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Increasing Students Science Process Skill Using Cooperative Type GI (Group Investigation) and TGT (Team Game Tournament)

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Abstract. Biology as a branch of natural science have three important dimension of science, one of them is processes of doing science or called science process skills. The development of science process skills will shape the character of students with scientific attitudes, ability to think and act critically both during learning and in the context of everyday life. Science process skills are one of the factors that influence student learning outcomes. But lately, there are still many cases that the teachers ignore the learning processes. They only focus on the results or results-oriented (product) so that the science process and scientific attitude of students are less developed. The aims of this research were to know the differences of science process skills between using cooperative learning model type GI and type TGT. This study was an quasi experimental research by using Non Equivalent Control Group Design. Population of this study was 162 student consisting of 5 classes. Sampling technique using simple random sampling with number of sample being 64 students. The instrument that used in this study is science process skill test. Data analysis Anacova. Result of this study showed that there are significant differences ($p < 0.05$ or $p = 0.001$) science process skill between students by using cooperative learning model type of GI with students who using cooperative learning model type TGT. The increases average score of indicator science process skill such as: observing, measuring, concluding, and communication the group of students using the cooperative learning model type GI was higher, while the increases average score of indicator science process skill such as: prediction and classification the group of students using cooperative learning model type TGT was higher. It's mean that the cooperative learning model type of GI is better in improving students' science process skills than the cooperative type of TGT learning model.

Keywords: science process skills, cooperative type GI, cooperative type TGT

1 INTRODUCTION

Nowadays, the paradigm underlying education is constructivist, which places students as the center of learning or students-centric. The learning process in the classroom directs students to be actively involved. The learning model used must be able to involve each student in learning activities in the class with various portions and roles. The students who are active physically, intellectually, and socially,

will get more experience and meaningful learning. Biology is one of the subjects in the school. Biology as a branch of natural science have three important dimension of science, one of them is processes of doing science or called science process skill. Science process skills is very important for students to solve problems in all area of their future lives. The development of students' science process skills in learning can be done by designing an activity for students to discover facts, and then the teacher guides them to construct concepts and theories with their own intellectual skills and scientific attitudes. The development of science process skills will shape the character of students with scientific attitudes, ability to think and act critically both during learning and in the context of everyday life. Science process skills are one of the factors that influence student learning outcomes. Putri & Sidabutar (2016), tell that science process skills can make students more actively and more skilled in thinking and constructing their knowledge. But lately, there are still many cases that the teachers ignore the learning processes. They only focus on the results or results-oriented (product) so that the science process and scientific attitude of students are less developed.

The results of a preliminary study of science process skills showed that students observing skills of 37.50%, grouping skills of 34.37%, and concluding skills of 31.25%. According to Kale (2013), the science process skills of students are included in the less good category if the percentage obtained shows a number less than or equal to 40%. So that it can be concluded that students' science process skills are relatively low, which are in the poor category.

The results of the observation of the learning process throughout the grade 10, Science major of MAN Negara conducted in January 2017 showed a lack of optimal development of students' science process skills. This is reflected in the learning model used by the teacher. The teacher always uses conventional learning models, where the learning is dominated by the teachers despite interspersed by questions and answers to students. The students do not involve in the learning process optimally. They tend to be passive in the classroom so that the process skills of students are less trained. This is what causes student process skills below. Some indicators of the low science process skills are seen during the learning process take place, including students do not make direct observations of the object being studied (related to observing skills), not all students can answer teacher's questions (related to concluding skills), low activity asking students (related to predicting skills), and lack of presentation activities carried out by students towards an invention (related to communication activities).

Based on these problems, it assumes that one of the causes of the low mastery of science process skills is due to the inaccurate learning model implemented in the classroom. This is in accordance with the opinion of Widayanto (2009), which states that the low level of science process skills of students is because the students tend not to be involved with concrete objects, where the learning process is usually carried out by simply applying the lecture method. So that innovation in learning is needed in the form of learning model that emphasizes the process of finding knowledge in the form of science processes rather than knowledge transfer.

One of the innovative learning models that can be applied is cooperative learning. The cooperative learning model is one of the learning models based on the view of Constructivism. The Constructivism view requires students to build their own knowledge (Rustaman, 2005). The cooperative learning model assists the students to practice the students' science process skills. This statement same with Buntod e*t al* (2010) said that learning theory of constructivist with assumption that the student would be person who selected and rank the received information as well as the construct new meaning from the information based on prior knowledge. Sagala (2010) states that in developing science process skills, students are not only learning from the teacher but also their fellow friends. The statement is in accordance with the rules of the learning model that emphasizes students to study in groups.

The Group Investigation (GI) is one type of cooperative learning that can assist students in mastering science process skills by involving them in learning activities. It teaches students in group communication and group processes. Basically, this cooperative learning model Group Investigation (GI) is designed to guide students to define problems, explore the problem, collect relevant data, develop and test hypotheses (Taniredja, 2011).

In addition to the Group Investigation (GI), the Teams Games Tournament (TGT) is also one type of cooperative learning model that can assist students in mastering science process skills. Susanna (2017), states that in the TGT cooperative learning model all of learning process in each phase can improve and sharpen the students' memory by using the game. By the game the students will get a fun learning experience. After that, students move to their respective groups to discuss and resolve questions or problems given by the teacher. Learning in groups can provide opportunities for students to develop the ability to solve problems rationally. Thus, direct student involvement in learning will help them in mastering science process skills.

The cooperative learning model type Group Investigation (GI) and cooperative learning model type Teams Games Tournament (TGT) are considered to improve students' science process skills. There are some differences in the syntax of the GI type cooperative learning model and the TGT cooperative learning model interesting to study. The stage of investigation in the GI type cooperative learning model and the learning phase in the group of the TGT cooperative learning model provides opportunities for students to improve their science process skills.

Based on the background above, the formulation of the problems raised in this study is, "Are there any differences in science process skills between groups of students who are taught by using cooperative learning model type Group Investigation (GI) and groups of students who are taught by cooperative learning models Teams Games Tournament type (TGT)? "

The purpose of this study was to determine the differences in science process skills between groups of students who were taught using the cooperative learning model type Group Investigation (GI) and groups of students who were taught by cooperative learning models Teams Games Tournament (TGT) type.

2 METHOD

This type of research was quasi-experimental research. This study used a research design: "Pretest-Posttest Non-Equivalent Control Group Design". In this study, the population of the study was all grade X, Science major of MAN Negara in the academic year of 2016/2017 which amounted to 162 people. The selection of samples in this study used simple random sampling of the class. The data collection of this study was test techniques. The science process skill test used is in the form of a 15 item essay. Learning tools developed in this study were Lesson Plan and Student Worksheets concerning the material on Ecology and Environmental Change. The method of data analysis in this study was descriptive analysis and statistical analysis of covariance (ANAKOVA). The descriptive analysis method was used to describe the results of the student's pre-test and post-test. The descriptive analysis included analysis of frequency distribution, mean score (M), and standard deviation (SD). The data collected through the results of the pretest-posttest will be converted using the conversion guidelines for the absolute scale of five as in table 1.

Table 1. Five Scale Conversion Guidelines

Level of Mastery (%)	Category
85-100	Excellent
70-84	Good
55-69	Sufficient
40-54	Less
0-39	Very less

(Arikunto, 2006)

Testing the hypothesis in this study used covariance analysis (ANAKOVA) with a significance level of 5%. Before hypothesis testing, a pre-requisite test was carried out in the form of a normality test and a homogeneity test.

3 RESULTS AND DISCUSSION

3.1 Result

Before there was a treatment in the form of the application of the cooperative learning model of the Group Investigation (GI) type and the cooperative learning model of the Teams Games Tournament (TGT) type, the pretest was conducted to determine the students' initial abilities. The computation of score average of science process skill shown in the table 2.

Table 2. The computation of score average of science process skill

Cooperatif Learning Type	AVERAGE	
	Pree	Post
GI	28.96	85.12
TGT	30.15	77.91

The science process skills of the group of students who were taught using the GI type cooperative learning model were known to be 91% of students in the very less category and 9% of students in the less category. Whereas, the group of students who were taught using the TGT cooperative learning model there were 94% of students who were in the very less category and 6% of the students were in the less category. The average score of the pretest of the science process skills of students who were taught using the GI type cooperative learning model was 28,9556 with a standard deviation (SD) of 6.60907. While the average score of the pretest of the science process skills of students who were taught using the TGT cooperative learning model was 30.1525 with a standard deviation (SD) of 5.08681. The mean score and the standard deviation of the pretest of science process skills of the two groups were presented by the bar diagram at figure 1.
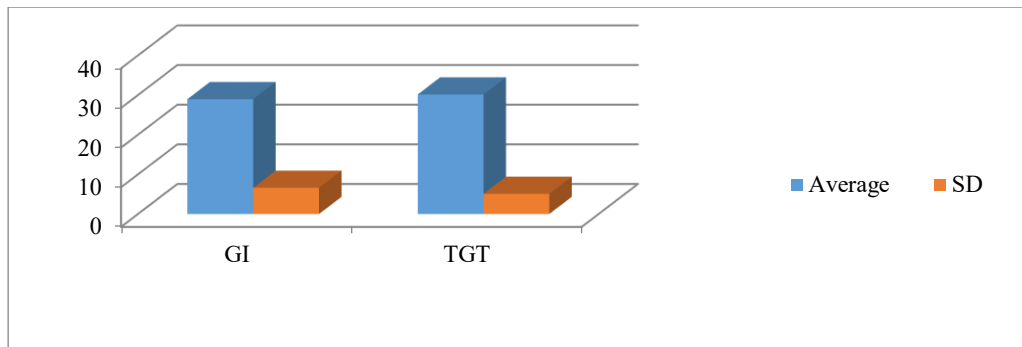
Figure 1. Average Score Bar Chart and Student Pretest Standard Deviation

In Figure 1, we could see that the average pretest score of the student group who were taught by the TGT cooperative learning model was better than the group of students with the GI type cooperative learning model. The difference in pretest scores between the two groups was 1.1969.

After being given the treatment in the form of a learning model of the application of the Group Investigation (GI) cooperative learning model and the cooperative learning model of the Teams Games Tournament (TGT) type in learning, students were given post-test to determine the effect of learning models applied to science process skills.

The score of science process skills in the group of students taught using the GI type was 56% of students who were in the excellent category and 44% of the students were in a good category. Whereas in the group of students taught using the TGT cooperative learning model where 16% of students were in the excellent category, 78% of the students were in a good category, and 6% of the students were in the sufficient category. The average score of the post-test science process skills of students who were taught using the GI type cooperative learning model was 85.1250 with a standard deviation (SD) of 6.08939. While the average score of post-test science process skills of students who were taught using the TGT cooperative learning model was 77.90625 with a standard deviation (SD) of 5.72126. The post-test results obtained by the group of students who were taught by the GI type cooperative learning model ranged from 70-98; while the post-test results obtained by groups of students who were taught by the TGT cooperative learning model ranged from 65-88 with a maximum scale of 100 and a minimum scale of 0. According to these data, the average score and post-test standard deviation of the science process skills of the two groups were presented in the bar diagram, in Figure 2.
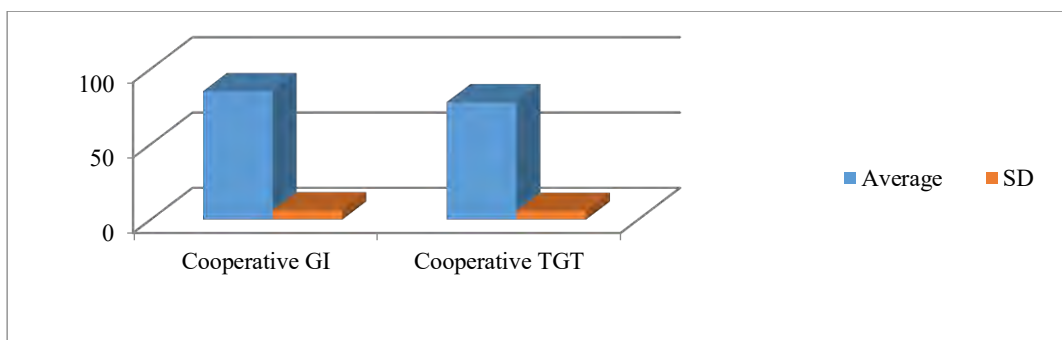

Figure 2. Average Score Bar Chart and Student Post-test Deviation Standards

In Figure 2., we saw that the average pretest score of the student group taught by the GI type cooperative learning model was better than the group of students with the TGT cooperative learning model. The difference in post-test scores between the two groups was 7.2187.

Based on the average value (M) obtained by each group, the bar chart pretest and posttest described the science process skills of students for the unit of analysis as presented in Figure 3.
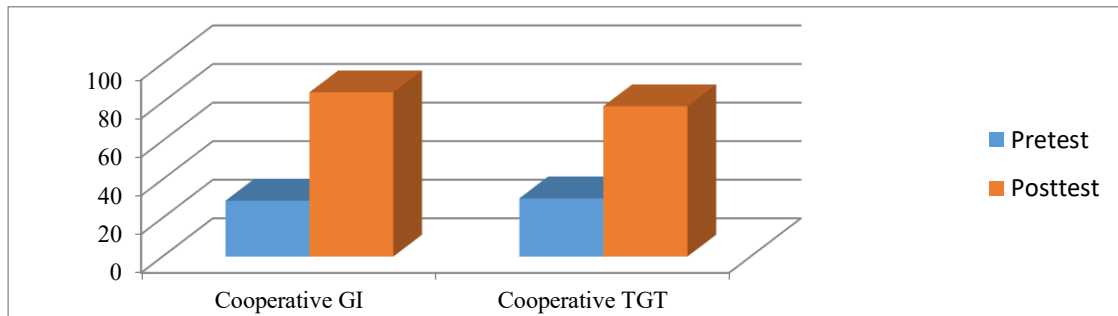
Figure 3. The Bar Charts of Pretest and Post-test of Science Process Skills

In Figure 3., we could see that in each unit of analysis was increasing in the average value. In the group of students with the GI type cooperative learning model, there was an increase of 56.1694 and in the group of students with the TGT cooperative learning model, there was an increase of 47.7538. So, we concluded that the group with the GI type of cooperative learning model had a higher increase of 8.4156 than the TGT cooperative learning model. The data that has been obtained in this study will be analyzed and done the hypothesis tested. Hypothesis testing was carried out using covariance analysis (Anakova). The prerequisite before using covariance analysis is that data must be normally distributed and the variance between groups is homogeneous.

The results of the normality test showed the distribution of data in both units of analysis was normally distributed. While the results of the homogeneity test showed the variance between groups was homogeneous. Then the hypothesis was tested by using a one-way analysis of covariance (Anakova). The summary results of hypothesis testing using a one-way Anakova were presented in Table 3.

Table 3. The summary of Hypothesis Test Results Using Anakova one way

Source	Number of Type III Squares	Df	Average Squares	F	Sig.
Corrected Model	1193.995[a]	2	596.997	20.187	.000
Intercept	11460.117	1	11460.117	387.512	.000
Pretest	360.229	1	360.229	12.181	.001
Learning Model	940.603	1	940.603	31.805	.000
Mistake	1803.989	61	29.574		
Total	428265.000	64			
Total Corrected	2997.984	63			

Based on the results of hypothesis testing with Anakova one way in Table 1. can be presented as follows. 1) The source of the influence of the pretest (initial knowledge) on the dependent variable of science process skills was obtained by the statistical value F = 12,181 with a significant number of 0.001. This meant that there was a significant contribution from the covariate on science process skills because the significance number was smaller than 0.05 (p <0.05). But the influence of the covariate had been elaborated using covariance analysis (Anakova) so that if there was a difference in science process skills students in the GI type cooperative learning model and the TGT cooperative learning model was really due to the difference in treatment given. 2) The source of the influence of the learning model on the dependent variable of science process skills obtained the statistical value F = 31,805 with a significant number of 0,000. This significant number was smaller than 0.05 (p <0.05) so that the following decisions could be taken.

Based on the results of data analysis showed that H0 was rejected or in other words, H1 was accepted. This meant that the science process skills were significantly (p <0.05) influenced by the learning model used in the learning process.

3.2 Discussion

The results of this study indicated an increase of the students' process skills both groups of students who were taught with the GI type cooperative learning model and groups of students who were taught by the TGT cooperative learning model. So that it could be concluded that cooperative learning was characterized by learning in small groups and having a more complex syntax or stages could provide space for students to engage more in activities to develop indicators of science process skills so that what students had learned would be more meaningful to him. This was in line with the statement of Dewi (2017) which states that with a learning model that has a more complex syntax, students will experience a more varied learning experience so that students will get a better understanding and interpret the concepts learned. After comparing the cooperative learning model type GI and type TGT, it discovered that the GI type enhanced the students' science process skills further than the TGT type. This happened because in the GI type the students were given the opportunity to design their own activities to find the concepts they wanted to learn. So the students could practice more of the process skills indicators. In addition to the GI type, students were given the opportunity to interact directly with objects that would be studied. Both of them made the students had a better understanding of the purpose of learning and realized the benefits of the concepts they found in the investigation process. This was in line with the statement of Dewi (2017) who stated that all stages in GI learning provide more opportunities for students to play an active role in planning and discovering their own knowledge.

The average post-test value of students showed that the group of students with the GI type cooperative learning model was in a very good category. Meanwhile, the group of students with the TGT cooperative learning model was in a good category. Sagala (2010) states that in developing science process skills, students not only learn from the teacher but also learn from their fellow friends. The statement is in accordance with the rules of the cooperative learning model that emphasizes students to study in groups. In addition, cooperative learning models also have an advantage in changing the students, from passive ones to be more active in the learning process (Wena, 2009). The cooperative learning model is a learning model which is based on the view of Constructivism. The rationale of Constructivists is that an effective learning process requires teachers to know how students perceive facts and phenomena in the subject of learning. The learning process has to be developed from existing ideas in students' prior knowledge through intermediation steps and ends with new ideas that have been modified.

Kiboss and Tanui (2013) suggested that students learned by investigative learning outperformed groups of students who studied with conventional learning in the domain of concept construction, conceptual change, and scientific reasoning. The statement is in accordance with the results of this study, where the group of students with the GI type cooperative learning model had a higher average post-test score than the group of students with the TGT cooperative learning model. Higher levels of scientific reasoning relate to KPS indicators such as concluding and predicting skills. Based on the results of the study, the group of students with the GI type cooperative learning model had a higher average score of skills concluded and predicted than the group of students with the TGT cooperative learning model.

In addition, according to Slavin (2008), Group Investigation is ideally applied in learning Biology (Science). As part of the investigation, students seek information from various sources both inside and outside the classroom. Direct Investigative activities develop science process skills. The students then evaluate and synthesize the information contributed by each group member to produce a product. A meaningful learning process only occurs through the process of discovery carried out by the students themselves.

Basically, this cooperative learning model of the Group Investigation (GI) type is designed to guide students to define problems, explore the problem, gather relevant data, and develop and test the hypotheses (Taniredja, 2011). The stage or syntax of the GI type cooperative learning model itself supports the emergence or practicing the indicators of the KPS itself. The stages or syntax are as follows. The first stage is the grouping. At this stage, the KPS indicators being trained are observing skills. The second stage is planning where the critical attitudes of students are trained to find and build their knowledge, and train students to think systematically. The third stage is the investigation. The KPS indicators being trained are the skills of observing, measuring, grouping, and concluding. The fourth stage is organizing. The KPS indicators being trained are the skills to communicate, predict, and conclude. The fifth stage is the presentation where the students practice communication skills. The last one is the evaluation, which is expected to encourage the learners to further enhance their understandings, skills, and high-level reasoning abilities. So that theoretically and empirically it can be concluded that the GI type cooperative learning model is effective in training and improving students' science process skills. The results of this study are in line with previous research by Ikha Primarinda (2012) that the GI type cooperative learning model has a significant effect on science process skills because students are directly involved in the learning process. The suitability of the results of this study with previous studies reinforces the superiority of the GI type cooperative learning model in improving science process skills. On the other hand, the cooperative learning model of the Teams Games Tournament (TGT) type is a learning model by the teacher and ends by giving a number of questions to students (Asma, 2006). In this learning model, student activities are more structured in the worksheet. All student activities are in accordance with the instructions contained in the worksheet that answering questions that have been packaged in a worksheet without any knowledge-seeking activities through students' direct experience. The stages of learning using the TGT cooperative learning model are as follows.

The first stage is class presenting where the KPS indicator being trained is observing skills. The second stage is learning in groups, which train some skills, such as the skills of grouping or classification, concluding (inference), and predicting. The third stage is the game which trains the students' communication skills. The fourth stage is the tournament. The students are trained to be skillful in communicating ideas. The last stage is the group award. This award is intended to appreciate and motivate the students in learning.

Both learning models present the same material. The difference lies in the worksheets given and the learning activities. So when comparing the GI type cooperative learning model and the TGT cooperative learning model, the GI type cooperative learning model is much more optimal in training basic science process skills in its syntax. The basic science process skills trained in the GI type cooperative learning model are the skills of observing, measuring, classifying, summing, communicating, and predicting. Whereas basic science process skills that are less trained in the TGT cooperative learning model are observing skills and measuring skills. So it can be believed that the GI type cooperative learning model is superior to the TGT cooperative learning model in training the students' science process skills.

4. CONCLUSION AND SUGGESTIONS

4.1 Conclusions

Based on the results of testing hypotheses and discussion, conclusions are obtained as follows: (1) There are differences in science process skills between students who are taught using the GI type cooperative learning model with students who are taught using TGT cooperative learning models in grade X Science students of MAN Negara; (2) Learning with the GI type cooperative learning model provides a better influence in improving science process skills in grade X Science students of MAN Negara compared to learning with the TGT cooperative learning model.

4.2 Suggestions

The suggestions that can be recommended are as follows: (1) Before applying the GI type cooperative learning model and the TGT cooperative learning model, the teacher should introduce the second stage of the learning model to students, so that students are not confused in the learning process later on; (2) the teacher is expected to be able to manage time, so that students are able to complete the tasks given because GI type cooperatives have many stages in learning. The school also plays a role in providing supporting facilities and infrastructure for the implementation of the applied learning model; (3) teachers are advised to apply the GI type of cooperative learning model on Biology subjects, because it can provide learning experience and train students' science process skills in accordance with the Biology as a branch of Natural Sciences, where science is not only the mastery of a collection of knowledge in the form of facts, concepts, or principles but also a process of discovery.

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A Text Analysis on Barrack Obama's Speech at Wakefield High School

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Abstract. This study aimed to analyse the transcript of Barrack Obama's speech. This study is employed descriptive qualitative method with the approach of critical discourse analysis. This study is analysed by using the model by Teun A. van Dijk, consisting of macrostructure, superstructure and microstructure, is implemented. The primary datum is the transcript of speech delivered by ex-President of United States of America, Barrack Obama at Wakefield High School in Arlington, Virginia on September 8, 2009. The results of the analysis revealed that in Macrostructure aspect, elements of the text are sequenced and referred to the general ideas, which is about education and experience. Then in superstructure, the scheme of the speech consisted of opening, content and closing. At last, in the Microstructure, the semantic aspect could be found in setting, detail, and presupposition. The information that delivered by Barrack Obama in his speech is described in detail and reliable. Moreover, there are some common ideas which are easy to understand between the speaker and the listener about the speech. In conclusion, the speech of Barrack Obama is successful in stating theme, creating scheme, and expressing semantic.

