative learning models can make the students progress in their English skills. The problem is still there are teachers who still used the old method which teachers in providing learning English still use one method and model of English learning, whereas teachers are required to use methods and models English learning more than one, this is the goal so that learning English in the classroom will be fun, and the learners became an active, creative, and innovative child. According to Nurhajati di dalam Syafei (2008) and Fefianty and Nafisah (2008) stated many teachers have no English education background**.** Based on this statement the writer agree it because in fact now many English teachers are graduates of non- English major. **Second**, The next problems is schools participation on learning English, there are less schools supporting the existence of English learning, this can be seen with the lack of the facilities that support the creation of a pleasant English learning atmosphere, and also less given English language trainings for teachers who

teach English subjects. Whereas, facilities that support English learning and trainings given to English teachers will make English teachers become creative in presenting the material given to the learners so that the process of teaching and learning activities come alive and make the goal to be achieved by English teachers will be easy to achieve. **Third**, English teachers and parents of students want English still need to be taught in elementary school; if possible they want English included in the curriculum, even if English can be used as subjects that must be the same as the other subjects. There are also parents of learners want in English learning activities teachers need to use English in order for their children to be familiar with the speech and pronunciation n English, considering the importance of English for their children today and in the future. The removal of English subjects in the curriculum, this also poses a problem for the learning system of English at the elementary school where there are parents of learner who are supportive and some are not supporting the policy of the government.

METHODS

Location and Time of Study

The location of the research is located in schools in Jakarta consisting of ten schools namely the State Elementary School 05 Pulo Gadung East Jakarta, Public Elementary School 07 Pagi Tanjung Barat South Jakarta, Elementary School 07 Pagi Kemanggisan West Jakarta, Elementary School 07 Pegangsaan East North Jakarta, Elementary School 07 Cempaka Barat, Private Elementary School (SDS) Al Hikmah East Jakarta Development, Private Primary School (SDS) Kartika VIII-5 Srengseng Sawah at South Jakarta, Private Elementary School (SDS) Muhammadiyah 48 Kemanggisan at West Jakarta, Elementary School Private (SDS) Hangtuah at North Jakarta, Private Elementary School (SDS) Trisula Penambenan at Central Jakarta.
 In this study, the research time is from 4 May to 4 October 2017

Population and Sample.

The population consists of five public schools and five private schools in East Jakarta, South Jakarta, West Jakarta, North Jakarta, and Central Jakarta. The samples taken are English teacher of grade 3 and grade 6 SD Negeri and SD of Private which use Curriculum 2013, and class 3, 4, 5, and 6 which use Education Unit Level Curriculum (*KTSP*)

Research design

This research is using qualitative research. According to Clifford. J., Michael, L & John, L (2017: 38) says "Qualitative Research is a study involving data collection in the form of words or narratives that explain the topics in the study, and emphasizes the collection of data in a natural setting". In this study the authors used a qualitative study in which the authors searched for data sets and described the problems of English learning that occurred in public elementary schools and private schools. The schools are SDN 05 Pulo Gadung East Jakarta, SDN 09 AM Western Cape South Jakarta, SDN 10 Kemanggisan West Jakarta, SDN 07 Pesanggrahan Pegangsaan Dua North Jakarta, SDN 17 Cempaka Barat Central Jakarta, SDS Al Hikmah East Jakarta Development, SDS Kartika VIII -5 South Jakarta, SDS Muhammadiyah 68 West Jakarta, SDS Hangtuah Jakarta Utara SDS Jakarta Trisula 1 Penambenan Central Jakarta.

Data Collection Techniques

In this research data collection techniques are as follows: First, the observation that the author held direct observation in the classroom when the teacher provides English language learning by using the camera; Second, Interview (interview) means the author prepared some questions and immediately answered by English teacher, Principal; Third, Documentation. The authors collect data based on books or materials used by English teachers and Teaching Instruction Plans (RPP) prepared by English teachers.

