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Title

Acquisition of Second Language Grammar through Extensive Reading with Incidental and Intentional Learning Instruction

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Abstract

A number of studies revealed that learners developed their language through extensive reading. Some also stated that it is an effective way to help learners gain their vocabulary and grammar acquisition. However, in the implementation of extensive reading activities, incidental and intentional learning instructions also played a remarkable role and effected significantly on the learners' language ability. In this study, the researcher investigated the effects extensive reading on learners' grammar acquisition with two different learning instructions, incidental and intentional. Participants were students of English Department of State Polytechnic of Jember attending Reading 4 course (N=71). The results showed the incidental learning instruction in extensive reading activities gained more significant effect on the students' acquisition of grammar knowledge.

Keywords: Extensive reading, Incidental and intentional learning, grammar

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Extensive Reading (ER), often known as Sustain Silent Reading (SSR), book flood, free reading activity and reading for pleasure, is an alternative approach of reading which aims at developing students' language ability and promoting students to be better readers who enjoy reading for their pleasure. In more elaborated perspective of classroom implementation, Davis (1995) argued that ER is classified as a supplementary class library scheme and is attached to an English course in which pupils are given time to read pleasurably based on their level and no test is administered. In ER, students are exposed to a large amount of reading and they can choose what they want and when to read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. (Richards & Schmidt, 2002). ER has been put into consideration by language teachers and practitioners in recent decades and has shown significant effects on students second language proficiency development.

In communicative language teaching, the teaching of language components (vocabulary and grammar) has faced a turndown. However, teaching grammar should not be solely neglected since it helps learners reach a higher level of language competence (Ellis, 2002). In relation with extensive reading, Krashen (1993) suggested that to improve grammatical performance and output, extensive reading can be applied and to obtain more significant result, the reading program should involve explicit instruction to enhance learners' reading skills Wong (2001). Chio (2009) also anticipated that such research in the future would further enhance the implementation of reading programs to promote second language acquisition. From such situation, this study aims to investigate the effectiveness of the implementation extensive reading with incidental and intentional instructions to promote learners' grammar acquisition.

Literature Review

Incidental Vs Intentional Learning

In language teaching and learning instruction, many scholars have noted the necessity of incidental (implicit) and intentional (explicit) learning. Incidental learning is defined as not planned by both the teachers and students but occurs as a 'by-product' of another activity while another intentional learning is regarded as being deliberately intended by the teacher or the students (Nation, 1990). Incidental learning is closest in meaning to implicit learning in sense that they are unintentional and uncontrolled (Reber, 1996). Informal incidental learning suits the needs of adult education since it takes place anywhere and

anytime. Incidental learning has been proven to be an effective way to obtain students' success of vocabulary learning through extensive reading (e.g., Krashen, 1993; Laufer, 2009).

However, focusing solely on incidental vocabulary learning is not sufficient (Nation, 2010) since in vocabulary learning, extensive reading could not provide enough opportunities to learn vocabulary proficiently within a restricted time (Waring and Nation, 2004). They proposed that explicit vocabulary learning that focuses on linguistic forms is more effective in learning vocabulary. Other findings also showed that a combination of both incidental and intentional learning is necessary for L2 acquisition (Dekeyser, 2003; Ellis, 2004). From several of the explanations, there have been many studies investigating extensive reading and its implication toward vocabulary learning, but few investigated incidental and intentional L2 grammar learning from reading program. Thus, the focus of this study is to investigate the effect of extensive reading with incidental and intentional grammar learning toward students' grammar acquisition.

Methodology

Participants

Seventy one students majoring in business English and taking Reading IV course became the participants of this study. The language proficiency of the students varies and most of the students were on intermediate level. Prior to the treatment, the students were required to take a grammar test which was adopted from several valid sources (e.g. TOEFL exercise book) and thus, the content validity of the test can be assured as well as the test reliability. The test included questions on general grammar and consisted of 100 items.

Materials

Graded readers were selected as the materials in implementing ER. It is in line with what Nation (2009) and Waring & Takaki (2003) called that graded readers are useful reading materials for students. The students were given three assigned reading materials and four free books chosen by the students based on their interest and preference. The books were selected from the Bookworm series published by Oxford University Press.

Treatment (Experimental Procedures)

The students were divided into two groups (Control Group/CG and Experimental Group/EG). The participants in the control group received extensive reading only. They were required to finish reading the short books within two months. Every week, the students had classroom discussion related with the books they read and wrote their opinion on the report

book provided. However, the experimental group was also given the same treatment with an additional activity, which was explicit grammar explanation and exercises. The sample sentences were taken from the books the students read. After the activities, the students were asked to speak out a sentence or create a sentence by using the target patterns. During the treatment process, the students were asked to focus on reading the books and find their enjoyment in reading and were without being told that a test would be administered after they finished the program.

Instrumentation

The instruments applied in this study was a general grammar test. The instrument was used to collect primary data and consisted of 100 objective test items and was adopted from various resources of Grammar handbooks and standardized English Proficiency test (e.g., TOEFL and TOEIC). The items were selected based on the distribution of grammar materials. The grammar test was scored dichotomously with one point for choosing a correct option and zero point for choosing an incorrect option. The total score for this test is 100 points. It was used for both pretest and posttest. An example of the item can be found below (Phillips, 2003).

The horn of rhinoceros consists of a cone of tight bundles of
keratin ... from the epidermis.

- A. grow
- B. grows
- C. growing
- D. they grow

Findings and discussion

The main data of this study were obtained from grammar test. The descriptive statistics results of the grammar test is displayed in Table 1.

Table 1 The Descriptive Analysis Summary of the Posttest Result

Group	Pretest	Posttest
Control Group	$\Sigma X = 2391$	$\Sigma X = 2585$
(Extensive Reading with	$\Sigma X^2 = 5716881$	$\Sigma X^2 = 6682225$
Incidental Learning)	$X = 66.4$	$X = 71.8$
	$N = 36$	$N = 36$
Experimental Group	$\Sigma X = 2419$	$\Sigma X = 2642$
(Extensive Reading with	$\Sigma X^2 = 5851561$	$\Sigma X^2 = 6980164$
Intentional Learning)	$X = 69.1$	$X = 75.49$
	$N = 35$	$N = 35$

Note. From the statistical test, p value $0.0001 < .05$. Within each of the the group, the pretest and posttest results of statistical analysis showed p value of .006205 (the control group) and of in the experimental group of .000064. The results were significant at $p < .05$.

The result showed that there was a significant effect of both treatment from the results of the pretest and posttest. It can be inferred that both treatments (incidental and intentional learning in extensive reading), within each of the groups, provided contribution to the students' grammar learning. The findings of this study is in line with studies conducted by Lee, Schallert, & Kim (2014) and Alqadi & Alqadi, (2013) which showed that extensive reading worked best for students' grammar knowledge and accuracy. In this study, both of the groups received the same treatment, in terms of they were given the same post reading activity (discussion) after they did extensive reading since post reading activities like report, reading journal, or discussion provide learners more opportunities to develop their language proficiency. Resketi & Bagheri (2014) called the activity as enhance extensive reading. Their study on enhance extensive reading revealed that learners who received enhanced extensive reading outperformed the ones who received unenhanced extensive reading instruction in thers of incidental acquisition of English phrasal verbs.

Meanwhile, another point of this study is to investigate significance effectiveness of the implementation of extensive reading with incidental and intentional learning. The result called that students taught using extensive reading with intentional learning outperformed

those taught using extensive reading with incidental learning. This finding support previous studies on explicit grammar teaching in reading programs. Together with discussion, explicit instruction led to significantly greater gains on students' grammar test Rodrigo, Krashen and Gribbons (2004).

Conclusion

This study illustrates some evidence for the use of extensive reading with incidental and intentional grammar teaching. The implementation of both instructions increase students general grammar knowlegde. However, students taught using intentional grammar learning in extensive reading gained more signifcint result compared to those taught using extensive reading with incidental learning. The pedagogical implication of this extensive reading program is the engangement of students and teacher in the process of reading and post reading activities. Teachers need to always monitor the progress of the students' learning, motivate them to participate in post reading activities, ask them to make use of language forms, and provide feedback for their improvement in the target element acquisition.

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Title

The Teaching Methodology and Assessment of Character Education in Indonesian English Curriculum: Teacher`s Perceptions

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Abstract

To develop students` knowledge subjects (e.g., English) and character (e.g., honesty), the Ministry of Education of Indonesia in 2013 launched a new curriculum called *Kurikulum 2013*. All subjects in this curriculum were claimed to be fully integrated with character education (CE). Notwithstanding a growing body of research stressing the need for CE to be integrated into school curricula, empirical studies on teachers` perceptions regarding the implementation of CE “have made few inroads in high schools” (Leming, 2006, p. 84). Thus, the current research aimed to explore English teachers` perceptions in Indonesia regarding the teaching methodology and assessment of CE integrated into the English high school curriculum. It utilised semi-structured interviews with four English teachers as the respondents. Regarding the teaching methodology, the findings revealed that teachers (1) had little consensus on how moral values could be integrated into English teaching materials and methods, (2) employed different strategies in teaching values, and (3) faced challenges in implementing CE (e.g., lack of training). In terms of assessment, it was found that teachers

(1) mostly employed observation as the assessment tool, (2) claimed the invalidity of quantitative assessment, and (3) expressed concern over the validity of the assessment of students' behaviour.

Keywords: *teaching methodology, English curriculum assessment, character education, English-high school curriculum, moral education*

Introduction

Context Information

In 2013, the Indonesian government (MONEC Number 59 Year 2014) launched a new curriculum called *Kurikulum 2013* (Curriculum 2013), wherein all subjects (e.g., Mathematics, English) were integrated with character education (henceforth CE). This means that all teachers, from elementary to high school, not only focused on improving students' academic achievement, but also on their moral development, by cultivating universal moral values (Kemendiknas, 2011). These goals appear to reflect the goals of Indonesian education as depicted in the Indonesian Government Regulations Number 20 Year 2003 about the National Standards of Education that any formal learning activities are required to focus upon the development of students' "faith, character (or morality), health, knowledge, creativity, independence, democracy and responsibility" (ibid, p. 5).