Keywords: Critical Discourse Analysis (CDA), text, van Dijk's design

1 INTRODUCTION

Barrack Joseph Obama, or well known as Barrack Obama, is the latest ex-president of United States of the America. As the leader of a country, Barrack Obama has an influential role for the Americans especially, and the people around the world generally. Unlike with the presidents before, Barrack Obama has been widely known as a modest and charismatic leader. Before he was officially declared as president, due to his unique and modesty, a prominent international magazine TIME chose him to be its cover. His being recognized in this magazine showed us that Barrack Obama is not only well-known in United States of the America, but also in other countries. In this case, the researcher analysed the Speech of Barrack Obama at Wakefield High School from the aspect from Critical Discourse Analysis (CDA) based on van Dijk's theory (1993), in which the unit elements of the analysis are divided into three parts: macrostructure, superstructure and microstructure.

In CDA, language is considered a representative of subject, theme, or certain ideology (Kiren and Awan 2017). In another perspective, CDA sees the language as the key factor in looking at power imbalance that occurs among people (Morley 2004). It is an integrated or interdisciplinary approach to the study of language and the society. According to Sharndama (2016) and Marsh (2011), CDA is concerned with studying and analysing written and spoken texts to reveal the sources of power, dominance, inequality or bias. It examines on how these sources are maintained and reproduced within the contexts. This also supports by Fairclough (1995) and van Dijk (1997) that CDA deals with action, context, history, authority and ideology during its critical analysis.

In relation with CDA, there are some previous studies which have been conducted from world leader presidential speeches. For example, the study from Hussein (2016) entitled Critical Discourse Analysis of the Political Speech of the Egyptian President, Abdel Fattah El-Sisi, at the New Suez Canal Inauguration Ceremony. In his study, Dr. Inas Hussein focuses on employing Critical Discourse Analysis (CDA) in studying Arabic political discourse. The results of the study revealed that this speech has its distinctive features and that language was used tactfully to arrive at the intended goals of the speaker.

In another previous study, Al-Haq and Al-Sleibi (2015) conducted a study entitled A Critical Discourse Analysis of Three Speeches of King Abdullah II. In their study, the aim was to determine the main linguistic strategies that King Abdullah II uses in his speeches; with the result that King Abdullah uses his speeches as a means to reflect both the status quo and his vision towards region political issues. The third, there was a previous study from Sharififar and Rahimi (2018) entitled Critical Discourse Analysis of Political Speeches: A Case Study of Obama's and Rouhani's Speeches at UN. The aim of their study was to survey the art of linguistic spin in Obama's and Rouhani's political speeches based on Halliday's systematic functional linguistics. The result of Sharififar and Rahimi's study is they can manifest their power, capabilities, policies through language, and the speeches can be perceived better by common people.

The novelty of this study from another previous study is in the Obama's speech that focuses on education aspect and motivational content based on experiences, not in political aspect. This makes the study is relevant for the educational aspect. Besides that, the researcher also analysed by using Teun. A. van Dijk's theory on CDA, which is different from previous study of Obama's speech analysis that using Halliday's systematic functional linguistics.

2 METHOD

The method of this research was descriptive qualitative with the approach of critical discourse analysis. The use of the method was to systematically, factually and accurately obtain a brief picture of facts and characters of the research object. Then, to analyse Obama's speech, the model developed by Teun A. van Dijk (1993), consisting of macrostructure, superstructure and microstructure, was implemented. The primary data was the transcript of speech delivered by ex-President of United States of America, Barrack Obama at Wakefield High School in Arlington, Virginia on September 8, 2009. The speech was retrieved from the website

https://www.usapatriotism.org/speeches/obama_090809.htm. The full text of the speech can be seen in appendix.

3 FINDINGS AND DISCUSSIONS

Fairclough (1995) and van Dijk (1997) asserts that there are three stages of doing CDA: text analysis (description), processing analysis (interpretation), and social analysis (explanation). However, this paper will discuss mainly on text analysis designed by van Dijk (1993). The units of the text analysis are divided into three parts, namely macro structure in which the text is analysed thematically/topically. The second part is superstructure in which parts and order of the text are schemed in whole. Then the third part is called micro structure consisting of semantic, syntactic, stylistic, and rhetoric analysis.

3.1 Macrostructure: Thematic

As previously mentioned, thematic analysis is analysing the theme or the topic of a discourse. It is a general picture of a text. Teun A. van Dijk (1993) calls it the elements of the text that are sequenced

and referred to one general idea. For the thematic aspect, here is the paragraph which representing the theme of Obama's speech based on his experience.

> "I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning. Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster." (Paragraph 2).

Paragraph 2 shows us that Obama tells about his experience when he was young and had a struggled condition in his economic for his educational life. Those elements are supporting each other to describe the general topic. The themes of this speech are about education and experience. It can be clearly seen from almost all paragraphs in the speech. It is shown by his mentioning about many things related to the themes stated before. This also supported by Todo and Budiarta (2018) where they assert that Macro structure is the global or general meaning of a text that can be observed by looking at a topic or theme that put forward in a discourse. The main point from their arguments is on the theme of the speech.

In another paragraph, Obama's speech also intended with the theme of education. It was found in the paragraph 13.

> "The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in. Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new." (Parts of paragraph 13)

Paragraph 13 shows us that Obama tells about the school life and the importance of education and experience for the future. In this part, the speech of Obama had great influences for the students as the audiences. It is because the speech contains of motivational words and experiences. Obama used his power as the president for United States of America. This is also the part of Macrostructure, according to Tampubolon et al. (2017) which asserts that macrostructure is the analysis consisting of the editorial's position, power, and ideology.

3.2 Super-structure: Schematic

According to van Dijk (1993), Super-structure is defined as frame of a text, such as opening, content, closing and conclusion. Schematic, as super-structure of the discourse analysis, observes how elements and scheme of the news is ordered in a whole form. In this case, Barrack Obama's speech is in general divided into three main elements, namely opening, content and closing.

Table 1. Text Structure of Barrack Obama's Speech

Part	Paragraph	Description
Opening	Paragraph 1-5	1. Opening remarks, saying thanks and expressing feelings 2. Saying thanks, expressing feeling. 3. Describing about the importance of education. 4. Describing Obama's experience when his father left him since he was two years old. 5. Detailing some advantages and comparison to the audience.
Content	Paragraph 6-14	6. Describing some influential people as the examples of struggling life. 7. Gratefulness of teachers, schools, and every aspects of education. 8. The students' prospect in the future. 9. The importance of education in the future. 10. Talking about Obama's friend which face challenges in their lives. 11. Importance of commitment and J. K. Rowling as the examples of commitment. 12. Michael Jordan as other examples of successful person who caused by huge commitment. 13. The similar principles of life to the school. 14. Obama's motivation statements to the students.
Closing	Paragraph 15	15. Inviting audience for reflection and closed the speech by saying thanks

From the table 2, the aspects of schematic analysis are fully completed, starts from the opening, content and closing aspect. This supports by Fairclough (1995) which asserts that schematic aspect contains of the overall structure or organization of a text. Besides that, Nurfadilah (2017) also argues that the part of superstructure schema of the text must contains of introduction, content, and conclusion. The superstructure concerned at the schematic elements which analyse the ordering elements, such as important information that stated at the first paragraph and its systematic order to the last paragraph, in order to convey the message to the readers orderly.

3.3 Microstructure: Semantic

Micro structure refers to local meaning of a text which can be understood from the word choice, sentence and language style used in a text (van Dijk, 1993). In the microstructure, it deals with the Semantics aspect. Setiandini (2017) Asserts that semantics is the meaning which emphasized through the text. In Microstructure Analysis through semantics, the text is analysed from its setting, detail, intention, presupposition, and nominalization. Related with the parts of Microstructure, the researcher only analysed the setting, detail and presupposition as the representation of Microstructure analysis in this article.

3.3.1 Setting

Setting is described as an aspect which is used to portray the background of an event. In addition, it can give us the indication where the text is directed. Setting can be verifying idea to confirm something in the text. In the context of Obama's speech, the setting can be vividly seen from his speech opening by saying:

"And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause. I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now, with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning." (Parts of Paragraph 1)

From the above statement *"I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous."*, it can be seen that the setting of the speech is business in term of first day school. This is matched with what is expected by the place where the speech was taken, in the Wakefield High School in Arlington, Virginia, which is concerned with education. This supports by Jorgensen and Phillips (2002) which stated that setting should be recorded as accurately as possible, since discourse can only be described, understood and interpreted in its specific context.

3.3.2 Detail

Describing the detail information of the text is used to emphasize some parts which is important. It is intentional emphasis to create certain image toward audience, either positive or negative. Through the element of detail, the researcher's behaviour can be delivered implicitly. In Obama's speech, one of detail can be seen from paragraph 13 as follows:

"Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Neither of her parents had gone to college. But she worked hard, earned good grades, and got a scholarship to Brown University – is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez. I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's had to endure all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer -- hundreds of extra hours -- to do his schoolwork. But he never fell behind. He's headed to college this fall. And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college." (Paragraph 6)

From this saying, the details that stated by Barrack Obama is about the identity of his friends, such as the complete name, origin, and their complete experiences in detail. It starts from Jazmin Perez, Andoni Schultz, and he ended his details explanation of his friends in Shantell Steve. In this detail aspect, Weiss and Wodak (2003) asserts that the detailed structure is related with the specific information that be selected for the representation of the discourse.

3.3.3 Presupposition

Presupposition is used to support or to strengthen a text. Based on this strengthening, the researcher can describe information in detail and reliable. Presupposition is common ideas between the speaker

and the listener. The speaker presupposes that the listener understands what is presupposed. In Obama's speech, there were some presuppositions made by Obama. One of the examples of his presuppositions is stated in the paragraph 3:

> *"So, I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. Now, I've given a lot of speeches about education. And I've talked about responsibility a lot."*

The sentence "I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. Now, I've given a lot of speeches about education. And I've talked about responsibility a lot." indicates that Obama presupposed that his audience has already known about school and responsibility. As the Amoussou and Allagbe (2018) stated in the previous research that for the presuppositions or assumptions, it is made by a speaker or writer which are not explicitly stated. This also relates with the purpose of Obama's intention to emphasize and to make a link between the aspect of education and the importance of responsibilities from his speech.

4 CONCLUSION

This speech of Barrack Obama has attracted big impression of the importance of educational life. From the perspective of critical discourse analysis, it is seen that he was successful in stating theme, creating scheme, and expressing semantic. What becomes very clear to make Obama different from many other international public speakers is that he employed experience and intention for the important cases based on his speech Furthermore, he kept himself natural with his style and confident with his simple gesture. Those who have done by Obama can be a very good example for us when speaking in front of audience.

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The Effect of Learning with STEM Approach to Mathematical Reasoning Ability and Critical Thinking Students

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Abstract. The purpose of this research was to determine the effect of learning with the STEM (Science Technology Engineerig and Mathematics) approach to the ability of mathematical reasoning and critical thinking students in class XI Senior High School 7 Denpasar. This type of research is classified as Quasi Experiment with Non-Equivalent Posttest-Only Control Group Design research design. The population in this research were all the 10th grade students of MIPA Senior High School 7 Denpasar with 10 classes and total of 360 students. By random sampling technique, 4 classes were taken as samples, namely class XI MIPA 2 and 4, with 72 students as the experimental group and class MIPA 3 and 5 XI with 72 students as the control group. The data obtained are quantitative data in the form of mathematical reasoning ability scores and critical thinking using the test method. The analysis using manova with the help of SPSS 22.0 for Windows. Based on the hypothesis test obtained: (1) there is the effect of learning with the STEM approach to mathematical reasoning abilities; (2) there is an effect of learning with the STEM approach to critical thinking skills; 3) there is a simultaneous effect of learning to the STEM approach to the mathematical reasoning ability and critical thinking of class XI students of SMA Negeri 7 Denpasar in the academic year 2018/2019.

Keywords: Learning, STEM, Mathematical Reasoning, Critical Thinking

1 INTRODUCTION

One effort to develop students' reasoning and critical thinking skills is through education. According to Law No. 20 of 2003 concerning the National Education System in article 1 paragraph 1, namely education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, the community, nation and state. One of the subjects in the world of education that focuses on developing reasoning and critical thinking skills is mathematics.

In essence, learning mathematics is learning to solve problems. This is in accordance with the learning objectives of mathematics included in Permendiknas No. 22 of 2006 concerning one of the objectives of learning mathematics is the concept of mathematics, explains about mathematical concepts and applies a broad, accurate, efficient, and appropriate algorithm in solving problems. In this case mathematics requires mathematical ability and critical thinking for those who study it published about the ability to think in analyzing problems and the ability of mathematical punishment to create alternative problem solving.

Based on the results of research and interviews with class XI teachers of SMA Negeri 7 Denpasar about mathematical reasoning abilities and students' thinking abilities, students have high abilities, higher abilities, and there are still those in the less category. The efforts made by teachers so far to improve students' mathematical punishment and critical thinking skills have not yet been fully approved. They do not mean to think higher level. The learning used by the teacher is direct learning.

Direct learning is learning that is still approved by the teacher where the teacher delivers the material directly to students. Students are still passive and do not like learning so students accept what the teacher says. Students sit on a bench while listening to a teacher who is reading a book. After the teacher finishes explaining the students work on the practice questions in the book. The teacher only focuses on improving student learning outcomes by giving practice questions to students, then giving a grid before the test is held.

STEM Education Definition as a discussion and learning that integrates the concepts of technology / techniques in learning science / mathematics. STEM learning (Science, Technology, Engineering, and Mathematics) is learning that uses interdisciplinary learning where the application is carried out with active learning based on conflict (Muharomah, 2015). The definition of STEM in learning is expected to produce learning that helps students through knowledge, concepts, and skills systematically. Through STEM consideration, students will have a different way of thinking and develop critical power and make thought, so that they can apply various sciences. In addition, students will be able to solve problems well.

Based on observations that have been made, it can be explained several indicators that show the low ability of mathematical punishment and critical thinking of students in learning mathematics, as described below. (1) when the teacher explains the lesson, students just sit quietly listening to the teacher's explanation, students rarely ask questions or provide responses, (2) the compilation of teachers asks students to provide arguments, then students cannot give questions or support clearly and logically, (3) students are not careful / thorough in completing their own work or work done by the teacher, so the teacher compilation is wrong in writing something on the blackboard, but students just stay quiet and cannot justify the mistakes, (4) the teacher is only fixated on one form only, students are not able to give new agreement to other alternative forms, (5) many students are unable to formulate the points of debate needed in a problem-solving problem, (6) many students cannot detail the ways of solving a problem, starting from understanding things that are recognized, then yes, later clarifying the details of the steps.

The ability of mathematical reasoning helps students in concluding and proving a statement, building new ideas, until solving problems in mathematics. Therefore, mathematical reasoning ability must always be familiarized and developed in every mathematics learning. The habituation must start from the teacher's consistency in teaching, especially in giving non-routine questions. Reasoning is divided into two, namely deductive reasoning and inductive reasoning. Deductive reasoning is a way of thinking in which from general statements drawn conclusions that are specific, drawing conclusions using syllogism. Inductive reasoning is a way of thinking where general conclusions are drawn from various individual cases. In learning mathematics, the ability of reasoning can be developed when students understand a concept or find and prove a principle. When finding or proving a principle, an inductive and deductive mindset is developed. Students are accustomed to seeing the characteristics of several cases, seeing patterns and making assumptions about the relationships that exist between those cases, and then expressing generally accepted relationships.

To improve students' mathematical reasoning and critical thinking abilities, teachers should choose and use strategies, approaches, methods or techniques that involve students actively in learning, both mentally, physically and socially. So that not only will mathematically be reasoning and critical thinking skills increase, but learning outcomes can also improve. If related to teaching theory with Bruner's psychological approach (Wahyudwiyanto, 2013). Learning that should be applied by a teacher in his class is one that not only considers the effectiveness of learning in terms of learning, but also how students obtain information and solve problems. Learning to find and solve problems results in the exploration of a number of alternatives that ultimately create the urge to think until knowledge is obtained.

The ability to think critically plays an important role in improving the quality of human resources. This ability to think critically has become a very popular term in the world of education in recent years. The teacher becomes more interested in teaching thinking skills with various styles. Critical thinking enables students to find truth in the midst of a flood of events and the information that surrounds them. Therefore, critical thinking needs to be taught both specifically and independently and in an integrated manner in every discipline or across the curriculum in order to improve learning effectiveness. This can be done especially in mathematics education which is oriented towards improving students' cognitive skills. Critical thinking is an embodiment of higher-level thinking. Critical thinking is an ability to systematically evaluate the quality of thinking of oneself and others.

Starting from this condition, one of the teacher's efforts that can be done is to apply the latest learning that is fun and can improve the ability of mathematical reasoning and critical thinking. One of them is by applying learning with the approach of Science, Technology, Engineering, and Mathematics (STEM). Learning with the STEM approach is able to build competencies such as curiosity, creativity, tolerance and ambiguity. Through the STEM approach students will have different ways of thinking and develop critical power and shape thinking logic, so that it can be applied in various sciences. Learning with the STEM approach has an important role in modern education, because currently students who will later become the next generation of the nation will face more complex problems in the future.

The purpose of this study are as follows: (1) To determine the effect of learning with the STEM approach to students 'mathematical reasoning abilities, (2) To determine the effect of learning with the STEM approach to students' critical thinking abilities, and (3) To determine the effect simultaneously learning with the STEM approach to the mathematical reasoning ability and critical thinking of class XI students of SMA Negeri 7 Denpasar in the academic year 2018/2019.

2 METHOD

This research is included in the type of experimental research with the experimental research design used is quasi experiment. Researchers use quasi experimental design with the reason researchers can't control or control the variable strictly or in full. The quasi-experimental design model used is the Non-Equivalent Posttest-Only Control Group Design. In this design the experimental group and the control group were chosen randomly. The experimental group was treated by using learning with the STEM approach, while the control group used conventional learning

The description of the Non-Equivalent Posttest-Only Control Group Design is as follows:
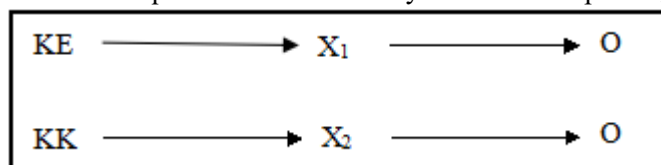
Picture 1

Non-Equivalent Posttest-Only Control Group Design Research Design
Information:
TO : Experiment Group
KK : Control Group
X1 : Treatment in the form of application of learning with STEM approach
X2 : Treatment in the form of application of conventional learning
O : Posttest mathematical reasoning ability and posttest critical thinking skills after learning is carried out

The population in this study were all students of class XI of SMA Negeri 7 Denpasar in the 2018/2019 academic year consisting of 10 classes. The sample in this study was taken by simple random sampling technique, but randomized was class. The sample in this study was taken by simple random sampling technique, but the randomized class. In this case the dependent variable is the ability of mathematical reasoning and critical thinking in mathematics.

To test the data collected, the data were analyzed using prerequisite test analysis and multivariate analysis of variance test (MANOVA) with the help of the SPSS 22.0 for Windows program. Testing normality with SPSS 22.0 for Windows with the Kolmogorov – Smirnov technique. If the significance number is greater than 0.05, then the sample comes from populations that are normally distributed. Homogeneity test is done to determine whether the sample from the control group or the experimental group comes from homogeneous variance. Multicollinearity test is performed to determine whether there is a significant correlation between independent variables.

To test hypotheses I, II, and III used the MANOVA test (Multivariate Analysis of Variance) because in the MANOVA test also tested the dependent variable between different groups. The test results will be shown in the Test of Between-Subjects Effects table.

3 FINDING AND DISCUSSION

The research data were obtained using research instruments that have been tested for validity and reliability. Furthermore, the data obtained were analyzed statistically both descriptive and inferential. Analysis of descriptive statistical research data (centralization and dissemination of data) with the recapitulation as follows.

Table 1. Summary of Descriptive Statistics of Mathematical Reasoning Capability
Data and Critical Thinking Students in the Experiment Group and Control Group

No.	Statistical Data	Mathematical Thinking Abilty		Critical Thinking Ability	
		Experimental Group	Control Group	Experimental Group	Control Group
1.	Rata-rata	72,17	64,44	76,37	69
2.	Median	72,23	64,17	77	67,64
3.	Modus	73,5	69,32	84,21	66,35
4.	Varians	151,38	153,25	173,33	194.4
5.	Standar Deviasi	12,31	12,38	13,17	`3,94
6.	Skor Maksimum	94	94	100	94
7.	Skor Minimum	44	38	50	44
8.	Rentangan	50	56	50	50

Homogeneity variance test is performed on the mathematical reasoning ability data between the experimental group and the control group and on the critical thinking ability data between the experimental group and the control group. Homogeneity variance test is seen from the results of the Levene's Test of Equality of Error Variances. If the price of the Leven's Test of Equality of Error Variances is significant then the data is homogeneous. The results of tests with SPSS 22.0 for Windows appear in Table 2 below.

Table 2. Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
TKPM	.120	1	69	.730
TKBK	.068	1	69	.794

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + model

Based on SPSS 22.0 for Windows output, sig values are obtained. greater than $\alpha = 0.05$ for both groups of data. This means that the population data of mathematical reasoning ability and critical thinking between the experimental group and the control group has homogeneous variance.

To find out whether there is a significant correlation between the dependent variables, a multi-collinearity test is performed. Multi-collinearity test seen from the Coefficient test results. The test results with SPSS 22.0 for Windows appear in the following Table 3.

Table 3. Coefficient[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.234	.305		7.327	.000		
TKPM		.009	-.602	2.358	.021	.196	5.107
TKBK	-.002	.009	.290	1.138	.260	.196	5.107
	.010						

a. Dependent Variable: model

Based on SPSS 22.0 for Windows output, the dependent variable obtained is the ability of mathematical reasoning and critical thinking has a VIF value of $5.107 < 10$ or the value of the dependent variable has a tolerance value of $0.196 > 0.1$, then the dependent variable does not experience multi-collinearity and linear analysis can be performed.

Homogeneity test of variance / covariance matrix is seen from Box test results. If the price of Box's M is significant, the null hypothesis which states that the variance / covariance matrix of the same dependent variable is rejected. In this condition the analysis of manova cannot proceed. Box's M test results with SPSS 22.0 for Windows appear in Table 4 below.

Table 4. Box's Test of Equality of Covariance Matrices

Box's M	4.077
F	1.316
df1	3
df2	880158.282
Sig.	.267

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + model

Based on SPSS 22.0 for Windows output, sig values are obtained. equal to $0.267 > 0.05$, so Ho is accepted and H1 is rejected which means the dependent variable is the ability of mathematical reasoning and critical thinking having the same variance-covariance matrix in the independent variable group that is learning with the STEM approach.