Data Analysis Technique

This research is a qualitative research, and then the data obtained is not counted in the form of numbers, but the data that have been successfully collected, analyzed for a report

DISCUSSION

1. English teachers still need to develop English learning methods and models

Methods are an important way of helping teachers to motivate learners to learn English. According to Edward Anthony (1963) in Fachrurrozi & Mahyudin (2016: 2) says that the method is a systematic learning plan arranged from the beginning to the end on the implementation of language learning in the classroom

based on one particular approach. "In a sense when a teacher implements a method in the classroom then the teacher should really understand about the methods that will be applied in English learning for example, from teacher start in the classroom teachers should understand and should be matched with a particular approach. Variable methods will make students who are taught more eager in receiving learning let alone learning English.

In the findings of this study the elementary school teachers still need to improve the method they will use, because we find that there are teachers giving the material of his method just sitting quietly in the seat. And we conclude that they do not use varied methods because the facilities of the schools do not support the learning of English, the solution is the school should provide facilities and infrastructure that support the creativity of a teacher in learning English in the classroom, as well as schools need to provide trainings for English teachers so that English teachers can develop their methods and models of English learning in the classroom.

Learning model is an important part also in learning English in the classroom. According to Priansa, J (2017: 188) says that the learning model is the teacher's blueprint in preparing and implementing the learning process. "In the sense that the learning model is the real picture of the teacher in creating, conditioned the class becomes more alive, but does not lose its true meaning. When connected with teachers, according to Oyok, D (2017: 47) says that "Teachers are required to be able to master the curriculum, master the material, master the method, and not less important teachers must also be able to manage the class so that the learning takes place actively, innovatively, . "From the results of the findings in this study, elementary teachers still need to develop a more active, creative learning model because what is taught is elementary school children. The solution is indeed a creative learning model will make the elementary school children feel at home in the class and assume that the school is their second home.

Headmaster : English teachers still need to develop methods and models of English learning.

In other words, a teacher is required to make learners feel at home in receiving the material they teach so students feel not bored saturated with learning English. Rina Listia & Sirajuddin Kamal in Dunn (1983) said that "young learners are

very easy to improve their language skills through games that are right for their age."

2. Schools need to support learning English in elementary schools

School is the second home for the students, therefore the school should be made as comfortable as possible, it means comfortable is how the school provides facilities and infrastructure that support the process of learning English in the classroom.

In the findings of the authors are as follows

Teachers : School participation in English learning is poorly supported by not providing language labs and English language training.

There are also schools that do not participate in English learning, this is a matter of fact, whereas learning English if it is not supported by the participation of schools such as examples of providing facilities, the purpose of learning English will not be achieved well, as well as us inquire about English training and answers from English teachers that they have never been trained in English training, whereas English training for teachers has greatly contributed to the learning of English teachers.

3. English teachers want English still need to be taught in elementary school.

In the age of the digital age it is undeniable that all the media use English, it makes the students compete with their friends, as said by Nur Aedi & Amaliyah, N (2016: 1995) states that "In this era of globalization and instant today, ranging from elementary school age even kindergarten has been required to compete in English subjects ". In other words, that if the elementary school children missed out in English, it would create a problem for the child in which the child becomes less confident, excommunicated from his environment, etc. The problem according to Krulik and Rudrik (1995) in Priansa, D (2017: 226) says that "the problem is a large-scale situation or other that is confronted to individuals or groups to seek solutions, but individuals do not know the solution". In the sense of the word, when a problem arises then there should be a solution, when associated with learning English in primary schools where in the curriculum 2013 schools may or may not implement English in the implementation of English language learning in schools, This becomes

the problem of teachers today English lesson. Nur Aedi & Amaliyah, N (2016: 196) states that "Governments should be consistent with the policies adopted on the educational curriculum, in order to achieve the full educational objectives."

A policy that is created and decided must be taken into account by many things, as well as the government's policy of enacting a new curriculum that is the 2013 curriculum that some schools in Indonesia are already using. The 2013 curriculum enforcement policy can not be separated from the government's efforts to improve the quality of education in Indonesia, both regarding the implementation and output (Hasbullah, 2017: 169). The abolition of English lessons in the curriculum of 2013 invites pros and cons to the community, and it is only natural that each community raises its own opinion, attributed to the learning of English in elementary school. It also raises the problem of not including English in the 2013 curriculum.