Theoretical Framework

The above goals of Indonesian education seem similar to what was addressed by Lickona (2000) that all schools, all over the world, "have always had two goals: the development of intellect and the development of character" (p. 59). The development of intellect refers to the knowledge subjects (e.g., Physics, Biology, English, Mathematics), while the development of character covers the teaching of character (or morality e.g., honesty, hard work, discipline). Lickona (ibid) claims that, of these two main goals of formal education, "character is the more important, because it provides the foundation for everything else" (p. 59). Among other approaches (values clarification, moral dilemma discussion), CE is an approach to moral education, by seeking to instil students with certain universal moral values (e.g., honesty, patriotism, hard work).

Relevant Studies and the Research Gap as the Rationale

Despite a growing body of research stressing the need for CE being integrated into school curricula (e.g., Jones et al., 1990; Troutman, 2014; Qoyyimah, 2015; Beachum et al.,

2013; Mathison, 1999), studies that have specifically focused on teachers' perceptions regarding CE in English classrooms could be said to be few in number. Howard et al. (2004) stated that the field of CE "suffers from having relatively few rigorous research findings" (p. 205). It is particularly so in high schools. Leming (2006) posited that CE efforts "have made few inroads in high schools" (p. 84), albeit "character education interventions have primarily targeted the elementary and middle developmental levels" (Davidson et al., 2014, p. 290). Albeit a number of studies (e.g., Jones et al., 1999; Donovan, 2000) have examined teachers' perceptions regarding the implementation of CE, apparently the only empirical studies that have focused on English teachers' perceptions regarding the implementation of CE are by Mambu (2014) and Qoyyimah (2015). Mambu (2015) also has specifically addressed some challenges in assessing CE.

Studies on teachers' perceptions regarding CE implementation have revealed some negative feedback including teachers' lack of training for CE (Jones et al., 1999; Troutman, 2014), the lack of consensus about what character education is and how it should be taught (Jones et al., 1999), the inconsistency in defining moral values (Donovan, 2000), teachers' low confidence in being a good role model (Donovan, 2000), being afraid of religious indoctrination (Mathison, 1999), the need for family, or homes, as the central role for CE (Leming & Yendol-Hoppey, 2004; Romanowski, 2005), the issue to quantify the assessment of CE (Romanowski, 2005) and the urgency to prepare students for academic standardised tests (Yandles, 2008).

Conversely, other studies have suggested positive findings. These findings include the perceptions that most teachers support and agree with the importance of CE being integrated into the school curriculum (e.g., Beachum et al., 2013; Mathison, 1999, Chang, & Muñoz, 2006; Jones et al, 1990; Troutman, 2014), that teachers are confident to cultivate values or are good role models (Mathison, 1999; Milson & Mehlig, 2002; Troutman, 2014), that religion needs to serve as a compelling framework for CE (Jones, 1999; Milson & Mehlig, 2002) and that teachers begin to know their students better (Leming & Yendol-Hoppey, 2004). Hence, this current research aims to contribute to this debate in the sense that the research questions will be formed based on these findings.

Specifically, on English teachers' perceptions in the implementation of CE in the English curriculum of Indonesia, Qoyyimah (2015) reported that all respondents, regardless of their religion, supported the integration of CE in the school curriculum, particularly in assisting students to become religious as one of the eighteen prescribed values by the

Indonesian government. (The eighteen moral values include religiosity, honesty, tolerance, discipline, hardworking, creativeness, independence, democratic, motivation to learn, patriotism, nationalism, supportive, love to read, peace maker, friendliness and communicativeness, environmental awareness, social awareness and responsibility Kemendiknas, 2011). Despite this support, however, some of the teachers failed to suggest evidence of the implementation of CE in their classroom, which was due to their lack of training. Nevertheless, those who had regular training “consistently modelled and explicitly taught the nominated values in classrooms” (ibid, p. 158).

However, another study, conducted to determine university teachers` perceptions regarding religiosity in English classrooms in Indonesia, indicated contradictory findings. Mambu (2014) reported that some teachers “felt awkward if they had to start classes with a prayer” (p. 97). Despite the fact that they did not “forbid the teaching of religiosity or spirituality” (p.100), they considered teaching students to be good language speakers is the main aim in their professions. In a more recent study, Mambu (2015) suggested the challenges in teaching and assessing the value of tolerance in English classrooms. One of the examples of this was the fact that students and teachers seemed to have a different way of defining the value of tolerance.

Research Aims, Questions and the Significance

Based on their empirical studies, both Qoyyimah (2015) and Mambu (2014; 2015) appeared to indicate contradictory findings, to the extent that, while Qoyyimah suggested teachers` positive support over the policy of teaching CE, Mambu indicated teachers` negative support. To contribute to this debate, the current research aimed to explore the perceptions of English high school teachers in Indonesia regarding how they teach and assess moral values while teaching English simultaneously, or, in other words, how they integrate CE into their ways of teaching English. The results of the study might provide useful information for the curriculum designers, or trainers, to make informed decisions in the future for improvements to the integration of CE into the English curriculum. Furthermore, the current paper employed interviews as the main instrument in that both studies above utilised interviews as one of the instruments for the data collection. More specifically, to address the research aims, the following research questions were formed:

- 1. What are English teachers` perceptions regarding the teaching methodology of character education in the English high school curriculum in Indonesia?*

2. *What are English teachers` perceptions regarding the assessment of character education in the English high school curriculum in Indonesia?*

Methodology

Research Approach and Data-Gathering Tool

The above-mentioned research questions call for some kind of interpretation of teachers` attitudes or perceptions, and hence the current research can be considered to adopt the approach of interpretivism (Thomas, 2013; Bryman, 2012). More specifically, the current study adopted a phenomenological approach as the design frame (Gray, 2014; Starks & Trinidad, 2007). For the data-gathering tool, it utilised a semi-structured interview since it could allow more detailed responses from the participants by the use of probes, and they can be asked to clarify what they have said (Gray, 2014).

Participants

The current study used criterion sampling, a type of purposive sampling (Gray, 2014), in that the participants were selected based on three main criteria. Firstly, it was imperative that the teachers had been implementing character education (CE) in their classroom (and the school as well) for more than one semester. Secondly, it was crucial that the teachers were implementing the latest curriculum, Curriculum 2013. Thirdly, it was essential that they had undergone training in implementing CE, in order for them to provide a comprehensive understanding (Gray, 2014).

Table I. A summary of the participants` identities

Respondents	Sex	Age	Years of teaching experience
Respondent A	Male	36	Thirteen (13) years
Respondent B	Male	27	Four (4) years
Respondent C	Female	26	Three (3) years
Respondent D	Female	31	Six (6) years

Data Analysis

Regarding the data analysis, this research utilised the “constant comparative method” as recommended by Thomas (2013). The steps within this method affirmed the process of

data analysis as what Goulding (2005) mentioned. Firstly, all of the transcripts were read and re-read for the researcher to become familiar with the responses, and temporary constructs (or meaning units) were initiated. Consequently, the first stages were completed. The second reading resulted in second-order constructs, which were compared with the first constructs. Once the constructs were deemed exhaustive, they were then labelled as the themes of the data.

Procedure

For the procedure, after obtaining the consent form from the interviewees, the interviews were conducted. Each interview lasted sixty to ninety minutes, and the interviewees had been informed about the possible length of time prior to conducting the interview. Following the data analysis, member checking was conducted to elicit the participants' feedback on the analysis, in order to cross check interpretation.

Findings

How Teachers Teach Values and English Simultaneously

There are no specific strategies in integrating values into English teaching materials.

All of the respondents appeared to express the same concern, in that they had no specific strategies in teaching each of the (moral) values while teaching English. It is worth pointing out, however, that the government, under Curriculum 2013, had officially prescribed English teachers to implement a scientific approach. Nonetheless, teachers indicated that they could not effectively use this approach to specifically teach each of the values, while also teaching English.

Respondent A (RA) commented that "I don't know what methodology I use. It [scientific approach] makes my students bored". Respondent D (RD) claimed that "sometimes I cannot relate the teaching material with a value that should be taught [based on the syllabus]". Respondent C (RC) also reported that "I don't know the type of strategies I use. I tend to use a variety of teaching strategies and provide a varied task". Similarly, Respondent B (RB) mentioned, "I don't have [specific] strategies. The strategy is laid on the situation and condition [of] the classroom and what is the objective of the material or lesson to be taught".

Teachers integrate values into English materials, and not the reverse.

Furthermore, the above quotations from the four teachers seem to provide hints about the way they teach moral values while teaching English, that is, by integrating the values into

the English materials, or topics, that they would teach, and not the reverse. This means that the teachers had clear objectives of English lessons at the beginning and then attempted to find certain values that could be integrated into the lessons.

Teachers use varied strategies in promoting values.

Despite the above seemingly consensus that the teachers had no clear hints on specific strategies, they managed to mention some strategies that they had exercised in their classrooms. To teach the values of discipline, respect and confidence, RA mentioned that “students must attend [the class] on time [and wear] complete uniform. Consistently being on time is the product of proper planning; discipline [and] respect for other people’s time. Educative penalties such as presentation ... is for training their confidence.”

Teachers Teach and Assess Different Values.

When asked about whether he implemented all of the eighteen recommended values, RA mentioned that “only some of them. I just assess three values: discipline, creative, and hardworking”. Similarly, RD also claimed that she promoted tolerance, honesty, discipline, hardworking and cooperation. Unlike RA and RD, RB claimed that “I taught most of the eighteen universal values”. When asked whether she managed to integrate all the values, she mentioned that “no, I didn’t. For example, when I try to use patriotism as [a] value in my teaching, I would be hard to find materials that [are suitable]”.

Challenges in Promoting Moral Values

Lack of training

All of the respondents seemed to agree that not all moral values that were recommended by the government could be integrated into their English lessons. Seemingly, one of the reasons of this difficulty is due to the lack of training on how to integrate the values into English teaching materials. RD claimed that “we weren’t trained to teach values when we’re still in the university”. Moreover, RB reported that “[there was] no workshop or seminar before it [was] applied. We didn’t have any clue about the lesson plan [and] syllabus. It [CE] can be applied after its socialisation [or trainings] has been comprehensively addressed to all teachers”.

Lack of collaboration with students’ parents

Regarding the issues in implementing CE, RA seemed to focus more on the difficulties in collaborating with students’ parents. He commented that “there is no cooperation with the students’ parents. Their parents think that go[ing] to school is just a

processing of getting certificates and they don't want to [be] involve[d] with that [their children's character development"].