The test results are based on Pillai's Trace, Wilks Lambda, Hotelling's Trace, and Roy's Largest Root. In this test, obtained in column sig. figures of 0.008. It turned out that the sig value < 0.05, so that Ho was rejected and H1 was accepted, which means there was a simultaneous influence of learning with the STEM approach to the mathematical reasoning ability and critical thinking of class XI students of SMA Negeri 7 Denpasar in the academic year 2018/2019.

Hypothesis I

The results of inferential statistics in the form of the analysis of the first hypothesis test with the analysis of manova obtained the conclusion that H0 is rejected and H1 is accepted. The results of manova testing with the help of SPSS 22.0 for Windows are based on Test of Between-Subjects Effects. In this test, obtained in column sig. figures of 0.004 which are based on test criteria if the sig value < 0.05 then it is interpreted that Ho is rejected and H1 is accepted, which states that there is an influence of learning with STEM approach to the mathematical reasoning ability of class XI students of SMA Negeri 7 Denpasar in 2018/2019 . The effect on the mathematical reasoning ability is seen from the results of the descriptive statistical analysis of the data which shows that the group of students who take learning using the STEM approach has an average score of mathematical reasoning ability score of 72.17 more than the average value of the group of students who take conventional learning namely 64.17.

Learning with the STEM approach is a teaching and learning approach that integrates the concepts of technology / techniques in learning science / mathematics. Learning with the STEM approach is expected to produce meaningful learning through systematic integration of knowledge, concepts and skills. Students are invited to think comprehensively with problem solving patterns is the application of learning based on aspects in STEM. Learning with the STEM approach will be able to improve students' mathematical reasoning abilities because through the STEM approach students will have different ways of thinking and form logical thinking, so that it can be applied in various sciences.

Hypothesis II

Inferential statistical results in the form of a second hypothesis test analysis with the analysis of manova concluded that Ho is rejected and H1 is accepted. The results of manova testing with the help of SPSS 22.0 for Windows are based on Test of Between-Subjects Effects. In this test, obtained in column sig. figures of 0.036 which are based on test criteria if the sig value < 0.05 then it is interpreted that H0 is rejected and H1 is accepted, which states that there is an effect of learning with the STEM approach to the critical thinking skills of class XI students of SMA Negeri 7 Denpasar in the 2018/2019 school year . The effect on critical thinking skills can be seen from the results of descriptive statistical analysis of the data which shows that groups of students who take learning using the STEM approach have an average score of critical thinking skills of 76.37 more than the average value of groups of students who take conventional learning which is 69.

Through the STEM approach students will have different ways of thinking and develop critical power and shape thinking logic, so that it can be applied in various sciences. In addition, students will get used to solving problems well. The teacher can package learning by utilizing the four fields of science in STEM to explain the subject matter of mathematics. Science is a body of knowledge that has accumulated from time to time from a scientific examination that produces new knowledge. Technology is the whole system of people and organizations, knowledge, processes and devices which then create objects and operate them. Engineering is a body of knowledge about the design and creation of man-made objects and a process for solving problems and Mathematics is the study of patterns and

relationships between numbers, numbers, and space. By integrating the four disciplines, the students' critical thinking skills will increase.

Hypothesis III

The results of inferential statistics in the form of analysis of the third hypothesis test of data with the analysis of manova obtained the conclusion that H0 is rejected and H1 is accepted. The results of manova testing with the help of SPSS 22.0 for Windows are based on Pillai's Trace, Wilks Lambda, Hotelling's Trace, and Roy's Largest Root. In this test, obtained in column sig $0.008 < 0.05$ then Ho is rejected and H1 is accepted. So, based on the results of the manova statistical analysis it was found that there was a simultaneous influence of learning with the STEM approach to the mathematical reasoning ability and critical thinking of class XI students of SMA Negeri 7 Denpasar in the academic year 2018/2019.

Learning with the STEM approach can arouse students' curiosity and trigger their creative imagination and critical thinking, help students to understand and experience the process of scientific inquiry, encourage collaboration on problem solving and interdependence in group work.

4 CONCLUSION
Based on the results of the analysis and discussion, the following findings are obtained.
1. There is an effect of learning with the STEM approach to the critical thinking skills of class XI students of SMA Negeri 7 Denpasar in the 2018/2019 academic year.
2. There is an influence of learning with the STEM approach to the critical thinking skills of class XI students of SMA Negeri 7 Denpasar in the 2018/2019 academic year.
3. There is a simultaneous influence of learning with the STEM approach to the ability of mathematical reasoning and critical thinking of class XI students of SMA Negeri 7 Denpasar in the academic year 2018/2019.

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Primary Teachers' Coping Style Strategies in Handling Students' Misbehaviors for Creating Positive Classroom Environment

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Abstract. This study was conducted to: a) find out the primary teachers' strategies in handling students' misbehavior and b) analyze whether coping styles strategies used by the primary teachers differ in relation to their gender. The participants of this research were 9 primary teachers (5 male teachers and 4 female teachers) who taught in Class 5 at DS, a bilingual school in Denpasar in school year 2017/2018. This study was a descriptive qualitative study. The researcher was the main instrument and there were additional instruments such as observation sheet, interview guide, and questionnaire. The findings revealed that: a) regarding the teachers' coping style strategies used in handling misbehaving students, 8 strategies such as hinting, reward and recognition, discussion, punishment, aggression, passive avoidant coping, social problem coping and relaxation were used and b) the coping style strategies used by the primary teachers were different regarding their gender. The female teachers used principal's help, while the male teachers used removing the students from class; the students were asked to stay outside of the classroom for a few minutes. The results of this study were expected to give contribution especially for managing the students in the context of bilingual education.

Keywords: Coping Style, Misbehaving Students, Primary Teacher

1. INTRODUCTION

It is unavoidable that all teachers will encounter some sort of misbehaving students in their class. This kind of behavior referred to any activities done by the students which causes distress for teachers, interrupts the learning process and leads teachers to make continual comments to the student(Sun & Shek, 2012a).The researchers also defined classroom misbehaviors as behaviors which are disruptive to classroom order and cause trouble to teachers by making nonverbal noise, disobedience, talking out of turn, idleness/slowness, non-punctuality, hindering others, physical aggression, untidiness, out of seat, and verbal abuse(Sun & Shek, 2012b).

Misbehaviors in the classroom ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims and lead to the problems in time management. Misbehaviors in the class threaten both teachers and students (Özben, 2010). Another impact of misbehaviors is it may cause harm in classroom. When students misbehave they learn less and

keeping their peers from learning. Teaching contact time is reduced as more time is devoted for managing misbehavior rather than teaching (Thornberg, 2008).

Dealing with students' misbehavior in the classroom is a tough and unavoidable task for teachers, because on one hand, it is the results from a large range of causes such as from the environment around the students: the individual, classroom, school, community and the whole society. Based on the result of a study conducted by Cabaroglu & Altinel (2010), parents' characteristics are considered as the number one reason behind student misbehavior. In relation to this, teachers mentioned that those characteristics namely parents' education level, their indifference towards their children, and divorced parents. Besides, media, socio-economic level, class size and students' indifference were shown as the primary causes of student misbehavior as well.

There are no stereotypes for solving the problem, because children are different from each other, which makes teacher gives different responses to each child. An inappropriate reaction to student misbehavior will make the problem get worse and affect the teaching and learning progress (Yuan & Che, 2012). Conversely, when the teachers have successfully managed their classroom, it will increase the student's success in their learning. Furthermore, it may create a positive learning situation and help them to maintain their sanity (Queroda, 2020). The ability to deal with student misbehavior is essential for teachers because this kind of behavior is a threat to good discipline and requires effective management.

Coping refers to cognitive and affective teacher responses that arise in response to a stress associated with student misbehavior (Lewis et al., 2011). Coping is typically viewed as the cognitive and effective responses used by an individual to deal with problems encountered in everyday life (Tran, 2016). Coping is essentially a dynamic phenomenon whereby the individual and the environment are engaged in an interactive process. Coping responses comprise specific feelings, thoughts, and actions. These strategies are in turn grouped into *coping styles*, characterized by a number of conceptually and empirically related strategies.

There are three coping styles according to Lewis, et al. (2011). The first one is passive avoidant coping which comprises attempts to ignore the issue and not letting others know about it. The second coping style is called social problem solving whereas it belongs to any strategies used to solve the problem by working hard, seeking professional help and social support, joining with others to deal with the problem, and spending time with good friends. The third coping style is called relaxation. It comprises strategies involving doing something relaxing, doing sport, retaining a sense of humor, and accepting one's own best attempts to deal with the issue

Based on the prior observation at DS, some teachers at Primary School have problems dealing with misbehaving students. Since DS is a bilingual school whereas in each class range from Kindergarten to Class 6 there are two teachers (one Indonesian teacher and one foreign teacher) who teach the students as the classroom teachers. Thus, they have different perceptions on how to deal with those students who behave inappropriately during the school hours. Moreover, in this school, there are some lessons which are taught by subject teachers as well such as art, music, religion and physical education (PE). Therefore, when they have those lessons, they will move to the subject teachers' room.

One main problem appeared in this school is that the students act differently when they are taught by Indonesian teachers. The students start to make noises and play as if there is no teacher inside the room and they also disrespect the teachers. However, when they are taught by the foreign teachers, they act more nicely and they can control their behaviors. The way the students act can be said as a stereotype that they possess in their mind to obey their foreign teachers meanwhile they will not really pay attention to their Indonesian teachers.

This study focused on the students and teachers in Grade 5 since many misbehaviors happened in this class. In school year 2017/2018 this had become an issue in the entire school since many misbehaving students appeared there. Many things can be assumed to be the causes of this kind of misbehavior. Especially in Grade 5, some students are coming from mix married families. Therefore, they have dual citizenship. The majority of students are Indonesian students with different religions. Their variation of background influences the way they think, talk and behave.

This research is different from other related studies which have been conducted by previous researchers related to the topic of coping style in dealing with misbehaving students. The main difference is from the object of the study in which here the researcher deals with bilingual students in a bilingual school system and also the subject in this study are the teachers who teach the bilingual students and deal with their misbehavior during the lesson.

Based on the background of the study above, the researchers are interested to conduct a research by investigating two research questions: (a) What are the primary teachers' strategies in handling students' misbehavior? and (b) Do the coping styles strategies used by the primary teachers differ in relation to their gender?

The research objectives are: (a) to find out the primary teachers' strategies in handling students' misbehavior and b) to analyze whether coping styles strategies used by the primary teachers differ in relation to their gender.

2 METHOD

This study was designed as a descriptive qualitative research. This research is concerned with a certain variable, indication or specific phenomenon happened in a particular place. Some observations were carried out to find out specific phenomenon. The data obtained were analyzed descriptively whereas the researcher only illustrated, described and reported without testing any hypothesis. The researchers became the main instrument in which the data were gathered in sequence. The data were analyzed right after the data collection was completed. The presentation of this data was done descriptively as it involved a straight forward descriptive summary of the informational contents that were organized in logical sequence. The data were elaborated descriptively in the form of chart and table to help the readers understand the findings easily.

The subjects of this research were 9 primary teachers at DS who teach in grade 5, including subject teachers namely art teacher, music teacher, physical education teachers, and religion teachers. Since in this study gender became a focus to differentiate the coping style used by the teachers, there were 5 male teachers and 4 female teachers which were taken into account as the consideration for becoming a subject of this study. In this research the participants were mostly

Indonesian teachers and only one teacher was an expatriate; she was coming from Canada and she has 20 years' experience as a primary teacher in many international schools all over the world.

In collecting data, different methods including observation, interview, questionnaire, documentation and triangulation were used. The data were collected during school year 2017/2018. As the researcher worked in the school, so the data were collected during the teaching and learning process within that school year.

Moreover, three instruments were used in this study to collect data namely: observation checklist, interview guide, and questionnaire. Digital devices like camera and recorder were also used to keep the sources of data collected which were analyzed descriptively in order to answer the research questions. Before the research instruments were used, the researcher asked for expert judgment from the supervisors to verify that the instruments were appropriate to be used.

The analysis of the data was started after transcribing data and finalizing notes. The collected data were identified and analyzed descriptively. Interactive Data Analysis Model which was developed by Miles & Huberman (1994) was used for analyzing data. There were four steps of activities namely data collection, data reduction, data display and drawing conclusion and verification.

3. FINDINGS AND DISCUSSIONS

The researcher had collected some data through different instruments such as observation checklist, interview guide and questionnaire. Those data had been collected for about two months. Some primary teachers who teach in Grade 5 at DS took a part as subjects of study in this research. The data collected were presented in the form of table, chart, graphic and pictures in order to answer two research questions.

The Primary Teachers' Strategies in Dealing with Misbehaving Students

Among 26 misbehaviors stated in the instruments, there were about 20 different misbehaviors of the students happened in Grade 5, those were : talking to friends, talking without permission, making noise (singing, shouting), complaining about friends to the teacher, wandering aimlessly, daydreaming, teasing of other friends, changing seats without permission, getting away from task, talking about irrelevant issue, forgetting to bring supplies and books, showing tardiness, disobeying the teacher, swearing to friends, hitting/kicking/pushing friends, doing irrelevant drawing, laughing inappropriately, taking things not belong to them, uttering inappropriate languages and talking back/arguing with the teachers.

In order to maintain the teaching and learning process run smoothly, each teacher had their own ways in dealing with the students' misbehaviors problems. The researcher did some observations to find out and see what the teachers did to overcome their problems whenever the students misbehaved during their lesson. Some strategies that the researcher found out from the observation were presented in Picture 1.
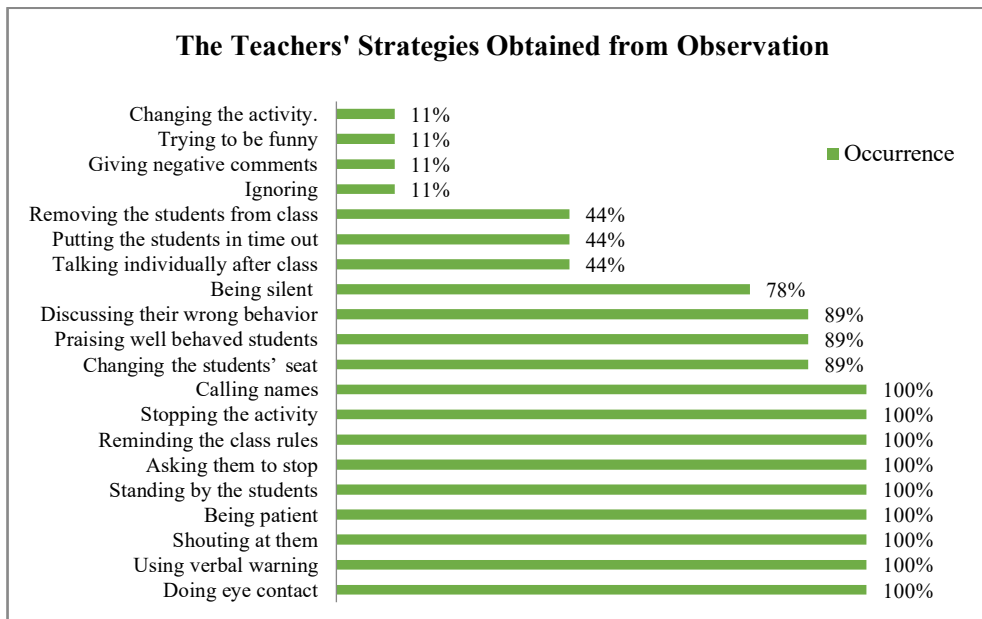
Figure 1. Teachers Strategies in Dealing with Students Misbehavior from Observation

Picture 1 revealed that there were 9 strategies which were commonly used by all teachers or 100% of the occurrence namely: doing eye contact, using verbal warning, shouting, being patient, standing by the students, asking them to stop, reminding the class rules, stopping the activity and calling names. Other strategies which were 89% applied by the teachers like changing the students' seat, praising well behaved students and discussing their wrong behavior. In addition, around 78% of them used being silent as their strategy. About 44% of them used talking individually after class, give them time out and removing the students from class as their strategies. And about 11% of them used ignoring, giving negative comments, trying to be funny and changing the activity.

The strategies which were used by the teachers in handling the misbehavior problems in the classroom were regarded as coping style strategies. It was about how the teachers coped with their problems. According to Lewis, et al. (2011), there are three different kinds of coping style namely: social problem solving, passive avoidant coping, and relaxation. All of the 26 strategies provided in the instruments are parts of those coping style. In social problem solving there are also six classroom discipline techniques such as: rewarding, punishing, involving in decision-making, discussion and negotiation, hinting, and aggression (Lewis et al., 2008). The data from questionnaire were transformed to Table 1 to see which coping style strategies used regularly by the primary teachers at DS.

Table 1. Frequently Used Coping Style Strategies by Primary Teachers

Coping Style	Kinds of Strategies	Intensity Used by Primary Teachers
Passive Avoidant Coping	1) Ignoring	Sometimes
Social Problem Solving	1) Talking individually after class	Sometimes
	2) Sending to the principal' office	Sometimes
	3) Contacting the parents	Rarely
	4) Consulting with school counselor	Sometimes
	5) Assigning a peer helper	Sometimes/Rarely
	6) Changing the activity	Often
Hinting	1) Doing eye contact	Very often
	2) Using verbal warning	Very often
	3) Standing by the student	Often
	4) Asking them to stop	Very often
	5) Reminding the class rules	Often
	6) Calling names	Sometimes
Punishment	1) Changing the students' seat	Often
	2) Giving detention	Never
	3) Removing the student from class	Rarely
	4) Putting the student in time-out	Rarely
Reward and Recognition	1) Praising well behaved students	Very often
Discussion	1) Discussing their wrong behavior	Often
Aggression	1) Shouting at them	Sometimes
	2) Stopping the activity	Often
	3) Giving negative comments	Never
	4) Lowering student's grade	Never
Relaxation	1) Being patient	Often
	2) Being silent	Sometimes
	3) Trying to be funny	Never

The data for the intensity of using the strategies were taken from the results of questionnaire whereas from 5 different intensities of occurrence's categories namely very often, often, sometimes, rarely and never, the most chosen one was regarded as the most used strategies. As a result, it was found that coping style strategies which were commonly used by the primary teachers of DS based on Table 1 were three of classroom discipline techniques. Those three strategies were hinting, reward and recognition and also discussion. Besides, the social problem solving was the

second strategy which was sometimes used depended on the students' misbehaviors. Other coping styles like passive avoidant coping, punishment, aggression and relaxation were rarely used.

After looking through the results of observation and questionnaire, it could be concluded that the teachers used 22 different strategies in dealing with misbehaving students. Those strategies were doing eye contact, using verbal warning, changing the students' seat, ignoring, shouting, talking individually after class, being patient, standing by the students, being silent, praising well behaved students, asking them to stop, reminding class rules, stopping the activity, discussing their wrong behavior, calling names, removing the students from class, putting the student in time out, sending to the principal's office, contacting parents, consulting with school counselor, assigning peer helper and changing the activity. The strategies like giving detention, giving negative comments, lowering students' grade and trying to be funny were almost never been used by the teachers according to the questionnaire but from the observation, some of them used those strategies in very low intensity.

The results of this study regarding kinds of coping style strategies which were commonly used by the primary teachers of DS are three of discipline techniques, those are: (1) Hinting (doing eye contact, using verbal warning, standing by the student, asking them to stop, reminding the class rules and calling names); (2) Reward and recognition (praising well behaved students) and (3) Discussion (discussing their wrong behavior). These results were in line with the study by Tran (2016) in which the teachers in that study most commonly allowed students to have input into expectations, recognized and rewarded appropriate behavior, used hinting to highlight that there was a problem with students' behavior, held discussion with students who misbehaved in a bid to allow them to see the effect their behavior had on others. All of these techniques were used, on average, between 'often' and 'very often'.

By the time the students misbehaved in the classroom, the easiest way to do by the teachers and also the first action to take was by using hinting strategy, so the teachers looked at the students, called their names, asked them to stop, gave verbal warning, stand right next to them and reminded the class rules. Some teachers also raised one of their hands and stayed quiet then the students would follow them by raising their hands and stop talking. There was also one way which was usually used by some teachers for making them to stop their silly action like clapping their hands in certain rhythm then the students followed them in such a way. First warning like those strategies mentioned before were the right things to do as stated by Ozben (2010) that the students should be warned through eye contact, verbal gestures or questions. Discussion was also becoming the most common strategy used by the teachers which was similar to the study conducted by Kulinna (2007). Giving rewards and recognition is seen as the most useful strategy as well in order to generate positive reaction (Lewis, et al., 2008).

Besides, the social problem solving strategy including talking individually after class, sending to the principal' office, contacting the parents, consulting with school counselor, assigning a peer helper, changing the activity were the second strategy which was sometimes used depended on the students' misbehaviors. The use of social problem solving was reported enable to increases a teacher's sense of self-efficacy, reducing physical symptoms associated with stress, and reducing the rate of absenteeism from the workplace as a result of burnout. The results of this research were

also consistent with previously reported findings (Van Dick & Wagner, 2001) that teachers with more adaptive coping strategies show a lower degree of burnout than teachers with avoidant coping strategies.

Other coping styles like passive avoidant coping (ignoring), punishment (removing the student from class, putting the student in time-out), aggression (shouting at them) and relaxation (being silent) were rarely used. These results are in line with the study conducted by Tran (2016) where the teachers sometimes turn to relaxing activities and less frequently engage in passive avoidant strategies.

The strategies like giving detention, giving negative comments, lowering students' grade and trying to be funny were almost never been used by the teachers. Regarding the use of detention which was a part of punishment needed to be considered as the final action for disciplining the students needed to be used appropriately. Therefore, the teachers are advised to use punishment carefully and to avoid using it if student misbehavior can be dealt with by other actions (Yuan & Che, 2012).

Regarding the teachers' strategies in dealing with misbehaving students, according to Ozben (2010) a perfect classroom management system did not exist, so there was no perfect strategy to be used in handling the students' misbehavior. Therefore, to create a classroom environment in which there were clear and consistent rules and expectations, a necessary first step was to have the rules for the classroom posted and clearly visible for all students (Trussell, 2008).That strategy has been applied by the primary teachers at DS related to the classroom beliefs which were made at the very beginning of the school year in each class.

To sum up, the strategies which had been used by the teachers in this study were basically applied according to the seriousness of the actions as well as the causes of the misbehaviors itself. As the teachers usually having discussion with their students to discuss the reasons why they misbehaved or what they want. Moreover, the most important thing is by building the positive relationship with the students so the strategies which were used to cope with the misbehaving students could effectively change their misbehaviors into well behaviors.

The Primary Teachers' Coping Style Strategies in relation to Gender

In this study, the researcher also wanted to figure out whether gender contributed to different strategies used by the teachers in dealing with misbehaving students. The previous data had shown that all teachers applied different strategies to cope with their problems in the classroom. In this study there were 5 male teachers and 4 female teachers who took part as the participants. The data were collected through observation to each teacher's class throughout school year 2017/2018. However intensive observations by filling out the instruments were done for 20 times starting from March to May. In order to clearly see the difference between male and female teachers' strategies, the data were presented in Table 2.