In the findings of the results it was found that elementary school teachers (SD) both public and private elementary schools said that English is still very much needed in primary school learning, and they want English to be included in the curriculum of today's 2013 curriculum, they are aware that English should be taught to children from the foundation. The following examples which I found when taking an interview with an English teacher are as follows;

Teachers **: English is needed in elementary schools because in this era of globalization all of them use English**

There is also an answer to the question which is different from the teacher above:

Headmaster : English is not very necessary in English learning because individuals who are not smart in English can also succeed in other places like entrepreneurship. "

Indeed there is little truth but living in this age of digital age now the use of English has been entered on every system of life so would not want, like it or not every individual should be able to understand English, especially if English is not taught at primary school. It is very unfortunate that English is not used or applied to the implementation of learning English in primary schools.

Teacher **: English is needed in elementary school children because catching a language is most easily needed at a basic level.**

Based on the above opinion that indeed a language most easily captured by children who are still at an early age.

According to Lenneberg, the first language learning capacity will be lost if not activated or trained in critical periods ranging between the ages of 2 to 13 years. (Madesujana wordpress). This means that elementary school is a good time to introduce English to children, and that is why government policy allows or does not apply English to be considered, and can or can re-enter English in the curriculum.

Penggabaean (2015) said that the mastery of foreign languages including English does not inhibit and even strengthen the mastery of the mother tongue, the Indonesian language. It is very logical on the basis, the grammar and the Indonesian vocabulary is strongly influenced by the English language. The more widespread the mastery of a person's English linguistics, the more his or her Indonesian language abilities increases.

CONCLUSION

Based on field findings at the State Elementary and Private Elementary Schools in Jakarta, we conclude that English in elementary schools, both public and private elementary schools, found some problems, first of all, whether or not English is necessary in English language learning at Elementary School, English in elementary school is needed because in the present digital era where all systems use the English language of introduction then at least elementary school can or can be equipped with the introduction of English so that children will not feel surprised with the current era of technology, as well as children can have a basis for continuing on to the next level, and then the children have memory of a language in a child so much, rather than adults, therefore it is important that English is taught from an early age, and subsequent methods and models English learning teachers in the classroom are still less active, because there are some schools where English teachers do not develop creative, varied methods and models of English learning.

The English solution is empowered again, and included as part of the curriculum now being used in the 2013 curriculum and given training for teachers of English to be more creative, using English teaching methods and models in the classroom. Finally, despite the problems in English learning in elementary school but English should be required

and taught in primary school and if English is included as curriculum so English is a compulsory subject, so that all elementary schools can also learn English.

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. **The Practice of Digital Literacy at Home on Tenth Years Old Child**

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Abstract

The rapid development of digital technology cannot be denied in the twentieth century. Every second, every minutes and every day, the technology companies create a new product. Our life nowadays has been digitalized by technology. Information and Communications Technologies (ICT) roles a central in our modern era. It plays a significance aspect in many fields in our social life, such as workplace, education, public services, economy, administration, healthcare, entertainment, and culture. This paper is aimed to investigate the practice of digital literacy on a tenth-years old child at home. The subject of the research is a ten years old student of international elemntary school. This research uses qualitative method from the informal interviews that were conducted for along five days on 20th to 24th December 2016. The researcher decided to make four meetings during the investigation. Furthermore, the ethnographic technique is applied in this study. The result of this research is that the digital affects someone characters, the above research tells that Dannisa becomes more creative and confident after watching the craft tutorial and uploading through you tube and Instagram.

Keywords: *digital, literacy, child, home*

1 Introduction

The rapid development of digital technology cannot be denied in the twentieth century. Every second, every minutes and every day, the technology companies create a new product. Our life nowadays has been digitalized by technology. Information and Communications Technologies (ICT) roles a central in our modern era. It plays a significance aspect in many fields in our social life, such as workplace, education, public services, economy, administration, healthcare, entertainment, and culture. The fantastic growth of new technological environments is considered a driving force that transforms our world into a global, universal society. ICT brings impacts our lives and everyday relationships as well, from accessing a wide range of information and interacting with public services to working from home, from collaborating with colleagues to communicating with friends.