Lack of confidence in teaching moral values (or as a role model)

The teachers were also asked whether they had confidence to promote values, or could become good role models for their students. RB indicated her low confidence in promoting values that "before build[ing] the students' characters, we as a teacher should build our character first. I only have a little confidence. Teaching values is a big responsibility."

However, RC and RD appeared to imply that they had confidence in promoting values and being role models for their students. RC claimed that "I feel appropriate to teach values because education [CE] is our responsibility as a teacher". She also mentioned that "if we haven't successfully applied it, it means we have to evaluate ourselves, our strategies in teaching". RD reported that "no need to wait ourselves to be perfect in order to teach good things [values]. And I consider it as a motivation for myself [to have good character]".

Teachers Support the Aims of Character Education.

Teaching English and promoting values are of the same importance.

Despite the aforementioned challenges, all teachers posited that they supported the government's policy in developing students' moral character, notwithstanding each teacher put it in a different way. RA perceived improving students' characters to be his responsibility as a teacher, as he mentioned that "most of [my] students want to work or have some business. But the problem is their attitude. I try to prepare their attitude. As a teacher I have to educate them". When asked about which one he prioritised more in his classrooms, either teaching values or teaching English as a subject, he reported that "both should be integrated".

Teaching English is more important than promoting values.

Unlike RA, who perceived both teaching English and promoting values the same way, RB preferred to focus more on teaching English. She commented, "I prefer teaching English itself to values. Because as we know that teaching English is not easy. Many problems [are] faced when teaching the language. So, when teaching English and the value at once is too difficult for me". Nonetheless, she suggested her support over the policy of CE, when stating that "actually I support it but it should be minimize[d] by its assessment". Similarly, RC reported that "as an English teacher, I feel [it is] more important to teach English because this is [my] academic responsibility". She continued that "values in teaching and learning processes are only additional benefits that can be gained [in addition to English]".

Promoting values is more important than teaching English.

Unlike the others, RD considered teaching values more important to her compared to teaching English, as she claimed that “there is no use having students who are good at English but their behaviours are not good. Teaching English itself is [already] not easy. But we, educators, [must] play roles in developing future civilisation”. She also mentioned that “I probably tend to say that teaching values is more important [than teaching English]. This country really need[s] people with good characters”.

The Effectiveness of Character Education

Both RA and RD suggested the effectiveness of CE under Curriculum 2013. RA mentioned that “in my class, I implement it [CE] well”. Upon the development of his students’ discipline, he said that “better and better. They [students] start thinking that discipline is [an] important thing that can make them successful”. He further gave examples that “most of them always submit assignments on time [and] they start paying attention on my class”. Similarly, RD reported that “in general, they are more serious to study and do the tasks I assign”. She continued that “I asked them to write paragraphs about their future visions. Many of them really want [that] there is no corruption in this country”.

However, RB contradicted this claim, as she reported that “I think [there is] not really [improvement]”. She further mentioned that there were still many students who violated the values being promoted, although teachers had implemented CE since 2013. Similarly, RC commented “[It is] not fully effective because in reality in my school every year [there are] students who did not pass to get to the higher class, caused by their naughtiness.”

How Teachers Assess Character Education

Teachers use observation for assessment.

Notwithstanding the government provided three types of assessment of CE, most of the teachers within the current study indicated their preference to employing observation over self-assessment and peer assessment. When asked about the types of assessment she implemented, RD answered “[I use] observation. I do it when they [students] have examination and when I ask them to write paragraphs”. Similarly, RA said that “I assess my students’ behaviour from their activeness in my class” and “based on their daily behaviour”.

Teachers do not use “numbers” for the assessment.

Although suggested by the government to use (descriptive or predicative) words for the assessment of spiritual and social attitude (CE), the teachers within the current study claimed that they used descriptive words to assess their students’ behaviour rather than

numbers. Like RB, RC reported that “I assess [students’ behaviour] by using words (descriptions), yet in the end it will be in the form of the scale of A to E”. She continued that “using scores [numbers] makes me hard to identify [assess] students’ attitude”. Furthermore, RA mentioned that “I just assess [CE] [by the scale of] bad, fair, good, [and] very good”.

Challenges in Assessing Character Education

Students’ behaviour is dynamic.

As might also be indicated within the previous section, two teachers perceived that assessing students’ behaviour, which always changed, might lead teachers to give invalid marks (or assessment scores) to students. For example, RB claimed that “assess[ing] students’ behaviour is very complicated. Because we know that behaviour is always changing every time for every student”. She also mentioned that “the condition of students is still unstable. Sometimes they show good behavior sometimes they show bad behavior”. Moreover, RA appeared to support this phenomenon, as he said “Students’ behaviour is always dynamic. Behaviour is not [to be] assessed but to be improved.”

Assessing English and moral values simultaneously might be time consuming.

Three of the respondents suggested that assessing students’ cognitive competence (English) and social and attitude competence (CE) were time-consuming. It is worth pointing out at the outset that the government officially required teachers, not only to assess these two types of competence, but also to assess skill competence (or objectives of English lessons). Quotations from RB indicated this phenomenon:

The assessment covers three main points, [namely] affective [spiritual and social attitude], psychometric [skill], and cognitive [English]. The difficulties are [that] we should describe those points for every competence [every objective for each meeting] of the material. It [is] really a waste of time to assess the students.”

Discussions

How Teachers Teach Values and English Simultaneously

In line with previous studies (Jones et al., 1999; Mathison, 1999), this section indicated overall teachers’ little consensus on how values could be taught, as they reported utilising different strategies studies (Cheung & Lee; Richardson, et al., 2009) in teaching each of the moral values, albeit teaching the same values. As a result, it was difficult to specifically determine which strategies for which values. Regarding this, in reviewing seventy-eight empirical studies on fifty-four CE programs, Berkowitz and Bier (2007) argued

that “many of the research reports did not sufficiently elaborate on the content [or moral values] and pedagogical strategies of the program methods” and “most programs employ many strategies” (p. 5).

The respondents` claim that they integrated values into their English lessons, or, in other words, they started with English materials and methods first before selecting values for the integration and not the reverse, which is in line with previous studies (Troutman, 2014; Qoyyimah, 2015). While Troutman claimed that “teachers feel that academics come first and character gets fitted in and when time allows” (p. 88-89), Qoyyimah argued that “teachers should choose only the values relevant to EFL teaching materials and teaching activities” (p. 185).

Teachers Teach and Assess Different Values.

Despite the fact that the government recommended eighteen values to be promoted, the respondents indicated that they implemented different values in their classrooms. This appears to corroborate Berkowitz and Bier`s (2007) statement that CE programmes generally promote diverse values, albeit within the same programmes, as how it was disclosed within the current research. Moreover, the current findings also seem to endorse Qoyyimah`s (2015) findings that English teachers in Indonesia offer different values within their classrooms, as a result of the difficulties faced by teachers in the integration of values to their English materials and methods.

Challenges in Promoting Moral Values

As in previous research (Jones et al., 1999), teachers appeared to indicate difficulties in promoting values while teaching English as a result of the lack of training. Moreover, Mathison (1999) revealed that 71% of his participants (287 teachers) disagreed with the statement that “the topic of character education was addressed thoroughly in my teacher preparation program” (p. 33), while 16% were unsure.

The teachers within the current study claimed to be unable to integrate all the eighteen recommended values into their English materials and methods, supporting Qoyyimah`s (2015) findings that English teachers in Indonesia “could not freely nominate and model all 18 values”. Qoyyimah claimed that despite teachers` routine in attending training for Curriculum 2013, they still faced the difficulty of integrating values. Perhaps this could be explained by RD`s statement that teachers attending training for Curriculum 2013 were not encouraged to focus on how values could be integrated into English teaching materials or methods.

Of the four respondents, only one indicated that she could not guarantee her character to be confident in promoting values to students. This could be said to contradict previous research by Donovan (2000), wherein, of the six teachers interviewed, only two suggested they were confident in promoting values and also as being a role model. This could be due to the fact that Donovan's participants lacked knowledge of the framework of the CE programme in their context. However, the current research appears to confirm other studies (Mathison, 1999; Milson & Mehlig, 2002; Troutman, 2002) that the majority of teachers believe that they could become a role model to promote moral values to their students, and were confident to discuss issues of right and wrong (Mathison, 1999).

Additionally, endorsing previous research (Romanowski, 2005), the current study indicates teachers' challenges in having good collaboration with students' parents in monitoring the development of their children, particularly related to students' character (CE). Moreover, like Mathison's (1999) study, teachers consider parents and close relatives to have the primary responsibility for CE, rather than teachers themselves.

Teachers Support the Aims of Character Education.

Overall, the findings within this section verified a number of previous studies (e.g., Jones et al., 1990; Troutman, 2014; Qoyyimah, 2015; Beachum et al., 2013; Mathison, 1999) that teachers, in general, perceive CE to be important and supported the idea of promoting values to students, despite teachers' facing challenges in integrating values to the lessons. Interestingly, the current research also disclosed that one of the respondents considered teaching values more important than teaching English, albeit her profession is an English teacher. However, two others contradicted this view, while the other perceived both teaching English and promoting values to be of the same importance.

The Effectiveness of Character Education

Two respondents claimed that the implementation of CE in their contexts indicated effectiveness, to the extent that they found some improvement in their students' behaviour development related to the values they were instilling. However, like Richardson et al. (2009), the current study only employed teacher interviews as the single type of measurement tools, which might influence the validity of the findings. There also appeared to be a variety of causes that might influence students' behaviour, such as "parental influences, individual student maturity, peer pressure, social class" and others (Romanowski, 2005, p. 10). For this reason, the claim should be interpreted with caution (Berkowitz & Bier, 2007). Nonetheless, inasmuch as other studies (Cheung & Lee, 2010; Dereli-Iman, 2014; Lee, 2014), with the use

of different data gathering tools, also pointed to the effectiveness of CE programs, this claim might be validated.

How Teachers Assess Character Education

Overall, the teachers within the current research seem to prefer employing observation to self-assessment and peer assessment, supporting previous research (Retnawati et al., 2016). Teachers found it impractical to utilise self-assessment and peer assessment, in that teachers would need to spend a great amount of money and time for printing and the distribution of the instruments to the students. Another difficulty was due to the lack of training in making the assessment rubrics. However, the current findings also contradict Retnawati et al. (ibid), to the extent that, in their study, some teachers implemented the self-assessment, or the combination of the three techniques, while all the participants within the current research only employed observation.