Table 2. Teachers' Coping Style Strategies in Relation to Their Gender

| Coping Style | Strategies | Gender | | | | All Teachers | |
| | | Female | | Male | | | |
		N	%	n	%	n	%
Passive Avoidant Coping	Ignoring	1	25	2	40	3	33
Social Problem Solving	Talking individually after class	3	75	4	80	7	78
	Sending to the principal' office	4	100	1	20	5	56
	Contacting the parents	2	50	2	40	4	44
	Consulting with school counselor	2	50	3	60	5	56
	Assigning a peer helper	2	50	4	80	6	67
	Changing the activity	2	50	4	80	6	67
Hinting	Doing eye contact	4	100	5	100	9	100
	Using verbal warning	4	100	4	80	8	89
	Standing by the student	3	75	3	60	6	67
	Asking them to stop	4	100	5	100	9	100
	Reminding the class rules	4	100	5	100	9	100
	Calling names	3	75	5	100	8	89
Punishment	Changing the students' seat	4	100	4	80	8	89
	Giving detention	2	50	3	60	5	56
	Removing the student from class	1	25	5	100	6	67
	Putting the student in time-out	1	25	2	40	3	33
Reward and Recognition	Praising well behaved students	4	100	4	80	8	89
Discussion	Discussing their wrong behavior	4	100	5	100	9	100
Aggression	Shouting at them	3	75	3	60	6	67
	Stopping the activity	4	100	5	100	9	100

Coping Style	Strategies	Gender				All Teachers	
		Female		Male			
		N	%	n	%	n	%
	Giving negative comments	1	25	1	20	2	22
	Lowering student's grade	1	25	1	20	2	22
Relaxation	Being patient	4	100	5	100	9	100
	Being silent	2	50	4	80	6	67
	Trying to be funny	2	50	4	80	6	67

According to Table 2 it could be seen that most of the teachers whether they were male or female, they applied 6 strategies in similar ways. Those strategies are doing eye contact, asking them to stop, reminding the class rules, discussing their wrong behavior, stopping the activity and being patient. However, there were also the differences. In terms of using principal's help or even just saying that if the students misbehaved in their class they would be sent to the principal's office; it tended to be used by female teachers (100%). For instance female teachers might say, "You are too noisy, I will let you go to the principal room and learn over there, do you want it?" or "I will call the principal now because you are not listening to me!", or "I give you choices: to stay here with me but be quiet or you can keep talking but in the principal office?"

Meanwhile, male teachers had tendency to remove the misbehaving students from the classroom (100%) if compared to the female teachers (25%). When removing the students from class they might say, "You may go outside for a while because you are very distracting, then if you think that you are ready to learn again, you can come inside." or by saying things like "If you do not want to study, please don't disturb others, you can calm yourself down outside."

In relation to the coping style strategies used by the teachers in terms of their gender, from the results it could be said that female teachers tended to use "sending to the principal office" as their strategy to deal with misbehaving students (100% means all female teachers) compared to the male teachers who used it only 20%. On the other hand, male teachers tended to give punishment to the students by removing the students from class (100% means all male teachers) rather than female teachers (25%). Those results were in line with the study conducted by Ozben (2010) which showed that 26.8% of the female teachers contacted the principal and only 14.5% of the male teachers did that. Furthermore, 9.2% of the male teachers punished the students and 8.7% of the female teachers used punishment as their strategy.

Furthermore, in accordance with the results of this study whereas the female teachers tended to seek for professional help from other like principal, hence this result was in line with Salkovsky, et al. (2015) study. In their study, they revealed that gender was a significant factor of coping style in which female teachers using more social problem solving than male teachers. Female teachers talked more to others and supported each other; they seek for professional help and went to meetings where different solutions for the problem were proposed. Finally, female teachers worked more on improving their relationships with others, and overall, preferred coping strategies that involved personal relationships and cooperation. This might imply that meetings of teachers

to address work-related issues might be perceived as less useful by male teachers than by their female colleagues.

Many literatures pointed out male and female teachers have different behavior in interacting with the students in the classroom. In this regard, according to Meece (as cited in Hoque, et al., 2013) females are found to be more approachable, easy to communicate and supportive whereas male teachers are found to be more strict and authoritative. Furthermore, male teachers are likely to select a more aggressive disciplinary approach toward boys.

Referring to the interview from the female teachers regarding the strategy of calling the principal if the students misbehaved in the classroom were actually work well in some occasions. It was because the students would feel afraid to be sent to the principal office. Few years ago there was a case in that school when a student was expelled from school because he did many problems and had been called by the principal several times. Therefore, using the word "principal office" was really helpful in making the students changed their behaviors during the lesson. Even though the teachers never called the principal when they said so, but the students would feel scared although they also knew that the teachers only said that to make them follow what the teachers' instruction and behave well.

4. CONCLUSIONS

The success of teaching and learning process in the classroom is significantly influenced by both the teachers and students. Once the students misbehave during the lesson, then it is the teachers' responsibility to cope with that problem in order to create positive learning environment. Therefore, classroom management plays an important role in education as it shapes the students' behavior. In this study the main objectives are to find out kinds teachers' coping style strategies to deal with misbehaving students. From the collected data and findings of this study it can be concluded that:

a) The coping style strategies applied by primary teachers at DS varied depended on the students' misbehavior. Those strategies were : *Hinting* (doing eye contact, using verbal warning, standing by the student, asking them to stop, reminding the class rules, calling names), *Reward and Recognition* (praising well behaved students), *Discussion* (discussing their wrong behavior), *Punishment* (changing the students' seat, removing the student from class, putting the student in time-out), *Aggression* (shouting at them, stopping the activity), *Passive Avoidant Coping* (Ignoring), *Social Problem Solving* (talking individually after class, sending to the principal' office, contacting the parents, consulting with school counselor, assigning a peer helper, changing the activity) and *Relaxation* (being patient, being silent). From those strategies there were some strategies which were used more often such as hinting, rewards and recognition, discussion and social problem solving.

b) The coping strategies used by the primary teachers were different in terms of their gender. There was a tendency that female teachers used "sending to the principal office" as their strategy to deal with misbehaving students (100% means all female teachers) compare to the male teachers which used it only 20%. On the other hand, male teachers gave punishment to

the students by removing the students from class (100% means all male teachers) rather than female teachers (25%).

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APPENDIX

Table 2. The transcript of Barrack Obama's Speech.

No.	Name of the Paragraph	Details
1.	Paragraph 1	*"Hello, everybody! All right, everybody go ahead and have a seat. How is everybody doing today? I am here with students at Wakefield High School in Arlington, Virginia, and we've got students tuning in from all across America, from kindergarten through 12th grade. And I am just so glad that all could join us today. And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause. I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now, with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning."*
2.	Paragraph 2	*"I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning. Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say that this is no picnic for me either, buster."*
3.	Paragraph 3	*"So, I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. Now, I've given a lot of speeches about education. And I've talked about responsibility a lot. I've talked about teachers' responsibility for inspiring students and pushing you to learn. I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox. I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't*

No.	Name of the Paragraph	Details
		working, where students aren't getting the opportunities that they deserve."
4.	Paragraph 4	*"I get it. I know what it's like. My father left my family when I was two years old, and I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I was lonely and I felt like I didn't fit in. So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse. But I was -- I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams. My wife, our First Lady Michelle Obama, she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country."*
5.	Paragraph 5	*"Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right. But at the end of the day, the circumstances of your life -- what you look like, where you come from, how much money you have, what you've got going on at home --none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying. Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you, because here in America, you write your own destiny. You make your own future. That's what young people like you are doing every day, all across America."*
6.	Paragraph 6	*"Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Neither of her parents had gone to college. But she worked hard, earned good grades, and got a scholarship to Brown University – is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez. I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's had to endure all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer -- hundreds of extra*

No.	Name of the Paragraph	Details
		hours -- to do his schoolwork. But he never fell behind. He's headed to college this fall. And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college."
7.	Paragraph 7	*"But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world -- and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide. Maybe you could be a great writer -- maybe even good enough to write a book or articles in a newspaper -- but you might not know it until you write that English paper -- that English class paper that's assigned to you."*
8.	Paragraph 8	*"Maybe you could be an innovator or an inventor -- maybe even good enough to come up with the next iPhone or the new medicine or vaccine -- but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice -- but you might not know that until you join student government or the debate team. And no matter what you want to do with your life, I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it. And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you."*
9.	Paragraph 9	*"What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future. You'll need the*

No.	Name of the Paragraph	Details
		knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the insights and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and ingenuity you develop in all your classes to build new companies that will create new jobs and boost our economy. We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that -- if you quit on school -- you're not just quitting on yourself, you're quitting on your country. Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork."
10.	Paragraph 10	*"Some of my friends like Jazmin, Andoni, and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases, they've got it a lot worse off than many of you. But they refused to give up. They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same. That's why today I'm calling on each of you to set your own goals for your education -- and do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity, or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, by the way, I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter."*
11.	Paragraph 11	*"But whatever you resolve to do, I want you to commit to it. I want you to really work at it. I know that sometimes you get that sense from TV that you can be rich and successful without any hard work -- that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you're not going to be any of those things. The truth is, being*

No.	Name of the Paragraph	Details
		successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try. That's okay. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's -- who wrote Harry Potter -- her first Harry Potter book was rejected 12 times before it was finally published."
12.	Paragraph 12	*"Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed." These people succeeded because they understood that you can't let your failures define you -- you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying. No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice."*
13.	Paragraph 13	*"The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in. Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new. So, find an adult that you trust -- a parent, a grandparent or teacher, a coach or a counselor -- and ask them to help you stay on track to meet your goals."*
14.	Paragraph 14	*"And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country. The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best. It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and*

No.	Name of the Paragraph	Details
		they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other."
15.	Paragraph 15	*"So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a President who comes here in 20 or 50 or 100 years say about what all of you did for this country? Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So, I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So, don't let us down. Don't let your family down or your country down. Most of all, don't let yourself down. Make us all proud. Thank you very much, everybody."*

The transcript was taken from:

Obama, B.. (2009). *National Address to America's Schoolchildren: National Speech*. Retrieved from https://www.usapatriotism.org/speeches/obama_090809.htm (Accessed on July 10th, 2019)

The Impact of Vocational-Based Learning on Career Decision Making Ability for Deaf Students in Schools

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Abstract. This study is aimed to know the ability of deaf students in career decision making in school. This study is a survey research. Participants in this study were of 37 senior high-graded deaf students in Surakarta. This study used career decision making ability questionnaire consisting of five aspects; they are self-assessment, job information, choice determination, future planning, and problem solving. The instrument was validated internally with reliability level of 0.803. The questionnaire was used to collect data on career options after training, job selection decision, and participation in vocational training. The data was analized by means of descriptive quantative. Results showed that (1) majority of deaf students had capabilities of career decision making in medium and low category of 81.08%, (2) the existing vocational learning had positive impacts on vocational cognitive comprehension, but less influence on career decision making, (3) the majority of deaf students need refreshed vocational training to improve their career decision making. So, they need vocational training in school.

Keywords: Vocational-based learning, Career Decision Making, Deaf Students.

1 INTRODUCTION

Deaf students of adolescence experience more complex development including their choice of career (Elwan, 2018). Many problems occurred in adolescence, one of these problem is career preparedness as a consequence of development, where demands incurred to prepare career in relation with education selection, directed to select job types in future so that it is noteworthy the consequence of confusion in determining their career direction (Lestari, 2017). Problems faced by deaf students in adolescence are in long term career decision making after graduated from school (Aprilia &Biasa, 2011). Empirical data from Wagino (2002) showed that only 7% deaf students are able to manage their career well.

Career decision making ability for deaf students is important because of limited so that they have low ability to make a decision, in prepare their career sector and in understanding their interest of career in the future, and such capability in career decision making enable them to plan for better career decision (Sartinah, 2014). Good career decision making ability can improve their

self-confidence, career planning, self-efficacy, career maturity, and overcome anxiousness as one of career hindrance for such individual (Punch, Creed & Hyde, 2005; Talib, Salleh, Amat, Ghavifekr & Ariff, 2015). Ability in career decision making for deaf students is an important exploration and planning directed to career in the future (Punch, Hyde & Creed, 2004). Deaf children will be threatened in their careers if they do not have the skills (Aquino & De Vera, 2018). Therefore, it is a requirement for transition program to take them prepared to select career in accordance to their gift and interest after graduate from school.

Transition from school to real life after graduation is a unique challenge for deaf students, because they leave a community to enter new different community (Coyle, 2012). Transition from school to work field is also one of most critical periods in special education in term of career development (Wehman, 2013; Nurmi, Salmela-Aro and Koivisto, 2002; Hofmann, Stalder, Tschan&Hafeli, 2014). The existing transition program in school is vocational-based education. It means that learning is provided to students in form of vocations. Vocational-based education concept is the education providing basic provision and training to students about daily life values to enable and empower them live expertise to maintain their survival and development (Marwiyah, 2012). It means that students in school is provided basic expertise routinely conducted for the students skillful in life. One of these life expertise element is vocational competency (Depdiknas, 2002). According to the National Education Ministry Regulation No. 22/2006 on standards of content for elementary and intermediate education unit, it states about the education unit curriculum structure, local contents and self-improvement for students with special requirements in SMALB. Learning in present curriculum is focused in students' craftsmanship. Thus, craftsmanship training for deaf students in senior high school level can be aimed to construct independent students with self-confidence from craftsmanship learning provided in curriculum for deaf students in school.

Vocational development for deaf students is very important, in which includes several vocational sectors (Albertini, Kelly &Matchett, 2011). Deaf students are comprehensively active to obtain career development program in school which can help them informed and improve their work capability and competency, learn about career opportunity and well manage the results of career decision making (Luckner, 2002; Szymanski, Lutz, Shahan& Gala, 2013; Nagle, Newman, Shaver &Marschark M, 2016). Many deaf students have limited experience on jobs and job-related activities to be basis of their career and life decision where this knowledge can result in limited job stereotype and aspiration (Schroedel, 1991). Career-focused learning activities can cover approach to improve career decision making and resolve problems in competencies, expertise in job opportunity seeking and work skill (Albertini et al., 2011; Nagle, Newman, Shaver &Marschark, 2016). The importance of competency for deaf students is to reach inclusive development objectives and rights on equal opportunity and participation, where competency training is related with varied problems and challenges in transition program process for deaf students to take good career decision (Zaidi &Baveja, 2018). The emerging problem is whether or not the implementation of vocational-based learning has been helping deaf students in their career decision making? Based on abovementioned description, the author want to search for information

about career decision making ability in deaf students in school up to analysis of vocational competency training for deaf students to assist them reach good decision of career.

2 METHOD

Participant in this study is 37 deaf students in public and vocational high schools in Surakarta, Indonesia. Research data is primary data, obtained by career decision making questionnaire to measure five aspects of self-assessment, job information collection, determining direction, future planning and problem solving (Taylor dan Betz, 1983). The questionnaire then validated internally using Product Moment Pearson correlation technic with reliability of 0.803.

The data is not only from career decision making ability questionnaire, but questionnaire on whether or not available options of job known by deaf students, whether they have difficulties in making decision to work or education, whether they have difficulties to select job to be taken after graduation, their confidence in selected job, vocational training participated, training requirements up to participation in vocational training to improve their career decision making. Results of collected data is to be descriptive-statistically analyzed. The results of study is described and explained in diagram.

3 RESULTS AND DISCUSSION

3. 1 Results

3.1.1   Career Decision Making Ability of Deaf Students in School

Career decision making ability for deaf students is measured by instrument consists of 36 valid statements. The collected data then processed in SPSS version 23 program so that there known average, minimum, maximum and standard of deviation values. Then, career decision making ability scores are categorized into three, they are low, medium and high levels. Data description of career decision making ability can be observed in Table 1 while the categorization of career decision making ability achievement can be observed in Table 2.

Table 1. Deaf Students' Career Decision Making Ability Score

N	37
Mean	81,19
SD	10,94
Min	57
Max	99

Table 2. Categorization of Deaf Students' Career Decision Making Achievement

Score	Category	Subject	
		$\sum$N	Percentage (%)
X < 70	Low	6	16,21%
70 ≤ X ≤ 92	Middle	24	64,87%
92 < X	High	7	18,92%

Based on table 1 and 2, there are known that the average value of deaf students' career decision making ability is 81.19 and in middle category. Based on the above empiric data, there known that deaf students with middle to low category of career decision making ability is 81.08% and with high category is 18.92% from this data, it shows that deaf students have low career decision making ability. At least 81.08% respondents have no sufficient career decision making ability.

3.1.2 Whether or not the job to be selected after graduate known

The following is data about job knowledge to be selected after graduate.

Table 3. Whether or not the job to be selected after graduate known

Response	$\sum$N	Percentage (%)
Yes, I Know	8	21,62%
Not Know	29	78,38%
Total	37	100%

From Table 3, it is known that of 37 respondents, 29 respondents are not understand the job to be selected after graduate, and only 8 respondents knew job to be selected after graduate. It can be described in the following diagram.
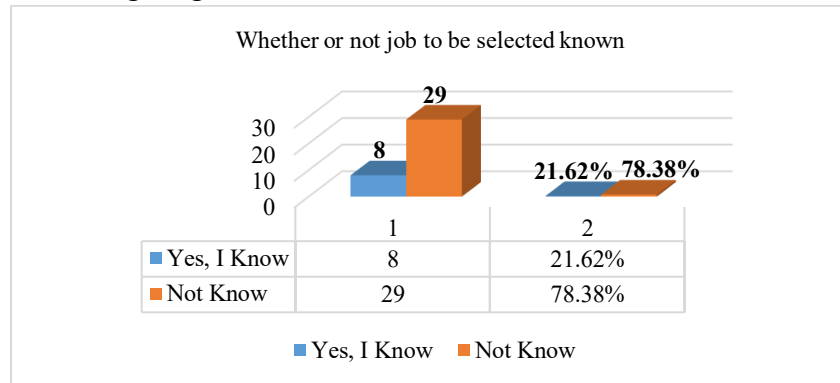

Fig 1. Whether or not job to be selected known

3.1.3 Whether or not to decide to school or work is difficult

The following is the data results of difficulties to decide whether to school or work after graduate.

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Table 4. Whether or not to decide to school or work is difficult after graduate.

Response	∑N	Percentage (%)
Yes, difficult	26	70,28%
Not difficult	11	29,72%
Total	37	100%

From table 4 it is known that of 37 respondents, 26 respondents have difficulties to take school or work after graduate, and 11 respondents have no difficulty in deciding take school or work after graduate. Of the data, it can be described in the following diagram:
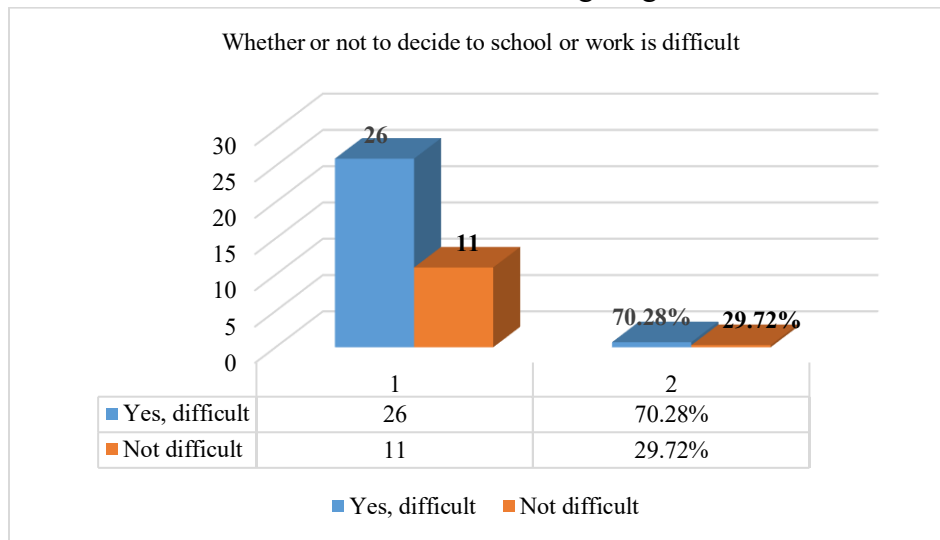

Fig 2 Whether or not to decide to school or work is difficult.

3.1.4 *Whether or not to decide the work after graduate is difficult*

The following is the data about difficulties to decide the work to be selected after graduation.

Table 5. Whether or not to decide the work after graduate is difficult.

Response	∑N	Percentage (%)
Yes, difficult	25	67,57%
Not difficult	12	32,43%
Total	37	100%

From the table 5, it can be stated that of 37 respondents, 25 respondents have difficulties to decide the work to be taken after graduation, and 12 respondents have no difficulty to decide. From the data, it can be described as the following diagram.
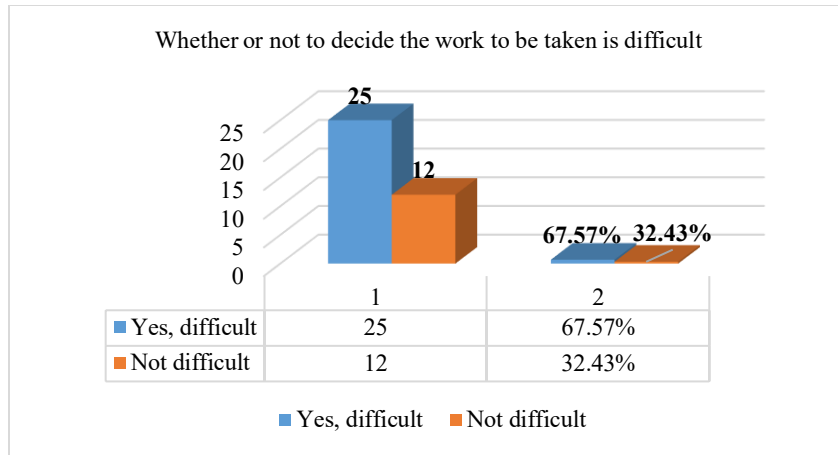
Fig 3. Whether or not to decide the work to be taken is difficult

3.1.5. Confidence on job selection after graduation

The following is the data about confidence on job selection after graduation.

Table 6. Whether or not the selected job is convinced.

Response	∑N	Percentage (%)
Yes, sure	14	37,83%
Not sure	23	62,17%
Total	37	100%

From table 6, it can be seen that from 37 respondents, 23 respondents are not confident with their selected job after graduate and 14 respondents confident on their selection. The data can be described in the following diagram.
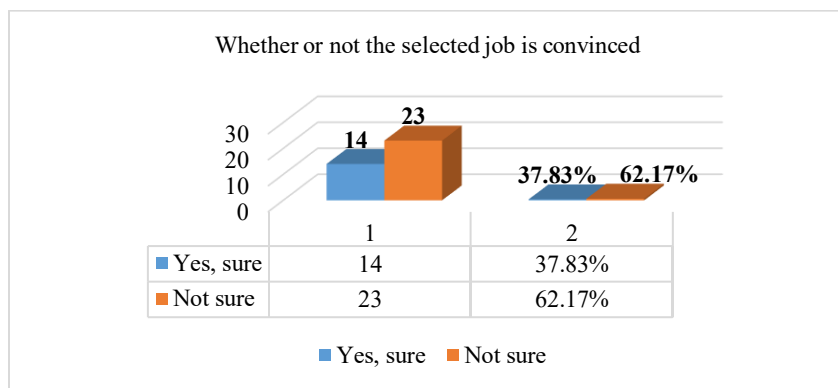

Fig4. Data of the selected job is convinced or not.