In the framework above, computer literacy is recognized as an important skill for the 21st century work force and the learning society (European Commission [EC], 2000; EC, 2001). Educational policy directives and initiatives in most developed countries have articulated clear and unambiguous statements about integrating ICT in everyday education practice in order to inform citizens about the knowledge and skills needed to participate in the 21 st century's knowledge society. ICT is also considered the driving force for widening adults' participation in learning and lifelong learning initiatives (Gorard, Selwyn, & Madden, 2003; Mason, 2006), facilitating flexible learning in terms of time and distance, and thereby establishing opportunities and conditions for a "learning society" for all (EC, 2000; 2001; 2003).

Such phenomena change the concept of traditional literacy into modern literacy, in other words into digitally. The term 'digital literacy' is contested, and understood in different ways by different people. The working definition that has been used throughout this project is: "digital literacy is the way in which people understand, make and share meaning with digital media and technologies". This definition emphasizes the ways in which people make sense of the content and artefacts of digital media and understand what it means to use digital media and technologies, how they express their own meanings, and how they interpret and understand the meanings represented by others using digital media. The concept of digital literacy used in this project, therefore, is distinct from the basic ability to use and operate digital technologies and media. It is also different to the use of digital technologies as a technological tool with which to facilitate teaching and learning. In a world that is increasingly mediated by digital technologies, the skills, competences and knowledge underpinning digital literacy are ever more important for young people to be able to participate and flourish in learning, work, civic life and leisure, in ways that are described by some as 'participatory cultures'. Being digitally literate therefore is an important attribute for all young people in an increasingly digital culture. In order to unpick this overarching concept of digital literacy, a previous phase of the Digital Participation project defined a number of components of digital literacy, which, while not exhaustive, can be used to plan for and map digital literacy practices.

The concept of digital literacy that we are using in this project places digital literacy in the context of other theories that see literacy as a social practice, whereby we make use of the shared symbols of our culture to create and exchange messages with meaning. The ways that we appropriate and adapt these symbols to express ourselves, and the ways that we understand and interpret representations of meaning, are therefore influenced by the social and cultural resources that we bring to the task. When two people from different cultures look at the same image, or gesture, or text, they may understand different things by it because the cultural symbols and resources they draw on are different. Literacy is therefore situated in a social and cultural context, and even within one language, such as English, there are multiple literacies, and multiple digital literacy practices. This suggests that there may be multiple digital literacy practices as people develop and bring to the task of making meaning with digital technologies different cultural expectations and interpretations.

2   Problems

Here, the writer formulates the problem as follows: How the digital literacy is applied at home on tenth years old child.

2   Methods

This research uses qualitative method from the informal interviews that were conducted for along five days on 20th to 24th December 2016. The researcher decided to make four meetings during the investigation. The first meeting was taken on 20th December 2016. The first meeting was started with informal interview while she was making slime with her friend. The second meeting was conducted on 21st December 2016 when the researcher observed Dannisa made slime and the researcher also did an informal interview to continue the previous questions. The third was an interview with her mother on 23rd December 2016 and the last meeting was on 24th December 2016 when she made a tutorial how to make slime.

The ethnographic technique is applied in this study. The ethnographic is implemented since the researcher just focuses on two participants as the sample of the research. The participant of this study is Dannisa Firdausi, a tenth years old girl of elementary school and Siti Umi Hanik, a forty five housewife and a mother of Dannisa.

The researcher selects her neighborhood's daughter who usually plays to the researcher's home to share her recorded video on instagram and you tube. The data collected are by informal interviews to Dannisa and her mom and observation during the four meetings along the investigation.