The teachers within the current study used the scale of A to E (excellent to bad), along with descriptive (or predicative) words, to assess their students' behaviour. This finding appeared to endorse Romanowski's (2005) finding that "student behavior is extremely difficult to quantitatively assess" (p. 9). However, the CE programme under Romanowski's study was different from the CE programme under the current research. While that of Romanowski required teachers to do quantitative assessment, the CE programme under the current study required teachers to employ qualitative assessment.

Challenges in Assessing Character Education

Validating previous research (Romanowski, 2005), the teachers claimed to have difficulties assessing students' behaviour, in that behaviour was not static. While the participants within the current study expressed concern over the validity of assessment scores, those of Romanowski's were concerned with the belief that the changes might not be caused by the CE programme under implementation, but could be influenced by other factors, such as "parental influences, individual student maturity, peer pressure, social class" and others (ibid, p. 10).

Another challenge that the teachers under study were facing is related to the fact that they would need to spend much time to do the assessment, as required by Curriculum 2013. Teachers were required to carry out three types of assessment: (1) social and attitude assessment (CE), (2) subject knowledge assessment (English), and (3) skill assessment. Furthermore, each of these types of assessment required different ways of measurement tools. This phenomenon verified Retnawati et al.'s (2016) finding that "all of the teachers who had

been interviewed stated that the assessment system of Curriculum 2013 was complicated” (p. 39).

Lastly, the teachers suggested that they had difficulties in utilising three ways of assessing students` behaviour, as recommended by the government, and, as a result, they mostly utilised observation. This could be due to the fact that teachers find it demanding and impractical. It could also be due to the lack of training for the assessment process, which then might lead to the lack of understanding of such assessments (Retnawati et al., 2016).

Conclusion

The findings revealed that teachers seem to have little consensus on how moral values (or CE) could be integrated into English materials and teaching methods. It is also indicated that teachers, without consistency, implement different strategies in teaching moral values. This is, perhaps, caused by teachers` lack of training in integrating values into English teaching materials and methods.

Furthermore, in arranging their teaching materials, the teachers claim that they started with English teaching materials and methods before selecting certain values that were appropriate for the integration. In addition to the lack of training, teachers also mentioned two other challenges: (1) students` parents might not be cooperative in monitoring their children`s behaviour (or character), and even more so, they consider that it is merely teachers` responsibility to educate their children; and (2) some teachers might have low confidence in being role models, or as character educators. Despite the challenges, the teachers indicated their support over the policy of instilling moral values to students as integrated with the curriculum. Moreover, they also claim to find some improvement over their students` character after the implementation of CE in their classrooms.

Regarding the assessment, all teachers appeared to claim that they mostly utilise observation as the assessment tool, among other techniques (self-assessment and peer assessment), that are recommended by the government. Teachers provide the report for the assessment in the form of a scale of A to E (excellent to bad) along with the descriptions of students` behaviour (descriptive words), validating the difficulty for the quantitative assessment of CE.

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Title

Direct Focused Feedback: Do Learners Notice it? Is it Effective?

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Abstract

This study aimed to gain insights about the learners' cognitive process when they were given focused direct feedback. As a pre-test, 24 learners were asked to write a narrative composition after watching a 7-minute video, and the writing was given focused direct feedback. A week later the writing which had been given feedback were returned to the learners and immediate post-test was performed. 4 weeks later, a delayed post-test was conducted. Interview was then conducted to investigate whether the learners noticed the feedback previously given. Written data was analyzed qualitatively to see if there was any improvement on the feedback-given structures across three pieces of writing. The result of the study showed that: 1) there were improvements on the feedback-given structures, and 2) even though the students claimed that they noticed the feedback given, the time-limited writing process prevented them in checking back their writing.

Keyword: *noticing, focused feedback, writing, grammar*

1. Introduction

For almost two decades, studies about the efficacy of corrective feedback have continuously been done ever since Truscott (1996, 1999) stated that feedback was not only useless but also harmful for the learners. His controversial view sparked a huge number of researches (Ellis, Loewen & Erlam, 2009; Bitchener, 2008; Bitchener, Cameron & Young, 2005; Sheen, Wright & Moldawa 2009; Daneshvar & Rahimi, 2014; Eslami, 2014), which aimed to figure out which type of feedback worked best and whether improvement resulted from the feedback can be retained for longer period. To this date, there are mixed results of how effective corrective feedback can be, with some studies claimed that certain types of feedback were more effective the other and that some other found no difference in the students' work. However, very few studies explore the cognitive process of the students and see whether the feedback is noticed. This study investigated that cognitive area as well as the lasting effect of feedback on a new piece of writing.

2. Literature Review

The efficacy of feedback has been a subject of debates ever since Truscott wrote his controversial view on feedback (1996). In his articles (1996, 1999) Truscott did not only see feedback as useless but only harmful. He argued that even though the students might produce fewer mistakes in the next draft, but it was not proven that effect was extended to the new piece of writing. Truscott's extreme view undeniably was the wakeup call for researchers and theorists, and since then continuous studies have been done to seek the most effective type of feedback, the effect of feedback on the students' performance as well as language acquisition. Among the issues raised in corrective feedback (CF) studies, some of the major issues are related to: 1) the degree of explicitness of the feedback, and 2) the number of the targeted structures to be given feedback. Related to the explicitness, feedback is either seen as a) direct or b) indirect (Ellis, 2009). Direct CF means providing the students with the correct structure while indirect CF simply providing codes where the errors are located without giving the correct structures. To this date, there are mixed results related to which type of feedback is the most effective. Bitchener et.al. (2005) compared different types of direct CF and found that the group with direct CF combined with metalinguistic explanation outperformed the direct CF (without additional metalinguistic explanation) and the control group. Bitchener (2008) compared different types of direct CF and investigated whether the effect of direct feedback lasted for a long period. The result showed that the direct CF groups

outdone the control group in the immediate post-test and delayed post-test (2 months later). In another study, Eslami (2014) compared two different CF techniques, those are direct red pen and indirect techniques. After comparing three pieces of writing, Eslami found that the indirect feedback group outperformed the direct group on both immediate post-test and delayed post-test.

Another issue in CF studies is whether the feedback should be focused (directed at a certain error) or unfocused (addressed all kinds of errors). Sheen et.al. (2009) compared the works of three types of CF groups and a control group. The study found that focused feedback groups performed better than the control group. More recent study by Daneshvar and Rahimi (2014) investigated the effect of both direct focused and recast written CF on grammatical accuracy of EFL learners' writing. The study found that the recast group outperformed the direct group and the control group. The study also found that the lasting effect of recast was more than the lasting effect of the direct focused on the grammatical accuracy of the learners' writing.

Some researchers suggested the addition of revision after feedback is given. Ellis (2009) said that a teacher needs to provide some opportunities for the learners to react towards the feedback. He argued that revising drafts that had been given feedback would lead learners to 'notice' the feedback and correct their mistakes. This argument supported Schmidt's Noticing Hypothesis (1990, 2001) which stressed that a learner should 'notice' input in order for it to be acquired.

3. Methodology

3.1 Participants

This study was conducted in a Grammar I course, one of the compulsory courses for the college learners participated in this study. 20 female and 4 male learners were involved, and during the time the research was conducted, all of the learners have studied English formally for 12 years.

3.2 Design

The study followed a pre-test, immediate post-test, and delayed post-test sequence. For the pre-test and post-test, the students were asked to watch a video and write a narrative paragraph describing the daily activities of the character shown in the video. The writing was then submitted to the teacher-researcher to be scored and given feedback. The feedback given

was the focused structure, that was the present simple verbs for the third-person singular subject.

3.3 Data collection

For the pre-test, the participants were asked to watch a 7-minute video and then write a narrative paragraph about the character's daily routines. The teacher-researcher gave a focused direct feedback to this first writing. One week later, immediate post-test was performed, with similar task like the one in the pre-test (using different video). Four weeks later, delayed post-test was carried out. In this test, the participants were asked to write a narrative paragraph based on a person's timetable. The participants' writing from 3 written tasks (pre-test, immediate post-test and delayed post-test) were then analyzed. The accuracy ratio was calculated based on the number of the correct target structures divided by the number of both correct and incorrect target structures produced.

4. Result and Discussion

Based on the interview, 92% of the students claimed that they were aware of the feedback given to them and the correct grammatical structure they should have produced. However, a closer look to their answers indicated that they did not really focus on the structure while writing.

Table 1. Students' awareness about the feedback given

Student #13	I think it's easier. Because it's too long I think, I make it.. I always make it.. long, and I don't have the time now.. I'm in hurry.
Student #2	Didn't really pay attention because focusing on the writing.
Student #22	I remembered the structure but not really focus on it because I was in hurry.
Student #16	I remembered the feedback, and It helped me to know which structure I should fix.

From the table, it could be seen that the students could not really focus on the structure, even after being given feedback, because their focus was on expressing their

thought in writing. One student mentioned because he was in hurry and he wanted to write a long composition, he could not pay attention to the structure. Still, the feedback was seen as helpful because the students knew which error should be fixed.

Related to feedback-given structures, below are the samples of three pieces of writing from Student #1 and #15.

Table 2. comparison of 3 pieces of writings of Student #1

Pre-test	Immediate post-test	Delayed post-test
...he preapers for lunch. ...he is preapers coffee.... she <u>prepares</u> go to work. ... She <u>prepares</u> for go to the river.he <u>prepares</u> for breakfast...

As shown from the table, in pre-test, Student #1 had problems with the correct verb structure and spelling for the verb “prepare”. After being given feedback, he could produce the verb correctly and it was maintained in delayed post-test four weeks later.

Table 3. Comparison of Student #15’s 3 pieces of writing

Pre-test	Immediate post-test	Delayed post-test
. And make has lunch. Enter the room. Turn off the fan. <u>she wakes</u> up at 6,... <u>she does</u> some sport yoga. Then <u>she makes</u> coffee,.....	.. <u>he goes</u> to college. Then, <u>he</u> <u>has</u> lunch fish... <u>he has</u> English lesson.