3.1.6 Whether or not the vocational training had taken to improve career decision making ability

The following data is about whether vocational training had taken to improve career decision making ability or not.

Table 7. Data of the vocational training had taken to improve career decision-making ability or not.

Responase	∑N	Percentage (%)
Ever	15	40,54%
Never	22	59,46%
Total	37	100%

From table 7, it can be stated that from 37 respondents, 22 respondents have not participate vocational training to improve their career decision making ability, and 11 respondents have participate vocational training to improve their career decision making ability. From the data, it can be presented as in the following diagram.
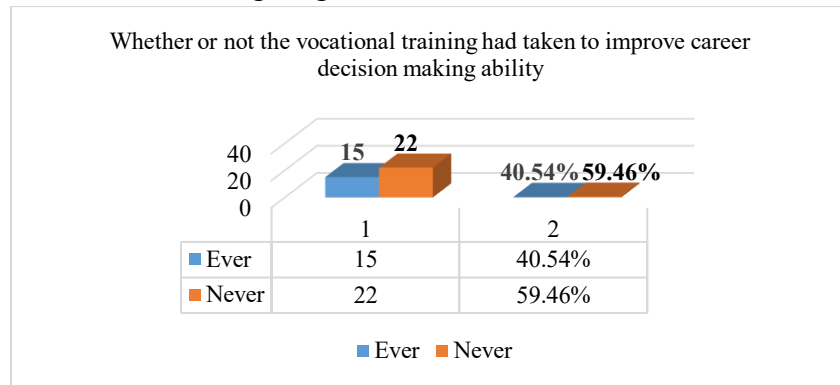

Fig 5. Data of the vocational training had taken to improve career decision making ability or not

3.1.7 *Whether or not vocational training to improve career decision making ability is required*

The following is data on whether vocational training to improve career decision making ability is required.

Table 8. Data of vocational training to improve career decision making ability is required or not.

Response	∑N	Percentage (%)
Yes, I need	29	78,38%
Not need	8	21,62%
Total	37	100%

From table 8, it can be observed that from 37 respondents, 29 respondents are required vocational training to improve their career decision making ability, and 8 respondents are not required vocational training to improve their career decision making ability. From the data above, it can be described as in the following diagram.
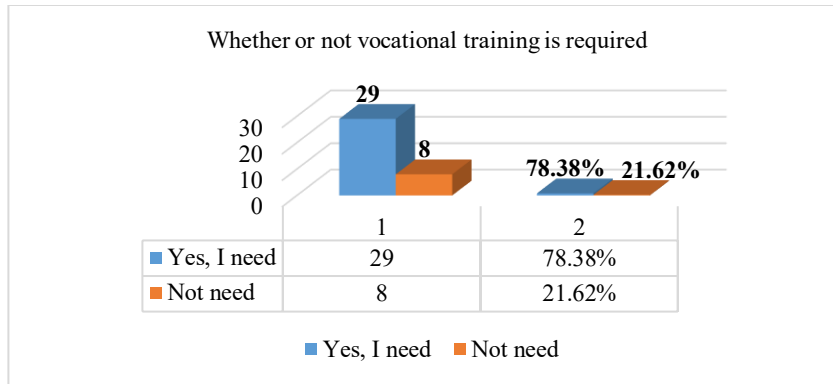
Fig6. Whether or not vocational training is required.

3.1.8 *Whether or not the students will to participate in vocational training to improve their career decision making ability*

The following data is about whether or not the students will participate in vocational training to improve their career decision making ability.

Table 9. Data of the students will participate or not in vocational training to improve their career decision making ability.

Response	∑N	Percentage (%)
Willing	33	89,19%
Unwilling	4	10,81%
Total	37	100%

From table 9, it can be observed that from 37 respondents, 33 respondents will to participate in vocational training to improve their career decision making ability, and only 4 respondents refuse to participate in vocational training to improve their career decision making ability. From the data, we can describe in the following diagram.
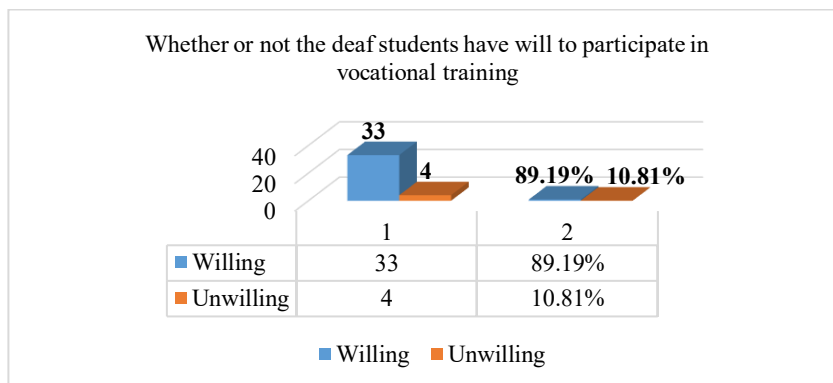

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Fig7. Whether or not the deaf students have will to participate in vocational training.

3.2 Discussion

Based on the results of study, there are some important findings:

1. Majority of deaf students have middle to low career decision making ability. It showed from data that 81.08% from 37 deaf students have middle to low category of career decision making ability

2. Most deaf students don't now the work to be selected after graduate. It showed by data that 78.38% deaf students don't know the work to be selected after graduate.

3. Most students face difficulties to decide whether to school or work after graduate. It showed by data that 70.28% deaf students have difficulties to decide whether to school or work.

4. Most deaf students have difficulties in deciding what work to be taken after graduate. It showed from data that 67.57% deaf students have difficulties in deciding what work to be taken after graduate.

5. Majority of deaf students are not confident on selected job after graduate. It showed by the data that 62.17% deaf students are not confident with their selected job.

6. Majority of deaf students have not participate in vocational training to improve their career decision making ability. Data shows that 59.46% deaf students have not participate in vocational training.

7. Most deaf students require vocational training to improve their career decision making ability. It can be observed from data that 78.38% deaf students require vocational training.

8. Responds of deaf students in supporting vocational training is very good. From the data, it showed that 89.19% deaf students have will to participate in vocational training to improve their career decision making ability.

From the above findings, then there will be a problem if deaf students have low career decision making ability, and will have difficulties to select career in the future with the consequence that their career is not in accordance with their gift and interest and desire. They will only get career to get money with no desire to explore their capabilities. It is like a deaf students have an interest in multimedia, but without good career decision making ability, then he/she will work in any type of work field and their lost their gift. Besides, low career decision making ability will also make them give up on condition after graduate without knowing whether their job is in accordance with their capability. From the finding, we can also observe that the existing vocational-based learning has positive cognitive impact, but it has not been able to assist deaf students in career decision making after graduation because cognitively, deaf students understand vocational learning, but they don't know what job to be selected after graduate.

One of the influencing factor in career decision making ability for deaf students can be seen from the above data where there are not much deaf students participate in vocational training to improve their career decision making ability and present training is only to add more knowledge about vocation but unable to make deaf students master their career decision making ability from

school. By good career decision making ability, then deaf students will have steady career and confidence in selected jobs. Other factor is personality and emotion from the individual are also influencing, because emotion and personality is related with the ability to make decision on career (Gati, *et. al*, 2012).

Based on the above explanation, then it is required a model of vocational training which can support deaf student to understand their gift and interest and also their capability in work so that it can make deaf student reach good career decision making ability so that in the future, they can select jobs in accordance with their capability. It supported by Istiqomah (2017) that to overcome problem related with work or career for deaf students, it requires vocational training to provide opportunity for the students to improve their potentials. This training is expected to help students understand their gift and interest for their competency in jobs. Thus this training can improve not only their soft skills, but also can improve hard skills so that after graduate, deaf students comprehend which work to be taken.

4 CONCLUSION

Based on the results of this study, we can conclude that majority of deaf students have low-categorized career decision making ability. Then the existing vocational-based learning has positive influence to provide cognitive knowledge for deaf students about varied expertise, but this vocational-based learning has not positively influencing on deaf students' career decision making because from the results, majority of students don't understand the job to be selected after graduate and not confident about the selection. Other conclusion is that deaf students require refreshed vocational training in school to improve their career decision making ability, so that it is expected that the students are able to select career or jobs in accordance with their competency and interest. Therefore, it is require for the vocational training to make them know their gift and interest, then improve their soft and hard skill in implementing vocational expertise and enable them to select right job from varied job selection from the vocational training.

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The Effect of *Tri Kaya Parisudha* Learning Model Based on Problem towards the Elementary Students' Literacy Information Ability

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Abstract. This study aims to determine the ability of information literacy of groups of students who are taught with the problem-based *Tri Kaya Parisudha* learning model. This type of research is quasi-experimental using non-equivalent post test only with control group design. The research samples were 2 schools, consisting of one school as an experimental group (n = 33) and one school as a control group (n = 28) which were selected with a cluster random sampling system. The experimental group used *Tri Kaya Parisudha* learning based on problem and the control group used conventional teaching models. Data is collected by a test method in the form of a description as an instrument of data collection. The results showed thatthe information literacy ability achieved by the group of students who take learning with the problem-based learning model of the *Tri Kaya Parisudha* is better (tcount = 6.28> tt abel = 2.00) compared to the group who take learning not with the learning model *Tri Kaya Parisudha* is problem based.

Keywords: Literacy Information, Problem, *Tri Kaya Parisudha*

1 INTRODUCTION

Today's civilization has made Generation Z. This generation is marked by significant changes from the previous generation. The most striking thing is seen from the ability of this generation in accessing information technology. Whatever they do, they are often in touch with cyberspace and technology, starting from doing social media, browsing, and listening to music by using a cellphone. Yasmin, N.K.Z & Harwati, H. (2020), states that future generations' expectations and demands in learning especially to be equipped with more sophisticated tools and smartphone applications to help learning. This is certainly because this generation has known technology since they are birth

Looking at the current generation, social media is something that will always be related in their lives. Data from Nielsen Media shows that one out of every four television viewers in Indonesia is a child, and the time spent by children watching television is an average of three hours per day (Hendriyani, Hollander, E., d'Haehens, L., & Beentjes, J. 2014). In line with the current era of digitalization, media convergence has arisen which enables children to become active participants. Active participation of children in the digital age is a social phenomenon that needs to be studied (Corsaro, W. A., & Nelson, E. 2003). Donegan, R. (2012), states that crucial innovations such as the internet have changed the orientation of interaction between humans so that humans are able

to explore practically and quickly previous things, but they also allow forms of violations to become more widespread, evolved and rampant. One example of the information technology revolution that was created because of the demands of the current trends so that many issues and information circulating HOAK. So that literacy is needed for the development of what is in this globalization era, so as to avoid anything that can cause negative things.

According to Hasan (Rohmati, F. A. 2013), suggested that basic literacy skills have an important role in a person's life for academic success. This literacy ability must be the main weapon for the Indonesian generation and must be taught from an early age. Kutner, L., & Armstrong, A. (2012) and Nurohman, A. (2014), In general information literacy can be interpreted as information literacy. Especially the most important thing is the literacy of information obtained through various online, print, etc. According to Paul G. Zurkowshi (Pattah, 2014) said, information literacy, namely the ability to utilize various information tools and primary sources to solve problems. Mashuri, I. (2012), Nurohman, A. (2014), Chu, S. K., Tse, S. K., Loh, E. K., & Chow, K. (2011), and Yager, Z., Salisbury, F., & Kirkman, L. (2013). The component of Information literacy capability is one's ability in identify, search for, find, collect, evaluate or interpret, use, and communicate information from variousa source to solve the problems at hand

Research conducted Arsani, N. N., Murda, I. N., & Wirya, I. N. (2013), says that the existence of information literacy learning makes students have information literacy capabilities that are superior to students not doing information literacy learning. The presence and importance of the introduction of information literacy is expected to be one part to be able to provide a basis for children in imitating and understanding what should be seen and imitated and make children aware of the source of information that can be obtained according to their needs (Riady, Y. 2013).

A reality that we must respond from this problem is that education is not only based on the mastery of science and technology, but can be combined in an integrated manner with human values so that education becomes meaningful (Natajaya, I. N., & Dantes, N. 2015). Meaningful education in the sense of being demanded can give each student the knowledge and technology, skills, and human values as their provisions to face future challenges.

The progress of science and technology in the era of globalization, the government continues to make policies in improving the quality of education nationally. Moreover, the government has proclaimed the quality of education with the concept of education based on the industrial revolution 4.0. But in its implementation it is hoped to continue to empower cultures as well as local culture which is a breakthrough towards education of the industrial revolution 4.0 in the current era of globalization. Learner motivation and attitudes recurrently transform and adapt, particularly in response to the rapidly changing demands and challenges of the 21st century - an era of inordinate advanced technology (Al-Mubireek, S. 2020). Lasmawan, I. W. (2016) exposure from globalization erodes little by little the existence of local culture through an acculturation process. Furthermore, Aimiuwu, L (2004) the effects of globalization penetrate many aspects ranging from institutional, organizational, process, system, value changes, ideology, or even a combination of the aspects that are mentioned above. Globalization has a direct impact on the sustainability of local culture (Ugbam, O. C., Chukwu, B., & Ogbo, A. 2014).

These values can be obtained through learning based on local wisdom as discussed in an ethnopedagogy study, which is the foundation in education as stipulated in Minister's Rules No. 69 of 2013 as one of the cornerstones of the 2013 curriculum development philosophy that education is rooted in the present and future national culture (Ndiung, S. 2017). This is in line with Alwasilah (Riady, Y, 2013) said ethnopedagogy is a practice of education based on local wisdom in various domains and emphasizes local knowledge or knowledge as a source of innovation and skills that can be empowered for the welfare of society where local wisdom is related to how knowledge is generated, stored, applied, managed and inherited. One of the local wisdoms related to student learning outcomes and can be inserted in the process is local wisdom Tri Kaya Parisudha. The concept offered by Tri Kaya Parisudha are manacika: clean and pure thinking, wacika: saying the right thing, and kayika: doing the right thing (Budiarta, I. K, dan Ni Wayan K, 2014).

Various studies that support Jayantika, I. (2015), Arsani, N. N., Murda, I. N., & Wirya, I. N. (2013), and Artini, N. P., Parmiti, D. P., & Sudana, D. N. (2016), show that the application of learning models based on *Tri Kaya Parisudha* has a positive influence on student learning so that there is an increase in student activity and learning achievement. In line with research Astawan, I.G.(2018), which focuses on the development of the *Tri Kaya Parisudha* learning model states, that the *Tri Kaya Parisudha* learning model is effectively used to improve students' process skills and character values. This means that if all three parts of the *Tri Kaya Parisudha* can be implemented it will provide good benefits. related to learning achievement namely cognitive, affective and psychomotor aspects can develop well, the learning achievement will increase.

Local wisdom-based learning is very influential and contributes to education. To apply the learning model of *Tri Kaya Parisudha* which aims to find a scientific truth in social studies learning. The *Tri Kaya Parisudha* Learning Model is integrated with a problem-based learning approach. Therefore through the *Tri Kaya Parisudha* learning model will be adjusted to the desired social learning objectives desired by problem-based and with the *Tri Kaya Parisudha*model also influential in increasing the information literacy ability of elementary school students.

2 METHOD

This type of research is quasi-experimental. This study took a population of all grade V elementary school students in Cluster VI in Kampung Baru. The number of primary schools in Kelurahan Kampung Baru is 6 elementary schools with a total number of 175 students. the population must first be tested for equality by using the one-way variance analysis formula (ANAVA A). Based on the ANAVA A analysis results at the significance level of 5%, the Fcount value was 2.17, while the Ftable value was 2.27. Thus, you can see $F_{table} > F_{count}$, so H0 is accepted. Based on these results, it can be concluded that the five schools in Cluster VI of Kampung Baru Village have equality.

The study sample was 2 schools, consisting of one school as an experimental group (n = 33) and one school as a control group (n = 28) selected with a cluster random sampling system. The identity of the school is Elementary School No. 5 Kampung Baru as an experimental group and

Elementary School No. 2 Kampung Baru as a control group. This research focuses on social studies learning in elementary schools.

The data collection method used in this study is the test method. The test used to measure the ability to solve problems in the form of a description. The data analysis technique is descriptive statistical analysis, in the form of mean (mean), median, mode, variance, and standard deviation. The research data is presented in the form of polygon charts. The technique used to analyze data to test research hypotheses is the t-test (polled variance). Before testing the hypothesis, the data analyzed must have a normal and homogeneous distribution.

3 RESULTS AND DISCUSSION

Based on the research conducted, the data exposure of the results of this study is as follows. The results of research on the influence of the *Tri Kaya Parisudha* problem-based learning model on information literacy skills of elementary school students get the following results: (1) the post-test results of the experimental group show that the information literacy ability of getting the highest score obtained by students is 120 and the lowest score is 43 , thus mode> median> mean (102.3> 98.64> 95.48). If the mean results are converted into PAP Five Scale, the information literacy ability of students is in the very high category (95.48%). This result is illustrated in the form of a polygon curve stating that the distribution of experimental group data is a negative squint, this explains that most scores tend to be high as shown in Figure 1 below.
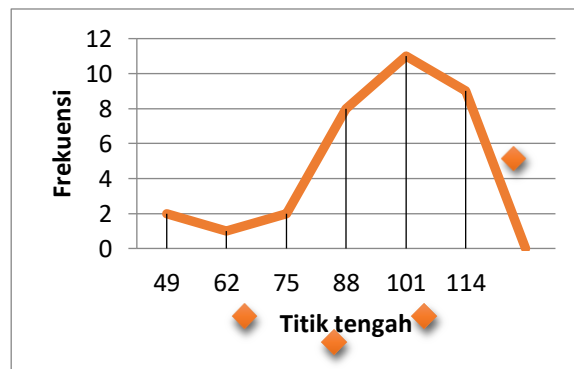
Fig 1. Experimental Group Post-Test Data

In contrast to the results of the control group's post-test acquisition of students' information literacy abilities, the highest score obtained was 112 and the lowest score was 28, with mode 52.5, median 65.1 and mean 67. Thus, the <median <mean mode (52.5<65.1 <67). If the mean of the control group is converted into PAP Scale Five, the students' social problem solving ability in the control group is in the very moderate category (67%) and if depicted in the polygon curve shows that the data distribution in the control group is a positive squint, which explains that some large scores tend to be low as shown in Figure 2 below.
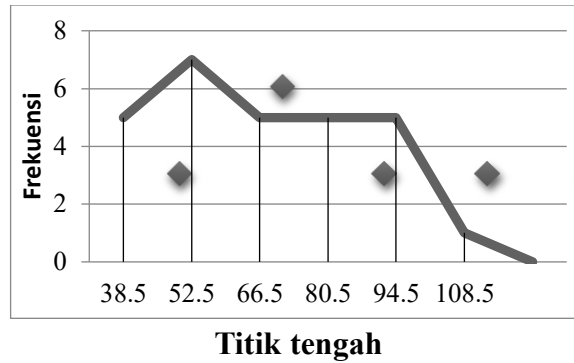
Fig 2. Control Group Post-Test Data

The results obtained calculations using the Chi-Square formula in the normality test obtained information literacy abilities of the experimental group students with normal distribution with $\chi 2$ calculate = 7.46 <Price $\chi 2$ table = 7.815 and in the control group were normally distributed with a price $\chi 2$ calculate = 3.42 <price $\chi 2$ table = 7,815. So the homogeneity test results using the F test formula, the variance of students' literacy ability data between the experimental group and the control group is homogeneous, F count = 1.26 <F table = 1.87. Furthermore, the hypothesis was tested so that the results of the t-test with the polled variance formula obtained t count of 5.37 and t table at a significance level of 5% and db 59 were 2.00. Thus, t count > t table is 5.37 > 2.00 at a degree of freedom 59 so H0 is rejected and Ha is accepted.

Based on the results of data analysis that has been done, shows that there is a significant difference in the ability of information literacy between groups of students who use problem-based *Tri Kaya Parisudha* learning models with students who are taught with conventional learning models in grade V students of elementary schools.

4 CONCLUSION

Based on the research findings, it can be concluded as follows. The ability of information literacy of students in the control class using conventional learning models is in the medium category with an average score of 67%. The information literacy ability of students in the experimental group applying the problem-based *Tri Kaya Parisudha* learning model is in the very high category with an average score of 95.48%. If converted in polygon charts, for the control group the data distribution curve is positive squint, which means that most of the scores obtained by students tend to be low. But for the experimental group, the data distribution curve is negative squint, which means that most of the scores obtained by students tend to be high. So there is a significant difference in the ability of students' information literacy between groups of students who are taught with the problem-based *Tri Kaya Parisudha* learning model and groups of students who are taught with conventional models in grade V of Primary Schools in Cluster VI, Kampung Baru Village, Buleleng District, Bali province.

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EFL Students' View of E-Book Use in Improving Reading Comprehension.

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Abstract. This research has been focused on foreign language reading improvement. It considered on how the learners interrelate to e-book use as a source of their reading activities. This study was intended to gain the students' view toward the electronic book in order to develop their reading comprehension skill. This study observes the online reading policy by e-book in classroom activity. This study was focused on the intermediate EFL students who were 18-21 years old. The data were from the questionnaire sheet of the participants. The study methodology was interpretive and qualitative. The findings recommend that EFL learners occupy in classically diverse from reading practices and strategies when E-book is as a recommended strategy in reading activity. Thus, it needs digital literacy skill that must be taught in relating with the expansion of traditional literacy skills in the target language.

Keywords: EFL Students, View, E-book, Reading

1. INTRODUCTION

Learning English has been recognized as a compulsion in this 21st century. In order to face the globalization era the entire learners are emphasized to learn English. In mastering the English, the learners are emphasized to master four skills in English itself such as listening, speaking, reading and writing.

This writing emphasizes on EFL students' view on the use of E-book and its needs in improving their reading skill. In improving reading skill, book is as the main source to get the knowledge. Many researchers have analyzed about reading comprehension, the impact of E-book and printed book in improving reading itself. According to Guthrie (2007), reading comprehension relates to reading motivation and reading comprehension growth in the later elementary years.

In this case, reading comprehension is an activity, which engaged reading based on motivational and cognitive characteristics of the reader who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. In reading comprehension, the students are trained to respond the passage in writing and give their personal reactions of the text that they have read. Moreover, routes familiarize students with conventions of nonfiction and help them to navigate through selections involving complex and technical language. In improving this reading comprehension, the students need some sources. The sources can be printed book and e-book. This research is focus on the use of e-book. E-book is recognized a trending source for

current learners. An e-book is a book read on an electronic device (computer screen, tablet, Smartphone or e-reader). Yet academic libraries have implemented e-books extensively, numerous have encountered as an expressed predilection for print among students and lack of cognizance of e-book opportunities.