3 Analysis/ discussion

Related to the topic discussed, this research examined the practice of digital literacy on a ten years old child at home. The researcher is interested in to investigate it since according to Dyson (2001,p. 23) states that young children are playing more games on a tablet (from 21% in 2014 to 28% for 3-4s; from 30% to 37% for 5-7s). Overall, more than half of all 8-11s (52%) and six in ten (60%) 12-15s play games online. Based on that result, the children in the age of 8-11 have 52% in using gadget. In specific, the researcher investigated Dannisa Firdausi, a fourth grade of elementary student of Vison School at Pondok Candra. She lives in Deltas Fortuna no.29 Deltasari Indah Sidoarjo. It is inevitably that nowadays children are engaged in digital earlier since they are born in digital era. They are also called digital native. Dannisa is one of the digital natives.

Every day, she always spends her free time with gadget, in this case, her tablet and mom's phone cell. She's familiar with the tablet and phone since she was six when her sister used it for leisure. She has been familiar intensively with the technology for almost four years. The social media that she usually explores are you tube and instagram. She is interested with it since according to her, you tube is a cool application. There, she can see and find many kinds of video of handicraft tutorials and many things which people upload videos through this application. Furthermore, she is also passionate in making craft thus you tube helps her much in guiding her making the crafts she adores. On her nine years old, she got an account on you tube channel and instagram using her own name, Dannisa Firdausi. She was not only made the account on you tube and instagram but also upload her some tutorial videos via those social media. Those become interesting to be examined that Dannisa is not only as a passive digital user but also an active digital user interactively by uploading her videos to share and communicate with other digital users. Besides, with her very young age, she is able to encourage herself sharing her ideas or experience by making tutorial how to make slime.

Furthermore, based on the result of the observation and interview, the researcher found that Dannisa firstly is interested in reading science or experiment book in English version and comic in Indonesian. Her favorite comic is Komik Next G published by Mizan Group. She was passionate in reading such those books. Her mother told that she likes reading book since she was kindergarten. Then, when she was seven, she started to read science book in English version. This is supported by her school since her school is an international school in which the language used is English. The environment where she is involved mostly uses English even though her family (father and mother) do not uses English as their daily communication. However, she is still able to communicate in English well when the researcher asked her some questions in English.

Dannisa started engaging with the gadget along when she was in seven, in when her sister got a tablet firstly. She knew you tube firstly when her sister opened and watched some videos via you tube. She was so fascinated to you tube since according to her, you tube is an interesting social media where she can watch and search many videos mainly songs and tutorials relating to how making crafts. Dannisa loves singing songs and making craft. She got many inspirations how to make crafts from you tube. When the slime becomes a trend among the children, she is used to explore some tutorial videos how to make slime. Since then, she also made an account by herself using her own name in you tube. She uploaded some her tutorial videos how to make slime or just monologue videos through you tube. Beside you tube, she also uploaded some her videos in instagram. According to her, you tube and instagram are more interesting than reading tutorial how to make craft in manual book. Since, those media are shown both visually and audio. Reading book is more boring than watching video, even the book presents some pictures to attract the readers. She shifts the habit of reading book manually to digitally. She thinks that reading book is sometimes a little bit complicated because she has to bring books which are sometimes heavy for children to bring them whenever she wants. While the gadget (tablet) is just a simple and easy to be carried on by everyone. She can enjoy the gadget easily, just open and go exploring it where she can find any information provided by the social media. In other words, one gadget takes many actions.

Moreover, she also becomes creative and communicative since she is used to use digital literacy. She is motivated to make more videos when her uploaded videos are watched by viewer even it is just less than ten viewers. Her mother also admitted that she becomes creative and brave to share her ideas to others. Furthermore, to eliminate the negative effects of social media and gadget, her mother gives her some rules in using the gadget. One of them is by filtering you tube from accessing the negative or adult contents. Then, her mother also limits the duration of using the gadget. It is about two hours each day in the evening after studying and doing homework.

In conclusion, based on the above mini research that the digital literacy is more interesting since it provides audio and visually. It also attracts children more than reading book manually because of its characteristics. The second, the digital literacy practice at home by the children should be managed well by the parents either making the rule of using the gadget or filter it from adult contents. The third, that the digital literacy also affects someone characters, the above research tells that Dannisa becomes more creative and confident after watching the craft tutorial and uploading through you tube and instagram.

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