As for Student #15, she produced incomplete sentence structure in pre-test. She also had problem with the verb structure, as shown from “make has”. After the feedback, she consistently had subject and verb structure in her sentences. She also produced correct verb structures in both post-tests.

5. Conclusion

Based on the interview, it was revealed that the students paid less attention to the structures while writing, due to time constraint that forced their attention more on the message that they wanted to write. However, comparison of three pieces of writing showed that there was improvement on the feedback-given structures, and that the effect was maintained to the delayed post-test. For further studies, it is suggested to add proofreading and revision sessions to let the students check back their writing, notice and revise mistakes.

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Title

Designing an EFL Speaking Class
with a View to Critical Thinking Development

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Abstract

This paper reports a small part of an ongoing research in an EFL Speaking class at one state university in Banten, Indonesia. This focuses on *joint student-teacher designed activities* implementation to develop students' critical thinking and speaking skills and their responses of the activities. A qualitative case study approach was used in this research in that it deals with a 'small-scale' and focused participants, i.e., 35 student-teachers engaging in the EFL Speaking class. Data were collected through participatory observations and interviews. The results indicated that *joint student-teacher designed activities* helped students develop

both their critical thinking skills and speaking abilities and it thus also gained students' positive response.

Keywords: *Joint syllabus making, public speaking skills, critical thinking.*

Introduction

Helping students to become a critical thinker as Karimi and Esakfi (2014) argued, needs a strong commitment from both teachers and students especially in dealing with strategies enabling them to practice their critical thinking skills. In the contemporary education in general and in English language teaching (ELT) in particular, critical thinking is even vital for students to be decisive and open-minded individuals (Paul & Elder, 2008) and “to be independent thinkers and discern problem solvers” (McGregor, 2007). In addition, critical thinking is also useful to develop because students nowadays are bombarded by tremendous accessible data, for example, through online media like internet that requires their critical thinking skills (Chaffee, 2014). Thus in EFL context, it is argued that speaking class is a potential place to build both students' speaking and critical thinking skills (see Fahim & Koleini, 2014).

Literature Review

Critical Thinking and Speaking Skills

It is stated in the literature that there is a strong relationship between the ability to think critically and speak skillfully (Fahim & Koleini, 2014). This suggests that critical thinking, especially in EFL context, can be improved through various activities as commonly done in speaking skills classes and vice versa. Critical thinking, in this sense, basically refers to a thought process (Paul, 1993) and “a careful, deliberate determination of whether we should accept, reject, or suspend judgment about the truth of a claim or a recommendation to act in a certain way” (Reichenbach, 2001). Critical thinking also refers to thinking activity leading to identification, questioning, criticizing, analyzing and decision making abilities in which all can be practiced in speaking class that engage their critical and creative thinking skills such as group discussion on current issues happening in the society (Citraningtyas, 2005 as cited in Widiati & Cahyono, 2006).

Research Methods

This study employed a qualitative case study design. Yin (2015) defined it as a research design focuses on studying a phenomenon (the “case”) and also an individual case in its real world context (see also Baxter & Jack, 2008), that is a speaking class in a tertiary EFL context. The study involved 35 students undertaking Speaking IV class (Public Speaking) and were chosen based on the convenient sampling procedure (Nunan & Bailey, 2009) in which the researcher is the teacher teaching in the class. Data on students’ progress in critical thinking and speaking skills were collected through participatory observations and interviews. Data were analyzed through thematic analysis design where by data put into certain category and cross checked with supporting theories.

Discussion

The first stage conducted in this research was syllabus making involving students in the selection of topics and tasks types to do. This is done to follow ideas suggested by Snyder & Snyder, (2008) saying that critical thinking requires active practice and involvement by the students and it is a learned skill that needs a place in the curriculum. This is also supported by Facione (2013) arguing that teaching students to make a decision for their own learning can improve their critical thinking and contribute better in their future community. Based on the teacher and students agreement, the syllabus includes topics as well as activities which allow for both speaking and critical thinking practices to happen. The topics include 1) public speaking’s definitions and its areas; 2) public speaking in academic context; 3) people’s problems in English speaking activities and their strategies to solve the problems; 5) text to text: reproducing written into spoken texts; 6) My lovely library and 7) To be a successful English learner.

The combination of thinking and speaking activities can be seen even in the early stage of the teaching program that is in brainstorming activity of public speaking definition. Working in a group of three, students were encouraged to formulate working definitions of public speaking based on their understanding and experience as can be seen below.

Student A	Public speaking is speaking in front of audience of various background
Student B	Public speaking is speaking that pays attention to the topic being delivered and the audience

Students' definitions above are in line with Lucas's (2000) definition that "public speaking the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence or entertain the listeners". By this comparison, it is clear that definitions of public speaking shared by the students were influenced by their background knowledge which is vital in helping them to think critically (Chafee, 2014). Interestingly, although students found this activity useful as in *"I am so excited! I learn a lot and get some knowledge about public speaking and strategies to solve my problems in doing this"* (Student A), data from observation revealed that they need further guidance from the teacher.

Similar to the brainstorming activity that involved students' thinking and speaking skills, another topic like "text to text: reproducing written into spoken texts activities" that required students to read a certain text type (e.g., narrative and argumentative) and designed an oral activity based on the texts-story telling and debate was *"really challenging and useful"* (Student D). These activities were done because critical thinking improvement needs students to actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication (Condon, W., & Kelly-Riley, 2004). This also, as data from interview revealed, rose students' awareness that knowledge is something they can construct and that is a learning which is "liberating students from the confines of those classrooms in which the teacher is traditionally expected to transfer knowledge to students, while students receive and accept the information, right or wrong, without deserving the right to question the authenticity of the knowledge being transferred" (Fahim & Koleini, 2014). In other words, the activities allowed students to engage with a knowledge enrichment activity, thinking and speaking activities important for the improvement of the two skills.

Finally another engaging students to both thinking and speaking activity is the "My lovely library". Through this topic, students were led to find out of what critical thinking is and finally relate it to what they have done previously in order to conclude what critical thinking practice means and how to implement it in daily life. This was later presented by each group in the classroom allowing them to have an idea that critical thinking is an important factor in helping them to be proficient EFL learners (Kabilan, 2000). All those activities illustrated above had given students numerous activities to deal with the identification of arguments, evaluating the evidence for the alternative views and weighing up the opposing arguments of others fairly which are all skills and attitudes important for students as critical thinkers. Finally, although the teaching program allowed students develop

both their critical thinking and speaking, some still find challenges as one expressed by a student “*it is not easy to perform in front of public especially with the pressure to perform, it challenge us to do the best*”. This suggests that motivations as well as scaffolding from the teacher are important (Gibbons, 2002) apart from them as “adults” university students.

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Title

Needs Analysis of English for Specific Purposes
(Development of Economic English Material Based on Shariah Economy System)

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Abstract

Economic English holds an important role in economic development in the world, especially in the Economic Cooperation between Nations nowadays. For instance, the Association of Southeast Asian Nations (ASEAN) will set up the ASEAN Economic Community (AEC), so that, each country of ASEAN must prepare their individual competence to compete in this era. The most important competence that is urgent to be prepared to face ASEAN Economic Community is economic English competence. Economic English falls under the category of English for specific purpose (ESP). ESP is argued by Gatehouse (2001) as the situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings. Based on this concept, it is essential to gain the learners' needs to develop Economic English Material based on Shariah Economy System.

The aim of this research is to explore the result of needs analysis. The data of need analysis were collected from 100 Economic students, 20 Lecturers, and 50 stakeholders through questionnaires and interviews. In analyzing all of the data collected, quantitative descriptive data analysis was used. Finally, the result of the research showed that most of respondent agreed with the development of Economic English materials based on shariah

economy system; The topic of materials developed should be related to the syariah economy economic practices; the component of syariah that had to contain in material development and be a priority was syariah vocabulary; Four language skills were important but productive skill (speaking and writing) as main priority; The priority of language components used was vocabulary, especially economic vocabulary; The language used was focused on formal language; The aspects related to the job was the priority to be considered in material development; The level of Economic English Material used was mostly focused on Basic English; and The language used was mostly focused on international context.

Keywords: *ESP, needs analysis, economic English materials, syariah economy system*

Introduction

English for specific purpose (ESP) is defined by Hutchinson and Waters (1987) as an approach to language teaching in which all decisions for content and method are based on the learners' reason for learning. Based on the concept, as teacher in deciding what to teach and how the best learning material, it is important to understand the needs of our learners.

An important principle of ESP approaches to the language teaching is what the purposes of learners need a language. Different types of students have different needs. The needs are fairly specific, Strevens (1988) pointed out that several levels of restriction are involved as follows: *Restriction* (decide the skills required by the learners' purposes, e.g., understanding listening, speaking, reading and writing), *Selection* (decide languages items required for the learners' purposes, e.g., vocabulary, pattern of grammar, function of language), *Themes and Topics* (decide themes, topics, situations, universes of discourse required for the learners' purposes), Communicative needs required for the learners' purposes.

Economic English is categorized as English for Business and Economic (EBE) as one of the branch in ESP. The writer plans to be going to develop Economic English Material based on Syariah Economy System but in developing material for ESP is necessarily to do the specific needs analysis. Brown (1995) identifies the term needs analysis as the activities involved in gathering information that will serve as the basis for developing materials which meet the learning needs of a particular group of students.

The development of Economic English based on Syariah Economy System is important because of some reasons: *The first* is educational reason, Economic Students

especially in Dayanu Ikhsanuddin University learn General English (GE) in teaching and learning process; and *the second* is job reason, English is one of the most important competence for job seekers because it has become one of need to get the job in Indonesia as well as abroad; and *the thirds* is Economic English holds an important role in economic development in the world especially in economic cooperation between Nations. For instance, the Association of Southeast Asian Nations (ASEAN) will set up the ASEAN Economic Community (AEC) so that, each country of ASEAN must prepare their individual competence to compete in this era.

Based on all explanations above, the process of specific needs analysis is important to be done as a basis of developing English for Specific Purpose (ESP) namely developing Economic English Material Based on Shariah Economy System.