A study at Miami University in Oxford, which conducted between 2007 and 2009, originated four differences responses to e-books. They were identified as book lovers, which were the largest category. Moreover, it followed by printers. It was recognized for them who dislike reading on a screen. Furthermore, it was technophiles. It was for them who encirclement the affordances of electronic media. In addition, the last category was pragmatists. It was for them who realize compensations to both print and electronic media but maintenance more about the content than the container. This recent study is focus on the EFL students' view on the use of E-book for their reading comprehension. In which whether the E-book is able to help the EFL students improving their reading comprehension, the use of e-book in learning activity ease the student get many sources easier to be accessed rather than printed book or whether the use of E-book is difficult to be accessed. However, the previous statement must be proved by the students' view, in which how they think about the use of e-book and printed book as well.

2. METHOD

This study was carried out to expose the EFL students' view about the use of E-book in improving reading comprehension. This study was conducted through descriptive qualitative method. The data got through questionnaire sheet, in which the researcher gave six major questions. The data attained through thematic analysis. The questions were generally about the EFL students' view on the advantage of E-book and the accessible of E-book.

Participant:

In gathering the data, the researcher gathered from 15 different students including 5 males and 10 females. The age range was 18-21 years old. All of the students were Indonesian students and they were as EFL learners. Most of the students have their own android or iPhone. Besides that, each of them has their own e-mail, which is used to send their assignments and as the drive of saving the document. The students were given questionnaire relates to ask their view about E-book use in improving EFL students' reading comprehension.

Data Collection:

In collecting the data, the researcher used questionnaire sheet that consist of six questions, which asked about the EFL students' view about E-book usage. These five questions asked about the benefit of E-book, the accessibility of E-book and the impact of E-book for EFL students. From the questionnaire, the research identified each answer based on the purpose of the writing. The data got on the 3rd of March from EFL students who learn English at Jolly Roger Education in Renon-Denpasar. The data got in questionnaire sheet form.

Data Analysis and Interpretation:
In analyzing the data, it used thematic analysis based on the qualitative research. The data were examined detailed within the scope of the themes determined based on the theoretical framework of the study. Thematic analysis includes such phrases as forming a thematic framework for analysis, data analysis according to the thematic framework, and interpretation of the findings obtained. In this deference, the data collected are designated at initial; the data description, interpretation; and finally the findings attained are construed by examining the reason-result relationships involved (Yıldırım & Şimşek, 2006). Thus, consider with the aims of the research and with the theoretical framework of the study, the research data were analyzed in two phases. In the first phase, the researcher gave the questionnaire sheet to the students. In the second phase, considering the themes determined within the scope of the theoretical framework of the study, the students' views were analyzed.

3. FINDINGS AND DISCUSSION
3.1 Findings
3. 1.1 E-book helps the EFL students improving their reading comprehension

Based on the case above, from 15 EFL learners 10 (66%) of them agreed with the previous statement. For them, the use of E-book provides a lot of information, which make the students are easier to get the information, book and other materials to be read. In this case, the sufficient facilities and media for learning make the students are active to improve their capability in reading. Besides that, other cases that were recognized in the use of E-book. E-book is realized as an easier media for reading than the printed book. For the students E-book is chosen more because printed book recently is difficult to be found. This case happens for the reason that less of the supplier and it takes time to search. However, there were still 44% students rejected the previous statement. It means that, although the use of E-book is being familiar for the present students, some of them were still strange with e-book. This fact shows that e-book does not certainly bring a new facilitation for the students in case of having reading source.

3.1.2 E-book is easier to be accessed rather than printed book
Regarding to this case, there were 80%students from 15 participants granted that E-book is easier to be accessed for the reason that E-book is accessible. As the accessible source of reading, it can be got by portable devices such as Smartphone or android. As millennial generation, the use of portable devices is more appreciated since it can be applied in any space. Moreover, the other reasons show that the use of e-book have guided the students to be able to get the source for reading with their phone deprived of carrying their printed book everywhere. This circumstance proved that there is less provision of printed book and it is tough to be found.

Even though, most of the participants contracted with the aforementioned statement but there were 20% of the participants still different. For the students using E-book in teaching and learning process specifically in improving reading comprehensive essentially a respectable choice but it is not for all the students. In accessing the e-source (e-book), the readers need the computer,

tablet or other Smartphone and not all the students are supplied that kind of facilities in supporting their learning process. It means that the application of E-book in improving the students' reading comprehension does not recruit the equality of students' capability in reading. In addition, e-book is not more appropriate for the students who are in remote area because e-book can be accessed if the internet is available.

3.1.3 E-book is able to make the EFL become active readers

Regarding to this case, there were 67% students disagreed it. The students argued with the reason that since the e-book is easily to be accessed it makes the students can read anything relates to their needs anywhere they need but it does not mean that the students are guaranteed be the active readers. In this case, the students recognized self-report accomplishments specified that the student have their own lively policy in improving their reading activities. In case of the source of their reading activity, the students realized that the use of e-book or printed book cannot impact more to the reading achievement. This deduction is also maintained in the finding, in which it shows that the participants assigned diverse reading parts. The students showed that there are different attitudes of assignation when reading print book on paper and e-book.

Moreover, the study's findings specify that the students emphasize more on the self- strategy than on the source of reading activities. Some of the students argued that most of the students have realized that they live on the high technology but most of them use technology for other activities such as playing game, watching on YouTube or listening to music. Furthermore, some others stated that being the active readers depend on the students' consciousness of reading advantage. However, for pleasure reading activities, most of the students chose to read the text in print book. Conversely, 33% students viewed that e-book make the students be the active readers because as the students who live in the age of electronic and modern high technology reading on tablet or android is funnier because it sometimes collaborates with the video or audio. However, the use of E-book in learning activity ease the students get many resources.

Concerning to the previous stated case, those 33% of them indicated that E-book has connected to the large connection for instance Google. Google provides many sources, which is useful for improving students' reading comprehension. Additionally, electronic book is easier to get because it connects with the internet and e-book does not take much time to be gotten.

3.1.4 E-book is more accessible than printed book

Concerning to this case, 100% students, who were as participants agreed it. They argued that recently the supply of printed book is diminished. Therefore, the use of E-book is increase. Moreover, E-book is an active thing in which, it can connect to many sources and it provides timeless information. Besides, the physical books are complicated to be found. However, even all of the participants approved the statement but they clarified that the use of e-book sometimes does not assurance the quality of the book because free E-book is easier to be edited by people. This case makes the books' originality is not accurate. Besides that, the sue of e-book needs to be update every time.

3.1.5 E-book is difficult to be accessed by the students who are not familiar with the technology

Regarding to this case, nine students agreed it. They argued that even though the technology recently connects to the whole of this World but there are still some remote places is still residual. This fact makes some students are challenging to search or getting more sources exclusively e-book. Conversely, six students do not approve with that. They said that in Indonesia there is steadiness of internet connection. The government has strained to balance it. Not only the central of the city but also to the schools, which are located in inaccessible place. From the students' view of e-book, to be concluded that e-book can be a better option for people who have compatible facilities because e-book sometimes function on advanced phone but it is a problem for them who are in residual.

3.2 Discussion

Based on the proceeding's findings, it shows that the use of E-book is familiar by the students in this present 21st century. E-book has made the EFL students are easy to get and access and compile any needed sources such as e-book, article, journal and other types of e-reading provider. This declaration has been proved by the students' view in which most of the students stated that the use of e-book helps them to improve their reading comprehension and reading habit because the use of technology can admittance them to get the appropriate sources. Moreover, E-book brings some advantages such as e-book provides reduces and cost, material can be obtained without leaving the desk. Besides that, e-book entails only in one device that is possible to carry around. It means that, the students can have their own library to carry with anywhere they go.

Furthermore, the use of E-book is more flexible that printed book because the readers who have anxiety in reading the typical book-sized font, e-book can enlarge the font size. Besides that, e-book comprehends multimedia essentials in which it can be entrenched to make reading immersive experience.

This statement has been supported by previous research, which is written by Millar. M 2015; *Digital or Printed Textbooks: Which do Students Prefer and Why?, The University of San Francisco,* which states that from 239 students at Universities united stated there are 73% students argued that E-book brings them to explore many sources in supporting their reading and their knowledge. Other explanations for by means of digital media that were quoted in this study were since of its suitability, expense and weight, which are similar details to those that were found by Rao (2001), Rowlands, *et al*., (2007) correspondingly, in their studies about e-textbook convention principally in libraries. Students have been reliable in asserting through studies why they might prefer digital to printed books, which is respected information for e-textbook publishers.

Circumstantial proof also proposes that students are unavoidably conscious of the lower cost of e-book, as associated to printed book. Moreover, it needs to be aware, at least till students convert enhanced educated about the usage and prospective profits of electronic book. Additionally, the quantity of the technology use for educational determinations has been increasing, in which learning materials are an essential side of learning involvement for EFL students. However, there

were still students did not agree with the use of e-book in improving reading comprehension because for them e-book is difficult to be accessed by the students who studies in remote community. Furthermore, e-book is not convenient to read and it has unreliable life span because e-book has rapid development of new computer systems. In other hands, the price of e-book is more expensive than printed book. Moreover, there are many requirements that have to do in reading e-book such as the readers must get the reading license and permission.

4. CONCLUSION

EFL student inclinations about the use of electronic books were measured. In which there were a few students still prefer printed books to electronic books. The crucial reason for the students who prefer e-book was because the students simply to get e-book rather than printed book. Those who preferred electronic books are the students can get learning materials in one place at all times. Based on the findings, there are implications the students have preferred e-book because of the accessibility of e-book.

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Classroom Projects: Teaching Communicative Language In 21st Century Education

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Abstract. 21st century learners are required to achieve basic communicative competence in a second language, as well as basic skills like collaboration, critical thinking and creativity. Project based learning is considered as one of the teaching methods that facilitate an engaging activity which generate students' involvement and communicative use of English language. This study aimed at describing classroom projects used in English language class to build students' speaking skill. This research used a descriptive qualitative study and conducted at Green School English, Bali. Observations and interview were conducted to collect the data. The result of the study showed that the teachers employed several classroom projects within two weeks' program to encourage students' speaking skill namely (1) Nature documentary: a mobile phone video project, (2) Thematic board game, and (3) Mini Ted Talk. Through these projects, the students displayed a great enthusiasm in working on their projects as well as put effort on practicing their communicative language skill.

Keywords : Classroom Projects, Communicative Language, English Language Learning

1 INTRODUCTION

In 21st century learning, students are expected to acquire basic competencies (listening, speaking, reading and writing) and 21st century skills namely collaboration, critical thinking, problem solving, creativity and research gathering (Takeda, 2016; Kavlu, 2017). Students are required to be able to analyse and evaluate issues as well as communicate their ideas by using the target language both in spoken and written form. This goal can be achieved through collaborative environment which allow them to apply their skills and creativity in coping with the problems. A more students' involvement in their learning will support students' readiness in facing competitive circumstances.

Communication as one of the key skills in 21st century learning focuses on encouraging students to express their thoughts effectively in oral and written forms. These skills are belonged to productive skills. Productive skills are important to master because they enable students to communicatively use the language, for instance, in oral presentations, reports and written studies (Hossain, 2015). Having the ability to write for a speaker of a foreign language is as significant as for every person using their own native language (Harmer, 2004). It permits the speaker to produce a readable product. In oral communication, the interaction among people will allow them

expressing and transmitting their ideas which may influence others' viewpoint or thought (Astawa, Artini, & Nitiasih, 2017). Both speaking and writing activity facilitate students to experience with the target language.

In line with the language productive skills, Project-Based Learning (PBL) is considered as one of the potential methods to be implemented in the 21st century learning (Bell, 2010 ; Takeda, 2016 : Kavlu, 2017). PBL demands students to design, plan, organize resources, and apply variety strategies in creating a project (Takeda, 2016). PBL facilitates a real-world task in a meaningful and authentic way (Holm, 2017). PBL requires students-centred learning in which teacher is not the only resource of learning. Teachers have roles to guide, supervise, and facilitate students. Teachers will be responsible for supporting students' language input, guiding them to set down a general mind mapping, and giving suggestions as well as evaluation for the final product (Kodriyah, 2017). PBL is believed to maximize the students' learning as it puts them as the centre of learning starting from designing their project until presenting it.

In terms of PBL implementation, there are four stages to conduct this method in classroom setting, they are; Stage 1 is speculation. The purpose of this stage is stimulating and developing students' topic/issues interest. It may come out from the curriculum, recent issues, or media information as the initial stimulus. Stage 2 is designing the project activities. This stage aims at forming groups, describe the roles, inform possible resources, activities and places they may visit. Teacher needs to have a well preparation on structuring the activities. Stage 3 is conducting the project activities. This goal of this stage is working on their design from the previous stage. Students work cooperatively to produce final product that they will exhibit in the school. Stage 4 is evaluation. This stage allows teacher and students to do assessment of the activities. The assessment can be in the form of feedback, peer assessment, and self-evaluation (Fragoulis, 2009).

Nonetheless, most of English teachers find difficulties in conducting pleasant and successful lessons including providing adequate instructional materials (Sad, 2008). Astawa, et al. (2017) conducted research which reveals the challenge of EFL teachers to facilitate their students' learning. They depend on single sources such as textbook which is inadequate to provide experiential language learning for the students. The students' speaking and writing skills get less consideration to be improved i.e. the end lesson is primarily focused on paper-pen tasks. Adding to the challenges, the unmotivated students neglect to engage in language class activities (Sad, 2008). It can be said that methods like lecturing and drilling can lessen students' interest in learning especially when the students are children and adolescents. Harmer (2007) views it as a serious problem since instructional process can be easily disrupted by uncooperative and unmotivated students.

In relation to facilitating students' communicative use of language, Green School English, Bali has implemented classroom projects as the learning strategy for English teaching.Green School English is an English program intended for a non native English student. The program is held for four months from 08.00 to 15.15. There might be two or more different grades in one class. Green School English framework draws within three frameworks namely functional, projects and experiential. Functional classes will provide the grammar and lexical tools that the

students will need for each theme. Focusing on core and discrete intellectual competencies to reach proficiency while taking a students centred approach to meet differentiated students' needs. Then, the projects created in project classes will help students develop presentation skills using a variety of different media as a culmination of the functional English skills attained during each theme. After that, experiential classes provide an opportunity for students to apply what they have learnt through hands on 'experiential' tasks. Critical skill development will be the focus of experiential learning. Classroom projects under the big umbrella of project based learning can support students' collaborative, creative, critical thinking and communicative skills.

Based on the previous studies related to this research, PBL provided improvements for the students along with the potential benefits (Maulany, 2013; Ali & El-Henawy, 2015; Dewi, 2016; Astawa, et al., 2017; Kimsesiz, Dolgunsoz, & Konca, 2017 ; Essien, 2018). First, an action research was employed to a primary school in Bandung (Maulany, 2013). The result showed that vocabulary and comprehension were significantly improved. Second, Dewi (2016) implemented group work in teaching English for senior high school students in Banda Aceh. The students' speaking skill were improved and demonstrated a positive attitude toward the projects. Third, Astawa, et al., (2017) proved that students' productive skills improved and they showed enthusiasm, confidence, creativity, self-directed learning and collaborative learning skills. In addition, PBL could offer teaching motivation and satisfaction. Fourth, Essien (2018) also conducted a mixed method study in which PBL improved critical thinking ability, independent skill, personal and social responsibility and strong communication skill. In addition, Maruanaya & Latief (2019) has analysed several studies to conclude that PBL is an effective method in enhancing students' content knowledge and discourse competence along with developing their learning autonomy, confidence and motivation in acquiring the target language.

In line with the explanation above, this study intends to analyse the classroom projects implementation in Green School English, Bali.

2 METHOD

2.1 Subject of Study

The subject of this study was the non native English speakers who joined Green School English program. The students age was ranged from 8-14 years' old. The teachers were also observed by the researcher. Besides, they were interviewed to gain the data.

2.2 Instruments

The instruments of this study are human instrument, observation checklist, and interview guide. The key instrument of a qualitative study is the researcher. Observation checklist was used during the observation to record the interesting and important information during collecting data process. Then, the interview was conducted to gain more information on the classroom projects implementation in Green School English.

2.3 Procedures of data collection

The procedures of data collection were designed to achieve the objectives of this study. Class observation was conducted in Green School English. Besides, the interview was carried out to gain related information from the teacher on how classroom projects was implemented to build students' productive skill.

2.3 Data analysis

This study used a qualitative descriptive study and conducted at Green School English, Bali. The data were analysed to describe classroom projects used in English language class in order to build students' productive skill. According to Miles & Huberman (1994), there are three components of analysing the qualitative data namely data reduction, data display and conclusion drawing/verification.

3 RESULTS AND DISCUSSION

The finding of the study showed that there were four projects implemented in Green School English to build student's communicative skills. Each project was conducted for two weeks' program namely (1) Nature documentary: a mobile phone video project, (2) Thematic board game, (3) Mini Ted Talk and (4) Classroom debate. Generally, each project is started with functional English then project preparation and implementation. The description on how the teacher applied the projects were generated into several steps as can be seen below.

3.1 Nature documentary: a mobile phone video project

3.1.1   Preparation

In preparation stage for every project, the teacher creates a general teaching and learning framework to manage the project timeline and functional English. The main theme of this project is jungle, therefore the students make a nature documentary video and narrate the video. Project-based video task needs several technology aids such as mobile phone and computers includes editing film software. The school uses imovie as the editing application. The students are allowed to use their own laptop and phone. The teacher said that there should be a clear schedule in conducting this project. The stages are 1) functional English class (input), 2) visiting an animal sanctuary (filming), 3) drafting narration, 4) rehearse the narration, 5) narration recording and video editing.

3.1.2   Functional English

The aim of the functional English is to give language input that the students need and use in line with the context. The students are supplemented with the functional English before working on the project. They learn vocabulary and sentence structure related with nature documentary film such as vocabulary for animal body parts, food for animals, and animal actions (verbs), adverb, and adjectives. The grammar pattern that they use is present continuous tense. When they create their video narration, they apply the sentence structures that they have learnt.

3.1.3 Introducing The Project

The teacher introduces the project by displaying a short video clip of a nature documentary. Then, they are given a general overview of the project; they are going to video some animals. They need to edit and narrate the video. Another important thing that is explained by the teacher is telling the students that filming a documentary is a very serious job and that film nature documentaries love and care for nature. The teacher then guide them to think about some things that they should and should not do when out on their excursion. Emphasis the importance of following the rules, danger or environment situation.

3.1.4 Visit An Animal Sanctuary (Filming)

The students take video footages of the animals action. They are allowed to interview the guides to know more about the place.

3.1.5 Video Editing and Video Narration

The teacher give basic instructions on editing video in imovie such how to insert and cut video/music, add slow motion and speed effect. The students are give independency in editing their video. The video is limited to three minutes. Editing process supports students' practical skill development as well as a collaboration work with their team.

The teacher guide the students to practicing narrating a video. They are shown a short nature documentary clip with no sound and they narrate it. They write their own narration script by watching the video footages. The students use vocabulary and sentence structures they have learnt in functional English. After that, they start to record their narration and edit it with the video.

3.2 Thematic board game

3.2.1 Preparation

The goal of this project is the students create a board game and be able to explain and instruct their friends on how to play it. Thus, the students use the language to communicate naturally. The theme of this project is river. The teacher prepares several common games to give an idea of creating a new game. In making the thematic board game, the students use recycle materials that they get from recycle centre in the school.

3.2.2 Functional English

The teacher generates some objectives such as the students learn about weather/season and its activities, times, daily routines, hobbies, direction, and preposition. They also learn about present tense. They use functional English to support the board game instruction/clues/question cards.

3.2.3 Project Introduction

The teacher introduces the project by giving the students some modified board games like tic tac toe (the x and y are changed into words), snake and ladder (each number has word that should read) and monopoly (the cards are modified into WH questions). Then, the teacher explains that they are challenged to create a board game by using vocabulary or sentences that they have learnt. The students are expected to create instructions and one pack of board game. The teacher starts the project by giving the students time to design their board game and consult it with the teacher before making the board.

3.2.4 Board Game Making

The students are encouraged to use recycle material in creating the board such as using cardboards, plastic bottle, scrap cartons and papers, and used board. Then, they write the game instructions.

3.2.5 Board Game Implementation

The teacher invites students from different class to play the board game. The students then become the expert of the game in which they present their board game, explain the instructions and play with them. The insertion of functional English material within the game is helping the students to use the language in engaging way.

3.3 Mini Ted Talk

3.3.1   Preparation

Based on the interview with the teacher, Mini-Ted Talk project demands students to present a specific topic in depth. Thus, the teacher prepares topics that align with the learning objectives. The main theme of this project is coasts and seas. The teacher also uses compass learning model as the guidance for the students in conducting the presentation; a direction on what important points that should be included in the presentation. The students equip with computer, supplementary worksheet and related books.

3.3.2   Functional English

Functional English is the core competency students should possess to support project accomplishment. The teacher explains that the expected learning outcomes from Mini Ted Talk project are students can express their opinions, differentiate fact and opinion, and state cause and effect. To higher English level students might be encouraged to state agreement and disagreement, and propose problems and solutions. The general theme of the project is coasts and seas. In looking into the problems, teacher suggests to use compass model for higher English level students. Compass model guides students to look at the impacts of the problem/cause within 4 directions namely north (nature), east (economy), south (society), and west (well being). Students are expected to develop their English competency along with their self confidence, critical thinking and social/environmental awareness, specifically about coasts and seas.

3.3.3 Introducing The Project

Students should get clear picture of what kind of project they are expected to accomplish. Thus, the teacher displays Ted Talks video to provide an example on how a presentation should be done. Then, teacher presents a presentation do's and don'ts to let students practicing public speaking.

3.3.4 Topic Selection

As the theme of the project is coasts and seas, the students get exposure on ocean knowledge such as the important of ocean, ocean problems, and overview of endangered sea animals. In this stage, students are directed to select their animal as their Mini Ted Talk topic.

3.3.5 Presentation Preparation

In this stage, the students already selected their topic project then they find more information about the topic. The teacher lists what should be included in the presentation. In this case, the students describe the general information of the animals such as parts of body, habitat, and characteristics. Then, they should present the sea animals problems. They search the information on the internet, using books and doing surveys/ interview to teachers around the school. Next, they propose solutions toward the sea animals problems and what people can do to minimize the problems. They work on their powerpoint presentations which covers all of the above points. They add pictures and videos to support their presentation. This stage exercises students skill in operating power point tools.

As students are ready with their contents, then the teacher give them time to practice their speaking skill in delivering the presentation. Students are give options either to use cue card for each slide to help them presenting the topic or not. Nonetheless they are expected to own the topic in order to improve their speaking skill.

3.3.6 Mini-Ted Talk Presentation

The teacher sets up a Mini Ted Talk event in school's hall and invite other class as the audiences. The teacher explains that this kind of situation enhance students' sense of accomplishment and responsibility to put high effort in preparing and presenting their project. More than that, they are forced to practicing their English speaking and they can experience how challenging it is to talk in front of many people and how beneficial is a presentation for other people.

4. CONCLUSION

Learning and innovation skills such as critical thinking, creativity, collaboration, and communication skills can be achieved through PBL implementation in language learning class. This method supports students-centred learning that they can experience the target language by producing the language in communication context. The teacher part in class more becomes their facilitator. The students' enjoy taking a main role of their project as well as feel challenged to

accomplish it. It also seems that they not only develop their language skill but also their interpersonal skill and practical skill when working on different stages of the project.

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The Impact of Creative Industry Based Learning on The Entrepreneurship Creativity in Vocational High School

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Abstract. This study aims to (1) describe the impact of creative industry-based learning on students' Creative Products and Entrepreneurship learning in Vocational High School and (2) describe the creativity of students in Creative Products and Entrepreneurship learning in Vocational High School. This study used the quasy experiment method with the design of the Non-equivalent Control Group Design. The sample of study was 67 students, consisting of each 1 experimental group and 1 control selected using a purposive sampling technique. Both groups were treated separately with creative industry-based learning and control groups using conventional interactive learning. Data obtained through tests, and questionnaires, and analyzed by t-test technique. This study illustrates the learning outcomes of creative products and entrepreneurship lesson of second grade (XI) Vocational High School students who implemented creative industry-based learning got a higher average score (78) than students who followed learning and teaching with conventional learning models (70). In testing the significance of differences using the t-test shows that t_{count} 4,45 > t_{table} 1,99, and p value is 0,000 < 0,05, this means that there are significant differences between the two groups tested. Starting from these results, that creative industry-based learning encourages students to be creative and innovative to create new products and update products in Creative Product and Entrepreneurship lesson. Based on the description, it can be concluded that creative industry-based learning is very effective in increasing the competency of Creative Product and Entrepreneurship learning in Vocational High School students. In order to get the best in learning especially creative products and entrepreneurship lesson, the teachers should implement creative industry-based learning so that it will produce young entrepreneurs who are ready to face a brighter future.

Keywords: Vocational High School, Creative Products and Entrepreneurship Lesson, Creative Industry-Based Learning.

1 INTRODUCTION

For some people in Indonesia, Vocational High School (VHS) is an alternative education besides Senior High School (SHS). As an alternative education, vocational education must be able to accommodate the needs of the community according to the desired expectations. Education for intermediate levels is embodied in Vocational High Schools. The progress of vocational education is marked, the smooth running of supporting programs to achieve the goals of education in Vocational High School (VHS). A lot of training and debriefing leads to practice as a sign that VHS is progressing. According to Emir (2011) related to the training practice of the students of

Vocational High School it is stated that the students are content with training practice and the advantage of finding a job is provided. In vocational education, students become the front guard of achieving these goals. To support the achievement of these educational goals, it is necessary to take concrete actions that are able to encourage the achievement of practicality of learning and get work as expected.

Packaged vocational education in the Vocational High School is an integration between learning theory and practice in proportion for the goal of getting a job or opening a skilled jobs. Vocational high schools as educational institutions that are trusted by the government and society, they must be effective in producing graduates/staff according to the demands of changing needs, quality workforce as desired by the community and the world of work in particular (Surachim, A, 2013). Meanwhile, according to Sukmadinata and Syaodih (2012) vocational education is a type of education that prepares graduates to enter the world of work. The vocational education is focussing on the world of work. This type of education is different from academic education which emphasizes the study of science and theory. Vocational education is focused on learning or practicing practical skills, the skills related to the completion of work tasks or work competencies. This type of education is more oriented to practice, and task completion (problem solving).

In implementation of vocational education, there are guidelines that support the implementation of vocational education through the curriculum. Curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning, as well as ways used as guidelines for implementing learning activities to achieve certain educational goals (Widyastono, 2014). The curriculum as a frame of learning covers both conceptually and practically. The curriculum supporting the learning and teaching process is the 2013 curriculum. According to Hosnan (2014) the 2013 curriculum is directed at empowering students'potentials, so that they have the competencies expected through efforts to grow and develop attitudes, knowledge and skills domains.

The curriculum also leads the 4 C approach in learning and teaching. The 4 C is abbreavation of communication, collaboration, critical thinking and creativity, besides that, in learning and instruction at 21st century, students and teachers must implement literacy activities, internalize strengthening character education and also comprehend *Hots Skill.* The 21st century learning wrapped in the 2013 curriculum encourages the creation of learning that is able to accommodate the needs of students with competencies from the domain of knowledge, attitudes, and skills. Critical thinking skills and problem solving become part of 4 C, in addition to communication skills to collaborate effectively and efficiently. With collaboration and communication, students are able to create new innovations with creativity with the help of technology which is a real literacy in solving problems that are considered difficult to achieve goals

The contents of the curriculum in vocational education, focus on work training independently, and develop special skills for provision after graduation. Vocational High School curriculum follows the development of the times as needed in the field. Mouzakitis (2010) explained that the curriculum should secure that at the end of the instruction period learners should be able to (a) use technology, (b) think creatively and independently, (c) develop and communicate their own beliefs

and view of the world, (d) achieve success in different areas of activity, (e) develop knowledge and understanding. Functional needs and professionalism are an integral part of the implementation of the Vocational High School curriculum. The structure of the lesson which is part of learning in Vocational High Schools with competency content in the domain of knowledge, attitudes and needs oriented skills refers to local wisdom.

To accommodate the educational attainment, it is necessary for the concept of vocational education and follow-up actions in the vocational education. The continuing form of the concept of vocational education is the application of links and matches, training in real work and internship. Its implementation in vocational high schools is called dual system education. The dual system education is a combination of learning and apprenticeship, aimed at guiding students in mastering certain work skills in order to become Vocational High School (VHS) graduates who are capable of being relevant to community needs (Surachim, 2016). Achieving these goals must be balanced with the concept of links and match. To encourage the adoption of the main concept consisting of links and match is the synergy between employment based on job needs needed between the world of work and industry. In the world of industry and the world of work, the proportional form of need and demand. According to Maslow in Arend (2010) explained that needs drive behavior, and only when needs at the lower levels are satisfied will individuals be motivated to satisfy higher-level needs. Need and demand gives enlightenment for students to get what they can get after graduating from school for students. Students are encouraged to be able to implement what is based on the competence of each individual. Competence is not directly obtained, but through the learning process at school. Learning at school brings learning theories closer to the philosophy of education. In vocational education's philosophy of education that influences essentialism and pragmatism. The essentialism approach has the basis that the vocational approach must be based on real practice to be carried out based on the needs of students, namely training and practice that focused on the skills domain. The domain of skills is the main goal of vocational education. At the conceptual and practical level, the skill of prioritizing to focus of intelligence on the body with experience becomes a part of everyday life.

Vocational education is an alternative education to accommodate students in obtaining skills competencies/skills in a practical manner. Education quality is dependent on its learning quality. In learning, students are required to solve practical problem that can generate learning experience for them. For that reason, an appropriate learning strategy should be chosen (Asif, F & Imran, M, 2013; Renol, S, 2017). Vocational education is secondary education that prepares students to work in certain fields and has certain skills to answer the challenges of the times.

Vocational education has varying competencies, these competencies are scattered in various competencies reflected in vocational education. This competency illustrates that vocational graduates are competent, ready to work and deft and creative so they are able to create new jobs if needed. The proportional education system in vocational high schools is the links and match of the Vocational high school (VHS) program with the world of work and industrial life, so that communication between the Vocational High School and the company runs smoothly. Rahmi and Sutantie (2018) stated that Vocational High School (VHS) is included in the type of formal

education, as one of the institutions of secondary education, which aims to prepare students with the best in order to fill the needs of the business world and industry at this time and in the future. This condition is expected that vocational education can synergize with partners in a collaboratively integrated manner. The operation of the apprenticeship program is expected to be honed and created by achieving the goal of balanced vocational education between applied practices and the provision of theories possessed by students.

The learning process, especially in creative product and entrepreneurship learning, teachers still used conventional learning which is an alternative to learning. This conventional learning method did not provide an opportunity for students to construct the concept of thinking and even develop learning creativity. Learning is not only an act of transferring knowledge to students but more than that, learning requires interaction between the learner and the material to be faced so that permanent behavior changes occur (Emir, 2013; Wardoyo, 2013). Based on this condition, besides it could not develop creativity with the condition, inactive students become easy to get bored and seems to memorize concepts or material that is considered less effective, even tends to easily forget the impact on the low quality of learning. Learning quality is inseparable from understanding learning theory.

For education in Vocational High School, as usual, the practice approach is more advanced than theory. This opinion was agreed by observers of vocational education. The concept prioritizes 60% practice and 40% theory. This approach is for the short term good but the long term must be corrected again. Such approaches basically do not refer to learning, for a fundamental theory of learning, in basic education must prioritize the behavioristic theory prioritizing retention and repetition in order to achieve learning goals. In the theory of learning behavior emphasizes learning goals, focuses more on learning partially and prioritizes experience as a basis for achieving learning goals. The learning theory presented by Ivan Pavlov, & Edward Lee Thorndike leads to experience, which forms a small group.

Murdowo & Rachmawati (2018) stated that entrepreneurship education has been carried out in many universities through the learning process which is outlined in the form of curriculum and also other aspects outside the curriculum. Entrepreneurship education aims to shape students' attitudes, behaviors and intentions to become entrepreneurs. In Vocational High School, entrepreneurship is part of adaptive learning that is able to encourage students to create something new and different. Entrepreneurship lessons are seen from various aspects that are capable of producing products, are independent, dare to take risks, have self-confidence and are insightful to develop and think towards the future. Same opinion was said by Guardia (2012) Entrepreneurship education aims to help young students develop skills and knowledge that are crucial for the development of a more general entrepreneurial mindset. The students should also be equipped with the skills on the outcomes to expect after various entrepreneurial inputs and ways on how to deal with them (Saraka, 2020). This lesson focuses more on technological developments to combine natural resources and human resources. New discoveries and continuous developments synergize with natural conditions and follow the advanced era of high-tech. Keeping up with the times, lessons on Creative Products and Entrepreneurship in Vocational High Schools have evolved and

adapted to the needs of experiencing many changes, from entrepreneurship lessons in the 2006 Unit Level Curriculum to the beginning of the 2013 curriculum changes into craft and entrepreneurship lessons until late 2017 experiencing changes to Creative Product and Entrepreneurship lesson (CPE). CPE lesson is actually the same concepts as entrepreneurship lesson, only CPE is a combination of adaptive and productive learning.

Creative thinking becomes an inseparable part of the competence in each individual to solve a problem. The process of creative thinking encourages the emergence of new concepts, understandings, and findings to answer something inseparable. The process requires capabilities often called creativity. Creativity is the strength of an individual that appears or is not based on the needs of something to be faced. Creativity is the result of interactions between individuals and their environment (Munandar, 2004; Fernandes & Ogliari, 2018). This condition encourages someone to provide a solution both directly and indirectly in the hope of solving a problem. Creativity develops based on conditions, situations and environment. These three aspects make individuals able to develop the ability to answer a problem

Fernandes & Ogliari, (2018) once again said that to promote creativity and support designers in the process of ideation of new products, many creativity methods can be found in literature (e.g. brainstorming, TRIZ, six hats, synectics).Ability or competence that is present because of desire, interest, motivation, curiosity, and encouragement in the individual. Encouragement from within is stronger. Heinich (2002) students who are intrinsically motivated will work harder and learn more because of the personal interest in the material.

In fact, there are still shortcomings in Creative Products and Entrepreneurship learning in Vocational High School that have not been fully accepted by students. The shortcomings were obvious during the observations carried out in early February until mid-February 2019. On the results of these observations, only the knowledge domain which was the focus of the ongoing learning and teaching activities, ruled out the creativity and innovation of students. According to Haryanti (2017) observations focused on teacher teaching behaviors, student learning behaviors, and interactions between teachers and students. The target of achieving the knowledge domain only prioritizes the achievement of Minimal Completeness Criteria (MCC) targets, so that other variables are not considered. This learning process does not give students the opportunity to construct self-competence and the concept of learning that is correct. Vong and Kaewurai (2017) stated that working in small groups helped the trainee students to develop a host of skills including sharing ideas, being sensitive to each other's feelings, respecting each other's opinions, and especially helping make decisions to reach sound conclusions.

Learning in group avoids individual learning that only spends learning time. This factor raises boredom, tiredness, and less acceptable learning that only pursues the achievement target, without reviewing the causes of learning conditions that arise in students, besides the common problems arising is the material provided is not in accordance with field conditions, the method of delivering teaching material does not adjust the conditions of participants students, tend to be monotonous in learning, learning time is not in accordance with field conditions and is not a link between teaching material and everyday/contextual phenomena. Contextual learning will achieve its objectives with

a variety of assistance, real help in learning is through ICT. Masud (2018) added that the information and communication technology (ICT) components offered adding value to the traditional teaching in knowledge attainment. Referring to problems arising, the need for learning is able to encourage active, innovative and creative students. The learning materials and activities should be relevant and useful to students' life in the short and in the long run so that they will invest in learnin (Yusra et al, 2020). Learning that is able to encourage students to be active, innovative and creative in learning Creative Products and Entrepreneurship is learning based on creative industries.

Learning that is able to encourage active, reactive, creative, and innovative students is learning based on creative industries. Creativity and innovation are the main factors in the creation of knowledge based on the creative industry. According to Hartley (2005) creating knowledge is ''a human process, not a technological one,'' and that's the basis of the creative industries. Concept development is a real action supporting the creative industry, support is wrapped up in education in the form of learning. In creative industry-based learning, students get something new, which is able to develop an understanding of positive competition, continuous innovation, active creativity, and encourage the improvement of soft skills needed in the world of work and industry. Productive sector of micro and small scales has been proven to support macro economy condition. Hence, improving these sectors is one of the main development planning targets in developing countries and develop countries. In other words, these sectors have important roles in increasing economics performance of many countries (Hill, 2001; Kyaw, 2008, Arifin & Sugiyanto, 2015; Okun, 2010; Agpayong, 2010; Aranoff, 2010; Ardic, 2011; Bowen, 2009). Creative industry-based learning is able to encourage students to form self-sufficiency in entrepreneurship which makes students feel like they are able to structure their experiences in the learning place to contribute directly to socially the concept of the creative industry. Creative Industries attempt to link this theoretical approach to practical relevance. It uses an approach where a distinction is made between a person's four areas of competence: professional competence, methodological competence, social competence and personality competence (Mietzer, 2013).

Creative industry-based learning also strengthens and encourages students to develop attitudes, knowledge, skills related to real-world industry and work activities. Creative industry-based learning is useful in developing skills with the setting of the world of work, training soft skills needed by the world of work, strengthening knowledge about working problems in industry, and increasing students' learning motivation and facing conditions in the field. Starting from creative industry-based learning, it is necessary to prepare students to be deft, swift, resilient and instilled character values that are able to encourage attitudes and skills when graduating from school. The creative industries continue to benefit from high growth rates, outpacing growth in the economy as a whole, while the communications revolution and the arrival of digital networks are creating new opportunities, as well as challenges for creative entrepreneurs (Collote, 2007). The development of ideas for creativity needs to be fostered to bring out and make something of value for students, schools, and society. The development focusses on Small Medium Enterprises

(SMEs), especially the creative industries sub-sector grow and maturate support by the Government of Indonesia (Mustikawan & Swasty, 2018).

Article supported the study is from Daubarite and Startiane (2015) with the title "*Creative Industries on National Economy in Regard to Subsectors*" the article illustrates that creative industries have a broad impact on the development of microeconomics because of their creativity which greatly influences the development. Another research that strengthens is based on the findings of Margried (2015) with a journal entitled "*Fractal Community Batik: Creative Engagement through Technology*". In the article, it is explained that creativity will build productivity based on the creative industry. With technology-based learning in the creative industry will increase creativity in every community and individual. Another research reinforcement from Hutabarat (2012) titled "*The Potential Growth of Creative Industries in Province of Riau*". In his writing explained that innovation and new breakthroughs strengthen the development of the creative industry. The need for learning that is able to provide a strengthening of the creative industry so that it becomes a potential for microeconomic growth. Based on the description, this study aims to (1) describe the impact of creative industry-based learning, and (2) describe the creativity of Vocational High School students in Creative Product and Entrepreneurship Learning.

2 METHOD

This research was conducted in two Vocational High Schools (VHS) in Surakarta in 2018/2019 academic year. This research is quasi-experimental research with the design of Single Factor Independent Group Design. This design used control groups (conventional learning) and experimental groups (creative industry based learning). The research subjects were students of two Vocational High Schools in Surakarta, Central Java, Indonesia and the object of research was the creativity of Vocational High School students in Creative Product and Entrepreneurship lesson.

For data collection, data obtained through questionnaires and tests. The test used is in the form of multiple choices, while the questionnaire scale is to determine the creativity of students. For tests before being distributed, first tested in a Vocational High School to find out the validity and reliability of the question. The question was analyzed using Minitab 18 and Excel 2013. After the questions were analyzed, there was a question of being discarded, most of which could be used for tests. The test was conducted in the two Vocational High Schools, to measure the extent to which the learning model could be effective in schools using the model. Before everything was done, the tests were tested for normality and homogeneity, then equality test. After everything was finished, the t test was carried out in the two schools.

3 RESULTS AND DISCUSSION

The results of creative industry-based learning show that there is a significant development in Creative Product and Entrepreneurship lesson (CPE) competencies at St Mikael Vocational High School of Surakarta and Leonardo Vocational High School of Klaten, Central Java, Indonesia. It appeared after passing the pre-test and test post stages. Data are described as follow;

Table 1. Experiment and Control Groups

Data	t test result	
	Control group	**Experiment group**
Mean	70,54	78,78
Median	70	80
Variance	76,553	28,172
Standard Deviation	8,749	5,308
Maximum score	85	90
Minimum score	25	70
Range	70	80

Based on the data analysis of the results of the 2013 excel program-processed research showed that learning using creative industry-based learning in the experimental group showed (0.687) was greater than the average gain of the control group score (0.535). The results of the normality test with the data normality for the experimental group obtained data $L_{count} < L_{table}$ or (0.14 < 0.15), therefore the gain of the learning data score based on the creative industry of the experimental group was normally distributed. The results of the control group normality test data obtained $L_{count} < L_{tabel}$ (0.13 <0.15), based on the data, the gain score of the CPE lesson competency data in the control group was normally distributed. Bartlett homogeneity variance test results based on experimental group and control group learning competency mastery obtained $F_{count} < F_{table}$ (6.73 < 11.34), then the variance of the gain distribution of the data score of the experimental group and the control group showed homogeneous. The entire test requirement was implemented before testing the hypothesis.

Based on the results of homogeneous and normality data, the prerequisite test had been fulfilled. Another action was hypothesis testing with the t-test formula in the form of *pooled variant*. The form of pooled variant was because the control group data and experimental group were not the same. That meant with the criteria if $t_{count} \leq t_{table}$, then H_0 was accepted, and if $t_{count} > t_{table}$ then H_0 was rejected. At the 5% significance level with df = n1 + n 2-2. In the hypotheses teste, it could be concluded that there were significant differences in learning using creative industry-based learning rather than learning using conventional approaches. The results of the hypothesis test of learning data based on the creative industry can be shown in the table below

Table 2. Data Distribution of Normality Test Results

Data group	Liliefor	Explanation
Exsperiment group	0,14 <,0,15	Normal
Control group	0,13 < 0,15	Normal

The results were processed using 2013 Excel program with the Liliefor test in the experimental group showing that if the largest value in the calculated L_{count} was smaller than in the L_{table}, indicating that the data was normally distributed. The control group also showed L_{count} is smaller than L_{table}, it concluded thar the data was normal.

Tabel 3 Homogeneity Variance Test Results

Data Source	F count	Explanation
Post- test Experimental and Control groups	6.736 <11.43	Homogent

The table above shows that the homogeneity test implemented the distribution of data from the experimental group and the control group compared. This test is carried out after the data is normally distributed. The f test calculates 5% significance level, and it is known that if F_{count} is smaller than the data of variance is homogeneous.

Tabel 4 Description

GROUP	N	DF	T TEST	T CRITICAL 2 TAILS	CONCLUSSION
EXPERIMENT	33	65	4,456	1,997	4,456 > 1,997
CONTROL	34				

Based on the data presented above with processed 2013 EXCEL program, it can be seen that the competence in the control group and the experimental group is clear, that is t_{count} based on data analysis is 4,455 that value was compared with the value of t_{table} 1,997. for p value gotten was 0,000 < 0,05. The data gained, $t_{count} > t_{table}$. It could be concluded that h_0 was rejected. Related to this, it shows that there is a significant difference between competent creativity in Creative Product & Entrepreneurship (CPE) learning between the control and experimental groups. In the control group, learning used conventional methods, while the learning experimental group used a creative industry-based learning approach. The data analysis results were limited to the research carried out on CPE lessons in Surakarta city Vocational High Schools based on the 2013 curriculum reference. In the implementation of creative industry-based learning approaches was to measure the extent to which learning could work, and then compared to learning using conventional approaches. The analysis of the t test coupled with acquisition of the average gain of experimental group scores was higher than in the gain group of the control group score, 0,687 > 0,501. Data shows that using creative industry based learning may increase innovation and creativity. The impact of learning using creative industry based learning is students' competences and motivation improve well. Data from questionnaires are showed below:

Table 3. Result of Students Questionnaires

No	Aspect	Percentage
1	Vocational education encourages creative, innovative, intelligent, skilled and independent students	90%

2	Creative Product and Entrepreneurship lesson (CPE) is the integration of productive and adaptive lesson	53%
3	Theory is also needed in Creative Product and Entrepreneurship lesson (CPE)	64%
4	Creative Product and Entrepreneurship lesson (CEP) is taught by relating experience/contextual	65%
5	The need for learning media for Creative Product and Entrepreneurship Lesson (CEP) learning	75%
6	Students are active in Creative Product and Entrepreneurship Lesson (CPE) learning	95%
7	The need for creative industry-based learning models / methods is very urgent	89%
8	Creative Product and Entrepreneurship Lesson(CEP) is related to creative industries based on empirical experience	63%
9	Collaborative learning is needed in Creative Product and Entrepreneurship Lesson(CEP) learning	75%
10.	The creative industry is equipped with theory and practice	76%
11	The creative industry encourages microeconomics	75%
12	Creative Product and Entrepreneurship lesson lead to the creative industry	85%

Based on the results of data analysis and consideration of questionnarier above, vocational education has a very large role to make students become creative, innovative, independent, skilled and smart. The real impact is after implementing the creative industry based learning, the students are not lazy, and lack of thinking about innovation, besides the students do not depend on the group anymore. They become smart and brave to show what the students have. Besides that, looking from the data, it can be concluded that creative industry-based learning had a large impact on learning outcomes on Creative Products and Entrepreneurship in Vocational High Schools which another impact is students gain good results in achievement, it is proved in the t test shows the average experimental group that is higher to 78,78 compared to the control group only got 70,54.

Another result of the study is occuring the real creativity. It was indicated by description of presenting the goods based on the practice in creativity product and enterpreneurship lesson. The competency and creativity gotten by implementing the creative industry based learning are competent in cognitive domain. In creativity, psychomotoric domain showed by students become innovative, creative, active, and productive as a demand of creative industry. Based on the result, it can be concluded that creative industry-based learning encourages students'creativity in learning Creative Products and Entrepreneurship lesson in Vocational High School.