Literature Review

A. English for Specific Purposes

Hutchinson and Waters (1987) defines that ‘ESP is an approach to language teaching in which all decisions of content and method are based on the learner’s reason for learning’. Gatehouse (2001) argues ESP as the situational language has been determined based on the interpretation of results from need analysis of the authentic language used in target workplace settings. Further, Anthony (2015, p. 2) explains that ESP is an approach to language teaching that targets is current and future academic or occupational needs of learners which focuses on the language, skills, discourses, and genres that are required to fulfill the needs through discipline specific teaching and learning methodologies.

Carter, D. (1983) identifies three types of ESP: (1) English as restricted language, (2) English for Academic and Occupation Purposes, and (3) English with specific topics. Further, Hutchinson and Waters (1987) broke English for Academic and Occupation purposes into three branches: (1) English for Science and Technology or EST, (2) *English for Business and Economic or EBE*, and (3) English for Social Studies (ESS).

Strevens (1988) defined ESP by identifying its absolute and variable characteristics: *Absolute Characteristics*, ESP consists of English language teaching which is designed to: (1) meet specified needs of the learner; (2) Related in content (i.e. In its themes and topics) to particular disciplines, occupations and activities; (3) Centered on the language appropriate to select activities in syntax, lexis, discourse, semantics, etc; (4) In contrast with General English. *Variable Characteristics*, ESP may be, but is not necessary: (1) Restricted as

to the language skills to be learned (e.g. reading only); (2) Not taught according to any pre-ordinal methodology.

From the explanation, the writer explains that English for Specific Purpose is designed to meet specific needs of the learner. ESP aims at acquainting learners with the kind of language needed in a particular domain, vocation, or occupation.

B. Need Analysis and Situational Analysis

1. Need Analysis

Gass (2012, P. 4) explains that needs analysis is the basis of training programs and aid development programs. It is the cornerstone of ESP and leads to a focused course. Brown (1995) identifies the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. Language programs, the needs are language related. Once identified, needs can be stated in terms of goals and objectives, which in turn can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the “gap” of what a language program “lacks.” This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs of a defined group of people, while an evaluation determines to what extent a program meets these needs. Furthermore, Soriano (1995) indicates that needs analysis collects and analyzes data to determine what learners “want” and “need” to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners.

Hutchinson & Waters (1987) define needs analysis on the basis of “necessities” and “wants” in order to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the “lacks” that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

Witkin & Altschuld (1995) define needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources. According to this definition, needs analysis should fill the “gap” of needs between the current state of affairs and the desired state of affairs.

From the explanations above, the researcher concludes that need analysis includes all the activities used to collect information about the students' necessities, lacks, wants and gaps. The process is sometimes influenced by other aspects such as teacher, stakeholders, governments, administrators, citizens, etc.

2. Situation Analysis

Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made to assess their potential impact to the project. These factors may be political, social, economic, or institutional. Situation analysis complements the information gathered during conducting needs analysis. It is sometimes considered as a dimension of needs analysis, and can also be regarded as an aspect of evaluation (Richards, 2001).

Procedures used in situation analysis are similar to those involved in need analysis, namely, (a) consultation with representatives of as many relevant group as possible, such as parents, students, teachers, administrators, and government official; (b) study and analysis of relevant document, such as course appraisal documents, government reports, ministry of education guidelines, and policy paper, teaching materials, curriculum documents; (c) observation of teachers and students in relevant learning settings; (d) survey of opinions of relevant parties; e) review of available literature related to the issue.

From the explanation above, the researcher concludes that situational analysis is a systematic collection and evaluation of internal and external factors that may essentially effect the need analysis. It can be social factors, project factors, institutional factors, teacher factors, learner factors and adoption factors.

C. Economic English Material Based on Shariah Economy System

Economic English Material based on Shariah Economy System will be designed based on Shariah Economy Practices. In this case, the vocabulary, sentence, theme, title that are used in material related to shariah economy practices. It is made especially for economic students in the university level.

In the aspects of language skills, economic English based on shariah approach is to apply integrated skills namely: (1) Listening, students should be able to understand and identify the arguments what they are heard; (2) Speaking, students should be able to participate effectively in speech such as speaking individually, being a presenter at the seminar, and including how to develop an argument in the discussions; (3) reading, how to

understand a variety of texts, from academic textbooks, internet articles, including how to analyze the complex sentence, (4) writing, how to produce writing that can be understood and well structured, including the ability to paraphrase and use phrases appropriately.

In the aspect of learning approach, the material is designed based on the principles of communicative language teaching (CLT). Harmer (2001) explains that the main principle of CLT is to train the students to use language forms appropriately in the variety of contexts for the variety of purposes. While Richards and Rogers (2007) explain that the goal of language teaching which the materials taught include four language skills into communicative exercises. The underlying theory of language in CLT logically views language as communication. The goal of teaching is to develop communicative competence. Again, Richards and Rogers (2007) describes the principles of communicative language teaching: (1) Learners learn a language through communicative process; (2) Authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of communication; (4) communication involves the integration of different language skills; and (5) learning process is a process of creative construction and involves trial and error.

Based on the explanations above, it is expected that the students who learn the material can major in economic English that can help them to be participated in a variety of functions in businesses and public sectors. They are prepared to be a financial analyst, economic consultant, human resource managers, policy advisers, researchers, etc

Method

A. Design and Subject

This research was survey research. The subjects in this research were *100 Economic Students* that were chosen by using stratified random sampling from the second, fourth, sixth, and eight semesters of Economy Faculty of Economy Faculty of Dayanu Ikhsanuddin University, Indonesia; *all economic Lecturers namely 20 persons*; and *50 Stakeholders* that were taken purposively from five Islamic commercial Banks and Islamic business Units, in Baubau, South East Sulawesi, Indonesia namely Muamalat Bank, Mandiri Syariah, BNI Syariah, Bumi Putra Unit Syariah, and Amanah Finance.

B. Data Collection and Data Analysis

In collecting the data, the researcher used two kinds of instrument, namely questionnaire and interview. The questionnaire in this research was used as the main instrument to get the data of needs analysis while interview was only used to clarify the information gotten from questionnaire. All the subjects were given to fill the needs analysis questionnaire but only some subjects were invited to take part in follow up interviews. Finally, the data that had been collected were analyzed through quantitative descriptive data analysis.

Findings and Discussion

A. Findings

1. The results of questionnaires for Students, Lecturers and Stakeholders

Table 1

Economic Students' competences in English.

<i>Respondents</i>	<i>Items</i>	<i>Very Low</i>		<i>Low</i>		<i>Average</i>		<i>Good</i>		<i>Very Good</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Listening	4	4	27	27	57	57	12	12	0	0
	Speaking	5	5	40	40	52	52	3	3	0	0
	Reading	1	1	13	13	69	69	17	17	0	0
	Writing	1	1	30	30	59	59	15	15	0	0
	Grammar	2	2	44	44	51	51	3	3	0	0
	Vocabulary	1	1	40	40	53	53	6	6	0	0
	Pronunciation	2	2	17	17	63	63	18	18	0	0

The table above shows that most of economic students' competences were in *low and average category*. Especially in language skills, Students speaking competences became lower than listening, reading, and writing. While in language components, students' grammar competences were lower than vocabulary and pronunciation.

Table 2

Whether existing material in Economy Faculty of Dayanu Ikhsanuddin University, Indonesia was designed based on the process of need analysis.

<i>Respondents</i>	<i>Yes</i>		<i>No</i>	
	F	%	F	%
Economic Students	16	16	84	84
Economic Lecturers	5	25	15	75
Total	21	17.50	99	82.50

Based on the table 2, it can be explained that the existing materials used in Economy Faculty of Dayanu Ikhsanuddin University was not related to the students' needs. It was caused by most of the respondent namely 82.50% agreed that there was not process on need analysis in designing existing material.

Table 3

<i>Respondents</i>	<i>Agree</i>		<i>Disagree</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	98	98	2	2
Economic Lecturers	20	100	0	0
Stakeholders	48	96	2	4
Total	166	97.65	4	2.35

The Agreement toward the development of Economic English Material Based on Shariah Economy System.

Based on the table 3, it can be explained that from 170 respondents, there was 97.65 % respondents agreed toward the development of Economic English Material based on Shariah Economy System while there was only 4% disagreed toward the material development. Therefore, the development of the material is urgent do be done.

Table 4

Shariah Economy components are needed to be adopted in Economic English Material based on Shariah Economy System.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Vocabulary	2	2	81	81	17	17
	Terminology	2	2	82	81	16	16
	Knowledge	4	4	85	85	11	11
Economic Lecturers	Vocabulary	0	0	9	45	11	55
	Terminology	1	5	11	55	8	40
	Knowledge	3	15	11	55	6	30
Stakeholders	Vocabulary	2	4	38	76	10	20
	Terminology	5	10	38	76	7	14
	Knowledge	2	4	39	78	9	18
Total	Vocabulary	4	2.35	128	75.30	38	22.35
	Terminology	8	4.71	131	77.05	31	18.24
	Knowledge	9	5.29	135	79.42	26	15.29

The table 4 shows that three of shariah Economy components namely Shariah vocabulary, Shariah terminology, and shariah knowledge were needed to be adopted in economic English Material based on Shariah Economy System but *Shariah vocabulary* to be the priority in material development because 75.30 % respondents chose important, 22.35 % chose priority and only 2.35 % chose not important.

Table 5

The Language skills are needed in learning Economic English based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Listening	3	3	55	55	42	42
	Speaking	0	0	40	40	60	60
	Reading	1	1	54	54	45	45
	Writing	0	0	45	54	55	55
Economic Lecturers	Listening	1	5	14	70	5	25
	Speaking	0	0	4	20	16	80
	Reading	0	0	15	75	5	25
	Writing	0	0	9	45	11	55
Stakeholders	Listening	1	2	41	82	8	16
	Speaking	0	0	28	56	22	34
	Reading	1	2	39	78	10	20
	Writing	1	2	41	82	8	16
Total	Listening	5	2.94	110	64.71	55	32.35
	Speaking	0	0	72	42.35	98	57.65
	Reading	2	1.18	108	63.53	60	35.29
	Writing	1	0.59	95	55.88	74	43.53

The table 5 shows that four of language skills were needed to be adopted in economic English Material based on Shariah Economy System but productive skills *namely speaking and writing* to be the priority in material development because for speaking, there were 42.35% chose important, 57.65% chose priority and none respondent chose not important while writing 55.88 respondents chose important, 43.53 chose priority, and only 0.59% chose not important.