4 CONCLUSION AND SUGGESTION

Conclusion

a. Learning is done based on previous results, namely in the control class did not have many changes, while in the experimental group experienced had many significant changes, because the treatment was carried out based on creative industry-based learning. Creative industry-based learning is able to change the results of Creative Product and Entrepreneurship learning.

b. Creative industry-based learning has a real impact. The impact is not only on instructional impacts but the effects of labor or accompaniment impacts. The accompanying impact that arises is that students' motivation becomes high, as evidenced by the results of questionnaires circulated by students. The learning motivation does not only change to be good but also learners' is interest in learning be better..

c. Other results besides the knowledge becomes good, also students'motivation and interests are increasing, and there is more optimal creativity of students. It appears in the discussion above, creativity becomes an inseparable part of Vocational High Schools, especially the study of Creative Products and Entrepreneurship, prioritizing high creative skills. Therefore, the need for creative industry-based learning is done in vocational high schools so as to encourage students to be skilled and competent in learning to cover knowledge, attitude and skill domains.

Suggestion

Referring to learning in the field, creative industry-based learning is one form of learning that is able to condition students to be strong, innovative, independent, creative, and energetic individuals towards graduates according to the expectations of the 2013 curriculum.

In creative industry-based learning, it strengthens students and teachers'competences, besides, it is based on experience and increases knowledge, attitudes and skills. Based on the creative industry, learning increases motivation and interest in learning so that everything will become an inseparable part of learning in Vocational High Schools especially in the fields of Creative Products and Entrepreneurship. It is not easy to implement learning based on creative industries. Proper preparation must be made to implement the learning. In preparation, students must be highly motivated so that they can achieve high creativity. This creativity influences the learning process and teaches especially Creative Product and Entrepreneurship learning (CPE).

In CPE lesson, students are required to be independent, active, creative and innovative and able to measure learning conditions based on current developments. Responding to this, policy holders and policy actors must take concrete action by implementing existing changes. Changes in current conditions are demands for high technology. Being supported by technology, CPE lessons get a place for students so that learning runs smoothly according to the demands of the 2013 curriculum. It accommodates the needs of CPE, adaptive and productive lessons. This condition facilitates learning in the field so that students and teachers synergize to achieve learning goals according to their respective corridors. Creative industry-based Creative Product and Entrepreneurship lesson encourages students to face challenges in the field as expected after

graduating from school. Expectations of work based learning in CPE lessons in vocational high schools become a reality, that students are able to be independent according to goal of curriculum.

To be able to implement CPE lesson with a creative industry basis for teachers the need for early preparation is mastery of science and material, so that what is done according to theory can be practiced at school and outside of school, besides the need for pedagogical knowledge, namely mastery of teaching both the concept of education and implementation of teaching with well. To overcome this issue, the need for teachers to keep practicing and learning is necessary. For participants, students need to be active to arouse learning motivation so that with the motivation to learn all the problems the learner runs smoothly. CPE learning with a creative industry-based design model encourages the creation of visual competition to live the economy directly that is able to encourage the achievement of jobs needed by the world of work and the world of industry. For the world of work and the world of industry, the need to strengthen and realize the real cooperation requirements needed by the world of education can be fulfilled so as to create mutually beneficial cooperation by both parties.

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Written Corrective Feedback in Teaching Writing: A Library Research

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Abstract: The implementation of writing corrective feedback in writing class was debatable within scholars. They shared different perspectives on feedback types impacts and the best timing to administer it. Therefore, there was a need to provide a more effective and meaningful types of corrective feedback to support students' writing competency. This library research aimed at synthesizing previous studies to present the impact of different types of written corrective feedback in English writing class. It was found that written corrective feedback affected student's writing competency differently. The types of corrective feedback being implemented resulted in different perceptions of students and teachers. The teachers' practices on written corrective feedback were determined by some factors, dominantly by the skill of teachers in providing feedback. Furthermore, the given types of feedback and teacher's practices affected student's perception on written corrective feedback.

Keywords: Student's Perception, Teacher's Practices, Written Corrective Feedback

1 INTRODUCTION

Writing instruction had been carried in various techniques and method. However, giving feedback to learners' writing had been believed to be a promising solution inserted in learning process. Debate on whether giving feedback and correction on learners' writing had been raised since Truscott opposed the belief of its effectiveness to improve writing ability. It was found out that providing correction on learners' errors in writing had harmful effect on learner (Truscott, 1996). The result of his study caused arguments among written corrective feedback practitioners and teachers which later experimental studies aimed at finding out the effect of giving corrective feedback were conducted. Conserving written corrective feedback was seemed crucial since it had been implemented to help teachers in teaching writing. Despite many studies had found that written corrective feedback had an effect and improved students' writing (Shirotha, 2016; Khodi and Sardari, 2015; Farrokhi, 2012, Ebadi, 2014; Bitchener, Young, and Cameron, 2005), but it was needed to take look deep and review previous conducted studies to get clearer insight about the implementation of written corrective feedback. However, the effectiveness of written corrective feedback itself was not only defined by the increasing of learners' scores, but the teachers' practices and students' perspectives on written corrective

feedback needed to be investigated since they had been affected by the implementation of written corrective feedback. Thus, this study aimed at reviewing previous researches conducted in correlation of the effectiveness of written corrective feedback, teachers' practices, and learners' perspectives toward written corrective feedback.

2 LITERATURE REVIEW

2.1 Types of Written Corrective Feedback

There are several types of written corrective feedback based on the ways they are provided on learners writing (Ellis, 2008; Ellis, 2009). Direct corrective feedback is the correct form given by teachers in order to help the students notice the errors made (Farrokhi, 2012). Indirect corrective feedback is the opposite of the direct corrective feedback in which the indirect feedback is given by providing codes as hint for the errors without giving any correction (Shirotha, 2016). Meta-linguistic corrective feedback has two forms, it can use the error code for the error and it can provide a description for the grammar error (Khodi, 2015; Tamayo, 2017). Based on its focus, there are unfocused corrective feedback and focused corrective feedback. Unfocused corrective feedback is the feedback given to learners' writing which is not depend on the specific targeted errors. Focused corrective feedback is feedback given intensively to correct certain types of errors (Ebadi, 2014). Electronic feedback is hyperlink provided to provide examples of correct form. Reformulation is the correction given by reformulating the text into native-like language but still keeping the original meaning. These types of written corrective feedback are used in writing instruction to help the students in noticing and correcting their errors.

2.2 Teachers' Practices on Written Corrective Feedback

The practices in implementing written corrective feedback are ways of providing the feedback by teachers which is based on the kinds of corrective feedback used. Teachers' practices in providing the feedback has great impact in the students' writing skill since the way teachers provide the feedback lead students' focus in writing and affect the writing ability of students. Since the effect of giving corrective feedback on students writing resulted in positive and negative way based on the previous studies conducted. Several studies have been carried out to examine the practices in providing the feedback (Al-Bakri, 2016; Esteban, 2010; Mahmud, 2016). Qualitative studies were conducted to investigate teachers' practices in implementing written corrective feedback. The practices can be examined by observing the preference of teachers, types of feedback chosen, the time of giving feedback, and positive attitudes toward feedback. The practices affect students' uptake and perception toward learning.

2.3 Learners' Perspectives

Learners are the targeted object who received the corrective feedback. Even though some practices require the learners to make corrections after being given the corrective feedback, but some practices do not force the learners to take uptake for correction. Different practices of written corrective feedback implemented by teachers contribute differently on students' perspectives.

Students' perspectives can be positive or negative depends on feedback provided. Students or learners' perception toward feedback is a crucial factor in making feedback implementation significantly help students in learning. Positive perception encourages students to make uptake and motivate students to revise their writing. On the contrary, negative feedback decreases student's motivation in making revision on their own writing. Learners should be given a chance to notice the error and the gap in their writing to be corrected (Beuningen, 2010), so that they can learn to avoid making the same mistakes. Learners' perspectives and preferences need to be taken into account when the corrective feedback is issued to learners' writing to value the given corrective feedback.

3 METHOD

The present article was a library research in form of synthesis. The data were gained from research journals published online. The keywords used were "written corrective feedback", "teachers' practice on written corrective feedback", "learners' perspectives on written corrective feedback" and "learners" preferences on written corrective feedback".

4 FINDING AND DISCUSSION

4.1 Effect of different types of WCF

Written corrective feedback has been studied to investigate its effectiveness on writing lesson. The development of the topic being studied can be seen from the specification of written corrective feedback types broken down based on classification. Effectiveness of the types has been the focus of the study.

Studies conducted on written corrective feedback were focused on comparing the direct and indirect written corrective feedback to find its effect on students' writing (Bitchener, Young, & Cameron, 2005; Bitchener, 2008; Farrokhi & Sattarpour, 2012; Maleki & Eslami, 2013; Eslami, 2014; Hosseiny, 2014; Sameera et al, 2016; Farjadnasab and Khodashenas, 2017; Alsami & Trabizi, 2016). Providing written corrective feedback indeed showed the effect on the students' writing accuracy which it was suggested later on that direct feedback produced greater effects on students' writing accuracy than other types of feedback took longer time for students to improve their writing accuracy (Kao, 2013; Almasi & Trabizi, 2016; Kisnanto, 2016; Sameera et al, 2016; Farjadnasab and Khodashenas, 2017) and grammatical accuracy improvement of (Farrokhi, 2012). On the other hand, indirect written corrective feedback was found to be significantly improve students' writing and grammar of higher education students by letting students to learn about the structure themselves as it was only provided by underlines of errors committed (Hosseiny, 2014). Written corrective feedbacks given on students' writing are divided into direct corrective feedback and indirect written corrective feedback. Direct written corrective feedback is the way of giving feedback by pointing out the error and giving an explanation of the correction. It can be done by crossing the error and inserting the missing word, phrase or morpheme (Bitchener, 2008). Meanwhile, indirect written corrective feedback is a way of giving a feedback indirectly, the learners have to resolve and find the correction by themselves. Circling and underlining the error

can be ways of giving indirect written corrective feedback. Direct and indirect written corrective feedback can be a technique used to teach writing. Moreover, direct oral feedback combined with direct written feedback was performing greater effect than direct written feedback alone (Bitchener, young, and Cameron, 2005). However, indirect feedback got outperformed the direct feedback group on both immediate post-test and delayed post-test based on a study conducted (Eslami, 2014). These findings show direct and indirect written corrective feedback can be effective techniques in teaching writing. Hence, it is need to be considered with the learner's condition and teachers' preferences.

Moreover, the other type of feedback, meta-linguistic itself did not only affect the writing ability, but also the instructional behaviour where the students became aware and monitor themselves (Ebadi, 2014). It also helped students' grammar skill in writing where they got feedback on their grammar used. It was suggested that focused meta-linguistic written corrective feedback was more effective than unfocused meta-linguistic written corrective feedback and followed by learners who did not received any feedback (Khodi and Sardari, 2015, Mohammadi, 2009). The data of study showed that implicit feedback was an effective tool to improve students' knowledge of writing structure. On the other hand, meta-linguistic feedback was treated as explicit feedback given to students' writing. It showed that meta-linguistic feedback was effective as a tool to give explicit feedback to students. From the data analysis, it pointed out that students who got meta-linguistic feedback, outperformed that students who got recast as the feedback. It was revealed that the experimental group subjects who were assessed and instructed through implementing meta-linguistic code-correction outperformed the traditionally-instructed control group in their post-test (Gholaminia et al, 2013; Tamayo, 2017). Even though, meta-linguistic written corrective feedback outperformed other compared feedback, it did not mean that the other type of feedback would not have effect at all. Learners who received recast outperformed the group who got direct focused on grammatical accuracy (Daneshvar and Rahimi, 2014). This meant that different types of corrective feedback performed effect on students' writing based on practices and learners' perspectives toward feedback.

Implicit and explicit written corrective feedbacks are two kinds of feedback classified by the purpose of giving feedback. Implicit feedback aims at students' independence in fixing the errors, meanwhile explicit feedback aims at modelling the correct use. These two feedbacks have distinct forms in student's writing. Different forms of feedback on student's writing affect students writing progress differently. A study conducted by Ellis, Loewen, and Erlam Ellis, Loewen, & Erlam (2006) found that meta-linguistic feedback as explicit written corrective feedback outperformed recast as implicit written corrective feedback in delayed post-test and found no significant difference between two in immediate post-test. On the other hand, a study compared the difference among meta-linguistic, recast, and no feedback group of university students found that the two feedbacks improved students' writing but there was no indication of superiority between two feedbacks (Vosoughi, Sharifabad, & Ghabool, 2013). Another study comparing implicit and explicit corrective feedback on undergraduate students analysed the impact of explicit in form of explanation of interlingual was more effective that implicit in from of clarification of intralingual

(Falhasiri, Tavakoli, Hasiri, & Mohammadzadeh, 2011). Explicit written corrective feedback was not merely found to be more effective than implicit written corrective feedback in improving students' writing accuracy (Ellis, et al, 2006; Falhasiri, 2011), but also in learning grammar (Zohrabi and Ehsan, 2014). The study on implicit and explicit WCF was also carried out in primary school which result suggested that explicit WCF favoured and used frequently than implicit WCF by the teacher (Babanoglu, & Agcam, 2015) and comparing among different kinds of feedback (Shirkhani, & Tajeddin, 2016). A qualitative study conducted to know students' perspective on implicit and explicit WCF resulted that explicit WCF likely favoured by students (Bozkurt & Acar, 2017). Despite its significant effect, explicit feedback was preferred by teacher and student.

Helping students to master certain language aspect in writing, feedback is focused on the errors made of the aspect. The focused and unfocused written corrective feedback classification is proposed to be implemented. Since the as of giving different, the result of writing accuracy was affected differently and significantly (Rouhi & Samiei, 2010). A quantitative study with only one experimental group was designed to investigate the effect of focused feedback which resulted in the significant improvement on students writing (Afraz & Ghaemi, 2012). Unfocused WCF compared to no feedback showed that unfocused group improved better (Fazilatfar, Fallah, Hamavandi, & Rostamian, 2014)). Further studies conducted in three variables compared, focused feedback, unfocused feedback, and no feedback as control. Both focused and unfocused written corrective feedback were found significant to no feedback or control group (Kassim & Lee, 2014; Saeb, 2014; Rad and Ghafournia, 2016; Frear, n.d.). It was no any indication of superiority between focused and unfocused WCF (Kassim & Lee, 2014; Saeb, 2014; Rad and Ghafournia, 2016). On the other hand, it was found that focused feedback was performed better than unfocused and control group when the language aspect focused was only past tense (Araghi & Sahebkheir, 2014).

The different effect of written corrective feedback types were affected by some variables. The targeted errors to be corrected by providing the feedback had played important roles in defining whether the feedback could be successfully received or not. The language features as the targeted language would like to be improving if the feedback was provided effectively. Thus knowing the aspects in which the feedback could improve was crucial to prove that certain feedback had effect on students' writing and as references for the practices and future research. Written corrective feedback can lead to greater grammatical accuracy in second language writing, yet its efficacy is mediated by a host of variables, including learners' proficiency, the setting, the genre of the writing task, on the aspects of spelling, subject-verb agreement, tenses, capitalization and mechanism, and syntactic and lexical complexity (Fazilatfar et al, 2014; Kang and Han, 2015; Rad, 2016; Shirotha, 2016). In fact, learners or students' perspective is one crucial variable. Students are the one who received the feedback and do the uptakes, thus their preference needs to be taken into account by teachers.

4.2 Teacher's practices and perspectives

The practices of written corrective feedback had been one of the focused studies in investigating written corrective feedback since the practice had been seemed as affective factor in getting the learners improved their writing. However, types of feedback provided distinction practices in

writing instructions. Practice of direct written corrective feedback had significant effect on students' writing in improving students' practice in doing self-editing which resulted direct written corrective feedback as effective to improve linguistic accuracy in writing for multilingual learners (Kurzer, 2018). Moreover, study on explicit feedback showed that explicit feedback took less time and energy on the part of the teacher than the graduated feedback (Çepni, 2016). The additional comments provided by teachers requested for more elaboration of students that made them learning harder their writing (Abdollahifam, 2014). Interactional feedback provided both on the performance and motivation had learners to improve their writing skill fast. Indeed, the recent study still investigated the uses error codes as the corrective feedback in students' writing, even though, teachers used different types of corrective feedback for students' errors in writing, most students were able to revise their errors (Gonzales, 2018). The provision of written corrective feedback on a single occasion had a significant effect in which encouraged learners to use the targeted functions with greater accuracy (Knoch, 2009).

Despite the different ways in giving the feedback, it was found out that teachers put their great effort in giving students in their writing despite the belief that only motivated and serious students only will take the feedback (Al-Bakri, 2016). When teachers were motivated to give feedback as an effective way to help and improve students' writing ability, it was found that teachers needed to have continuous professional development to improve their practice in giving effective feedback for students. The challenge in giving feedback found was students needed to be encouraged to be independent so they could take the feedback and performed actions toward it so the feedback could be functioned fully. Teachers' belief, practice and challenge in providing corrective feedback to students did affected one another. However, a study conducted by Mahmud (2016) showed that teachers were unaware of types of written corrective feedback available which were formulated based on language education experts, instead the teachers tended to provide feedback based on the local regulation. This fact encouraged teachers to have more insight about written corrective feedback and its practice to have effective written corrective feedback practice. Indeed, the practices in giving feedback were affected by teachers' experiences, preferences and beliefs in giving feedback (Pearson, 2018).

Based on a study conducted by Beuningen (2010), there were several practices that should be considered in implementing written corrective feedback. First, comprehensive or unfocused corrective feedback should be given more attention since current studies were mainly focused on focused corrective feedback. Second, the uptake or responses toward different kinds of errors should be studied more. Third, there had been number of studies that investigated the effectiveness of written corrective feedback, hence it is needed to conduct qualitative study that provide information and insights of learners' and teachers' behavior toward the feedback. Fourth, lexical and structural complexity need to be investigated whether those aspects in writing get affected by corrective feedback give. Fifth, feedback needs to be given on realistic writing context to enhance students' writing development in a certain language. The five considerations for the future study need to be taken into account in order to produce beneficial studies on written corrective feedback.

In line with the need of sufficient insights and references for the teachers in implementing written corrective feedback, there are some principles that need to be taken, namely, the modelling techniques (Esteban and Larios, 2010), the ways of giving feedback (Ellis, 2009), the effectiveness, and some recommendations Beuningen (2010). However, applications of these feedback techniques in second language learning could be implemented with some pedagogical recommendations. Even though, modelling feedback techniques had positive effect on students' writing, implementing these techniques needed to be in coherence with the instructions principles.

The practitioners argued that giving corrective feedback helped students to notice the language pattern, do self-correct, and provide them with correct use of language practitioners moreover they believed that by giving written corrective feedback only would not completely have helped their students to improve their writing accuracy (Evans, 2010). Instead, they believed that the effectiveness of the feedback needed to be supported by students' motivation in learning so the uptakes occurred.

4.3 Learner's perception

Learners were the target written corrective feedback provided by the teacher. Some studies were conducted to find out the learners' perspective toward corrective feedback given since the goal of the feedback itself was to help and improve learners' skill in writing. Some findings from the reviewed studies conducted suggested that some factors that affected the learners' perspectives toward provided written corrective feedback, namely, the types of the feedback given, the additional comments by the teachers in which it was categorized as teachers' practice factor, and the learning motivation of the learners.

Age and level of presidency were not significantly affect the students' preference on written corrective feedback favoured (Orts and Salazar, 2016). However, students preferred direct written corrective feedback that provided the correct answer directly. In this way, it was suggested that teachers provided some explanation and discussion on error correction to make students understand the aim of feedback and different techniques for that practice. Teachers also needed to consider was in correcting errors that could encourage learners to correct their own errors in writing. These students' preferences and teacher' practices should not generalise written corrective feedback practice, yet it could be taken as preference and considerations for implementing written corrective feedback in class. On the other hand, indirect written corrective feedback with revision hints was chosen by all participants (Horbacauskiene & Kasperaviciene, 2015). Moreover, the implementation of focused corrective feedback provided to the learners suggested them preferred for the interactional activities, error correction, and the different type of CF techniques (Rad, 2016). Based on the learners' motivation in taking the uptake, it was found that the targeted error corrected by teachers could be on reason. Learners preferred that the teacher provided corrective feedback on lexical and grammatical error in their writing (Irwin, 2017). This kind of error correction enables learners to do the revision by themselves and it is very challenging for them.

Students were found to be satisfied when they had portfolio as they could track their progress and they valued systematic feedback provided that help them to notice and fix their errors without taking much time figuring random feedback appears on their writing (Saavedra & Campos, 2018). Students' preference needs to be the priority in providing the feedback since they are the one who takes uptakes and do the process (Alimohammadi & Nejadansari, 2014). The learning method that suited written corrective feedback was by working in pairs or collaborative learning where learners compared, noticed the errors, and got insights for revisions had positive effect on students' writing compared to students worked individually (Esteban and Larios, 2010). Teachers were not the only source for the feedback, feedback form peers or peer tutors that enabled learners to learn from each other and was favoured by the students (Al-Hajri & Al-Mahrooqi, 2013). In line with this, Sia and Cheung (2017) pointed out that Technology could be an aspect since the digital year had been started to enable easier life, written corrective feedback could be given by using computer-mediated feedback. Collaborative tasks were an aspect to make written corrective feedback more effective since the tasks required students to work together solving the errors by looking at the feedback.

5 CONCLUSION

Responding the Truscott's theory on ineffectiveness about written corrective feedback, recent studies conducted to investigate the effect of written corrective feedback on students' writing skill. The recent studies on written corrective feedback suggested that it had a positive effect on students' writing skill that learners writing skill improved after provided feedback on their writing. In line of finding the effect of written corrective feedback, the practitioners carried out deeper research in which to investigate the practices of written corrective feedback. The practices of written corrective feedback were seemed crucial to be studied in deep since it was believed that the practices had significant part in the implementation of written corrective feedback itself. Based on the review of recent studies, it was suggested that the teachers' knowledge and skill in providing the feedback affected the students' uptake which resulted in their writing skill. In correlation with the practices, the learners' perspectives and preferences were studied to gain depth understanding of the phenomenon regarding written corrective feedback. From the review, it was believed that the learners' preferences in taking the feedback and producing the correct writing were affected by the teachers' practices in providing the feedback. Thus the practices of providing written corrective feedback affected learners' perspectives and uptake which resulted in their writing skill. When the targeted error corrected with the types of corrective feedback that comprehensible for the learners, the motivation of the learner to take uptake and correct the errors would increase. The motivation of the learners itself to correct their writing would provide chances for learner to learn by themselves. It did not say that the individual learning suited better for the implantation of written corrective feedback, but the collaborative learning where learners got chances to discuss the given feedback would provide learners time to investigate the codes or the feedback in more point of view, as well as the more accurate correct form produced. To reach the goal of gaining learners' motivation and the effect of written corrective feedback is feasible based on the practice

that the teachers available with. The ability of teachers in providing feedback was dominantly affected by the knowledge of the correct practices of written corrective feedback. This also suggests that continued professional development related to giving corrective feedback is still needed by teachers.

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