Table 6

The English components are needed in learning Economic English based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Ge. Vocabulary	3	3	68	68	29	29
	Ec. Vocabulary	0	0	60	60	40	40
	Pronunciation	2	2	69	69	29	29
	Grammar	0	0	75	75	25	25
Economic Lecturers	Ge. Vocabulary	3	15	12	60	5	25
	Ec. Vocabulary	0	0	6	30	14	70
	Pronunciation	0	0	12	60	8	40
	Grammar	0	0	12	60	8	40
Stakeholders	Ge. Vocabulary	0	0	42	82	8	18
	Ec. Vocabulary	0	0	35	70	15	30
	Pronunciation	2	4	41	82	7	14
	Grammar	2	4	39	78	9	18
Total	Ge. Vocabulary	6	3.53	122	71.77	42	24.71
	Ec. Vocabulary	0	0	101	59.41	69	40.59
	Pronunciation	4	2.35	122	71.77	44	25.88
	Grammar	2	1.18	126	74.12	42	24.71

The table 6 shows that English components namely vocabulary (general vocabulary and economic vocabulary), Pronunciation and Grammar were needed to be adopted in economic English Material based on Shariah Economy System but *Economic vocabulary* to be the priority in material development. It could be proved from majority of respondent namely 59.41 % chose economic vocabulary was important, 40.59% chose priority, and none of respondent chose not important.

Table 7

The language needed to be mustered in learning Economic English Based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Formal Language	0	0	71	71	29	29
	Informal Language	16	16	64	64	20	20
Economic Lecturers	Formal Language	0	0	5	25	15	75
	Informal Language	6	30	13	65	1	5
Stakeholders	Formal Language	0	0	41	82	9	18
	Informal Language	12	24	37	74	1	2
Total	Formal Language	0	0	117	68.82	53	31.18
	Informal Language	34	20	114	67.06	22	12.94

Based on the table 7, it can be explained that formal language and informal language were needed to be adopted in economic English Material based on Shariah Economy System but *Formal language* to be the priority in material development. It was caused by 68.82 % respondents chose formal language was important, 31.18% chose priority, and none of respondent chose not important.

Table 8

The objective of learning Economic English based on Shariah Economy System.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Learning	5	5	82	82	13	13

	Technology						
	Job	0	0	63	63	37	37
	Education	1	1	77	77	22	22
	fellowship	15	15	75	75	10	10
	Int. Seminar	1	1	84	84	15	15
Economic Lecturers	Learning Technology	0	0	14	70	6	30
	Job	0	0	5	25	15	75
	Education	0	0	13	65	7	35
	fellowship	5	25	14	70	1	5
	Int. Seminar	2	10	12	60	6	30
Stakeholders	Learning Technology	5	10	39	78	6	12
	Job	3	6	39	78	8	16
	Education	4	8	39	78	7	14
	fellowship	13	26	37	74	0	0
	Int. Seminar	10	20	35	70	5	10
Total	Learning Technology	10	5.88	135	79.41	25	14.71
	Job	3	1.77	107	62.94	60	35.29
	Education	5	2.94	129	75.88	36	21.18
	fellowship	33	19.41	126	74.12	11	6.47
	Int. Seminar	13	7.65	131	77.06	26	15.29

Based on the table 8, it can be explained that the respondents in learning Economic English were caused by some reasons: *the main reason they chose was job* because most of respondent namely 62.94% chose important, 35.29% chose priority, and only 1.77% chose not important. While the other reasons just the alternative reason.

Table 9

The levels that Economic English Material Based on Shariah Economy System want to be studied.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Basic	0	0	67	67	33	33
	Middle	1	1	77	77	22	22
	Advanced	3	3	75	75	22	22
Economic Lecturers	Basic	0	0	10	50	10	50
	Middle	0	0	12	60	8	40
	Advanced	0	0	13	65	7	35
Stakeholders	Basic	0	0	41	82	9	18
	Middle	0	0	45	90	5	10
	Advanced	3	6	46	92	1	2
Total	Basic	0	0	118	69.41	52	30.59
	Middle	1	0.59	134	78.82	35	20.59
	Advanced	6	3.53	134	78.82	30	17.65

Based on the table 9, it can be explained that the level of Economic English Material Based on Shariah Economy System that was expected by most respondents was the basic than others. It can be proved that 69.41% respondents chose basic was important, 30.59% chose basic was priority, and none of respondent chose basic was not important.

Table 10

The language contexts that the Economic English based on Shariah Economy system want to be learned.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Regional	5	5	70	70	25	25
	National	1	1	75	75	24	24
	International	1	1	63	63	36	36
Economic Lecturers	Regional	3	15	13	65	4	20
	National	0	0	15	75	5	25
	International	0	0	3	15	17	85
Stakeholders	Regional	6	12	42	90	2	4
	National	2	4	48	96	0	0
	International	1	2	39	78	10	20
Total	Regional	14	8.24	125	73.53	31	18.23
	National	3	1.76	138	81.18	29	17.06
	International	2	1.18	105	61.77	63	37.06

The table 10 shows that context of regional, national, and international were needed to be adopted in economic English Material based on Shariah Economy System but *International context* to be the priority in material development. It was caused by 61.77% respondents chose international was important, 37.06% chose international was priority, and only 1.18 chose international was not important.

B. The results of interview

Interview in this research was used only for clarifying the students' answers in questionnaires. Therefore, all the questions were made to support the questions in questionnaire. There were five main questions asked in this interview:

1. Do you agree with the development of Economic English Material based on Shariah Economy System? Why? (For students, lecturers, and stakeholders).
2. What topics are needed to be adopted in developing Economic English Material based on Shariah Economy System? (For students, lecturers, and stakeholders).

3. What language skills are more important to be submitted in Economic English Material based on Shariah Economy System? Why? (For students, lecturers, and stakeholders).
4. Is mastering Economic English Material based on shariah economy system important for students? Why? (for Students).
5. Is mastering Economic English Material based on shariah economy system important in your job? (For lecturers and stakeholders).

The answer of question 1, all of the respondents interviewed were strongly agree toward the development of Economic English Material based on Shariah Economy System. They expressed some different reasons why they agreed: (a) as reference to study economic English, (b) to know shariah economic vocabularies and terminologies in English, (c) directly know both economic English in general, and shariah economy (d) to prove economic outlook, (e) to take a stance toward the trend of Shariah Economy in the world, (f) help in improving economic English competence to face ASEAN Economic Community (AEC) and the trend of shariah Economy in the world now.

The answer of question 2, there were some topics suggested by respondents that could be considered to be used in developing Economic English Material based on Shariah Economy System. For example: accounting, banking industry, shariah management, financial report, economic terminology, economic formal language, human resources, Jobs and position, meeting and presentation, product and operational, trade, investment, audit, shariah business, and accounting management.

The answer of the question 3, most of the respondents said that four language skills namely listening, speaking, reading and writing were important to be submitted in Economic English Material based on shariah economy system but speaking and writing had to be the priority. The respondents stated some reason why they choose speaking and writing: (a) most of respondents wanted to be able to communicate with others, (b) to be able to write email, letter, paper, articles in English, (c) to be able to present paper and article international seminar, (d) to be able to make and present financial report.

The answer of question 4, the students explained the importance of mastering Economic English material based on shariah economy system: (a) to understand economic reference books written in English, (b) to understand economic terminology in English, (c) to be easier to get the job, (d) to be easier to understand Information and technology.

The answer of question 5, the lecturers and stakeholders stated the importance of mastering Economic English Material based on Shariah Economy System for their job: (a) to make international journal, (b) to attend in international seminar, (c) to understand the English reference books that would be used in teaching, (d) to write international articles (e) to understand Economic English terminologies used in financial reports, (f) to communicate with relation from abroad, (g) to understand budgeting report made by public notary.

B. Discussions

Based on the research result, it can be explained that the development of Economic English Material based on Shariah Economy System is very important to be done nowadays because from 170 respondents, there are (97.65%) agree toward the development of the material. Most of them agree because of some reason: the material can be used as reference to study economic English, to know Syria economic vocabularies and terminologies in English, to prove economic outlook, take a stance toward the trend of Shariah Economy in the world nowadays, and to help in improving the economic English competence to face ASEAN Economic Community (AEC).

In developing of the Economic English based on Shariah Economy System must consider some aspects namely: *First*, All the components of shariah are needed to be adopted but syariah economy vocabulary to be the priority in developing material because 97.65 % respondents chose syariah economy vocabulary is important and priority. Strevens (1988) explains that one of the restrictions of ESP is decide the languages items required for the learners' purposes can be vocabulary, pattern of grammar, or function of language.

Second, the four language skills are needed to be adopted in the material development but productive skills (speaking and writing) to be the priority. It is proved that 100 % respondents chose speaking skill in interval score important and priority, and for writing 99.41% respondents chose interval score important and priority. it is supported by Buriro (2013, p. 178) explains that productive skills (speaking and writing) are more important than receptive skills (reading and Listening) for the academic and professional success.

Third, all the language components were needed to be adopted in material development but vocabulary especially *economic English vocabulary* to be the most important than others. It is caused by 100 % respondents chose in interval score important and priority. *Fourth*, the language that is used focus on formal language. It is proved that 100 % respondents chose important and priority.

Fifth, the objectives of learning Economic English based on Shariah Economy system, pointed out by informants are learning technology, getting the job, continuing study to the higher level, creating fellowship with western people, and joining international seminar. From all of learning objectives above, job is the priority to be considered in material development. It caused by most of respondent namely 98.23% chose job as their reason to learn Economic English. So, the material of Economic English based on Shariah Economy System will explain more about the aspects that are needed in the job.

Sixth, the level of Economic English Material Based on Shariah Economy System that was expected by most respondents was the Basic English. It can be proved that 100% respondents chose basic in interval score important and priority. And the other data also show that most of economic students' competencies in English are in interval score low and average. This case indicates that economic students still need Basic English to help them in proving their English, it is in lane with the input hypothesis explained by Krashen (1985) that language is acquired by receiving comprehensible input slightly above one's current level of competence ($i+1$).

Finally, the language contexts that are needed to be adopted in Economic English based on the Shariah Economy System are regional, national, and international. But from three of them, international context to be the priority used in material development. It is caused by 98.82% respondents chose International in interval score important and priority.

Conclusions

Based on the research findings and discussion, the researcher comes to the following conclusions: First, needs analysis is the basis of developing Economic English Material based on Syariah Economy System, in order the material can be related to the students' needs and levels. Second, as result of the needs analysis, the researcher is going to develop Economic English Based on Shariah Economy System through the following criteria: (1) The topic of materials developed should be related to the syariah economy economic practices (2) the component of shariah that have to contains in material development are shariah vocabulary, shariah terminology and shariah knowledge but from three of them shariah vocabulary is main priority, (3) Four language skills are important but productive skill (speaking and writing) are main priority, (4) The language components used are vocabulary (general vocabulary and economic vocabulary), grammar and pronunciation but economic vocabulary to be the main priority, (5) The language used is focused on formal language, (6) For the objectives of learning Economic English, the aspect related to the job is the priority to be considered in material development, (7) The level of Economic English Material used is mostly focused on Basic English, and (8) The language used is mostly focused on international context.

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Title

Improving Students' Reading Comprehension Achievement through Preview, Question, Read, Reflect, Recite and Review Technique

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Abstract

This study focuses on Improving Students' Reading Comprehension Achievement through Preview, Question, Read, Reflect, Recite and Review Technique. This study was conducted by using classroom action research. The subject of this study was The 2010/2011 of SMP Swasta Nur Azizi Tanjung Morawa. It was VIII which consisted of 38 students. The data of this study were obtained from multiple choice, observation sheet, interview sheet, and diary notes. Based on the data, it was found that the students' score increased from the pre-test until the post test of the first and the second cycles. In the pre-test, the mean of the students score was (59,84) , in the post test of the first cycle was (69,63), and the mean of the students' score of the second cycle was (78,02). It can be concluded that teaching reading comprehension through PQ4R Technique can improve the students' reading comprehension.

Keywords: *Improving, Reading Comprehension, PQ4R Technique.*

1. Introduction

Reading is one of the four language skills which should be mastered by someone. By reading, much information can be obtained. Reading is more difficult from listening although

both are for understanding. Reading can be done repeatedly to the same text, while the listening cannot. So, reading is very important in our daily life especially in education because the knowledge can be obtained well by reading. It is as Brown (2004:185) says reading is arguably the most essential skill for success in all educational context, remain a skill of paramount important as we create assessment of general language ability.

Based on the writer's experience in Teaching , the writer found that most of students have problem in reading comprehension. They only read by reading the text from beginning to the end. But, when they found some difficult word, they stopped to read and began to look for word meaning in dictionary. They do word per word translation. It is difficult for them to comprehend the text or to find out the information of the text. This fact showed that many students failed to comprehend reading text.

The students have difficulties to understand a reading text. It involves some factors such as the ability of students, students' motivation, how the teacher teaches students with technique and materials used in the classroom. The techniques used sometimes are not appropriate with the objective of the study. So, the goal of the study is not achieved. Many techniques can be applied in the teaching of reading, such as Reciprocal Questioning, K-W-L, SQ3R, PQ4R, etc.

Considering about the condition above, the writer interests to use PQ4R technique. This technique will help the students in reading comprehension. Thomas and Robinson (1972) states that PQ4R technique is a technique that individual can use to help them better comprehend written material.

2. Reseach Method

This research involved qualitative and quantitative data. The qualitative data were obtained from the mean of students in reading test of taking multiple choices. The qualitative data were obtained from the diary notes, questionnaire sheet, observation sheets, and interview students. The data were taken from a class which consisted of 38 students. The class named VIII – G. It was accomplished in two cycles. Every cycle consisted of four steps of action research (planning, action, observation and reflection). Each cycle was conducted for three meetings. So, there were six meetings for this research.

3. Finding and Discussion

3.1 Finding

The result of research indicated that there was an improvement on the students' reading comprehension, which taught by Preview, Question, Read, Reflect, Recite and Review Technique. It was proved by the data, which showed the progression mean of the students. The mean in the cycle II (78,02) was higher than the mean in the cycle I (69,63) and also from the pre-test (59,84).

The data from the observation sheet, interview sheet and diary notes that students got improvement in their comprehension, because they could share knowledge and their opinion each other and also find the definition of difficult words together. They were feeling enjoyable in teaching learning process, too.

3.2 Discussion

3.2.1. The Activities of Cycle I

Cycle I was conducted for three meetings. There were many activities that were done in this cycle, they were:

Before discussion the material about narrative text which entitled "Jonah" in term, the students were asked to give their opinion individually. It was done to do brainstorm and to make prediction about the text in order to help the students to comprehend the text easily. In this case, some of the student could express their idea. In this meeting, only four students were brave to give their opinion. While the other students looked afraid and ashamed in expressing their ideas. They had less motivation and enthusiastic in teaching learning process.

After that, the students in their group were instructed to identify the characters, the setting, the problem, the solution, and also the grammar features such as the use regular and irregular verb in the past form in that story. They tried to understand words by words, sentences by sentences and then find the answer of all the tasks given to them. They express their opinion, shared their best idea and found the meaning of the difficult words together. All students discussed seriously and enthusiastically.

3.2.2. The Activities of Cycle II

In the second cycle, the researcher conducted the research for three meetings. It was expected that the second cycle would get better result than the first cycle. In this cycle, the teacher motivated the students to show their best in reading comprehension.

In this activity, the students were asked to give their opinion about the topic “Bawang Merah Bawang Putih”. The teacher gave colorful picture of Jonah. The picture was given to students because it would help the students to brainstorm and to make prediction about the text given. So, the students would comprehend the text easily. In this case, some of the students expressed their ideas. There were 9 students gave their opinion about their story. The students had improved their motivation and enthusiastic in teaching learning process. Although there were some students looked afraid and ashamed in expressing their ideas.

In discussing topic, they tried to find the meaning of difficult words, read the text one another, find the character, the setting, the problems and the problem solving. They also identified the main ideas, understanding the causal relationship and making inferences. All of groups were active, shared their best idea. So, all of groups would be success in presentation.

4. Conclusion and Suggestion

4.1 Conclusion

Based on the result of the study, there was an improvement on students’ reading comprehension. The mean of the students’ score in the second cycle (78,02) was higher than the mean of the students’ score in the first cycle (69,63) and the mean of the pre-test (59,84). It also proved by observation sheet, interview sheet and diary notes result which indicated improvement in teaching learning process from cycle I and cycle II. Based on the result of the data, the conclusion is that Preview, Question, Read, Reflect, Recite and Review Technique can improve students’ achievement in reading comprehension.

4.2 Suggestion

Related to the conclusion above, some suggestions are pointed out as the following:

- 4.2.1 It is suggested to English teacher to use PQ4R technique in teaching and learning process in order to make variation teaching technique especially in reading.
- 4.2.2 It is suggested to students to apply this technique in their mind whenever they read a text.
- 4.2.3 Researchers who want to develop all information and knowledge for those who have interest in doing research related to PQ4R Technique are able to make a researcher in other discipline

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Title

Religion-Related Expressions in Research Report Acknowledgements

by Indonesian EFL Learners

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Abstract

Expressing religiousness is part of Indonesian socio-cultural norms. Religion-related expressions are often produced by Indonesian people in any occasions: formal and informal, spoken and written. This “divine presence” is also found in research report acknowledgments by Indonesian learners of English. This article explores religion-related expressions in acknowledgements accompanying 120 undergraduate and graduate theses and 23 doctorate dissertations. This corpus-based study found that most acknowledgements contain religion-

related expressions in the forms of (1) thanking God, (2) prayers for blessing on the Prophet, (3) spiritual support as a reason for thanking, and (4) invocation for the acknowledgees as elaboration of thanking. Another typical aspect of Indonesian acknowledgements is the preferred order of acknowledgees, where most writers put thanking God at the initial position. Besides confirming that acknowledgements reflect socio-cultural identities of the writers and revealing an Indonesian variety of English, this study provides evidence of pragmatic transfer among Indonesian EFL learners.

Keywords: *Religion-related expressions, Indonesian EFL learners, acknowledgements*

Introduction

Expressing religiousness is part of pragmatic routines which frequently occur in daily communication in Indonesia, both in formal and informal situations, either in oral or written use of language. Religion-related expressions also frequently appear in the acknowledgments of theses, dissertations, or books. The ‘divine presence’ or “Praise be to the Lord” also goes ineluctably into the master theses and doctoral dissertations, in spite of the fact that they are full-fledged scholarly works (Kadarisman, 2009:208). This confirms Al-Ali’s (2009:8) claim that acknowledgement is a genre that exhibits a rich mix of identities reflecting personal, social and academic collaboration and interactions that establish and shape social, academic and personal identities.

Studies on the acknowledgments section accompanying thesis and dissertation have been conducted from the view points of genre (Giannoni, 2002; Hyland, 2003 and 2004; Hyland & Tse, 2004; Al-Ali 2009 and 2010; Zhao and Jiang 2010, Yang, 2013), pragmatics (Cheng and Kuo, 2011), and error analysis (Erfan, 2007). The studies examined thesis or dissertation acknowledgments written by native speakers of several languages: Persian (Mohammadi and Tabari (2013), Chinese (Cheng, 2012; Yang, 2013), Italy (Zhao and Jiang, 2010), Arabic (Al-Ali, 2009 and 2010), and Indonesian (Basthomi, 2010; Kadarisman, 2009; and Erfan, 2007). However, there is no previous study examining social and cultural characteristics in research report acknowledgements (henceforth RRAs), particularly religion-related expressions. So, the present study aims to find out types of religion-related expressions in RRAs and probable reasons why they occur in purely academic discourse.

Literature Review

Hyland (2004:303) states that acknowledgements are almost universal in dissertation writing where they provide writers with a unique rhetorical opportunity, not only to convey their genuine gratitude for the intellectual and personal assistance they have received in completing their research, but also to promote a competent scholarly identity. In addition, acknowledgments offer students a unique rhetorical space to convey their genuine gratitude for assistance and to promote a favourable social and scholarly character (Hyland and Tse, 2004:259).

Hyland (2003:242) also points out that the textualization of gratitude in acknowledgements can reveal social and cultural characteristics. Al-Ali's study (2010) also supports the influence of socio-cultural values. These findings confirm Mauranen's (1993, as quoted in Al-Ali, 2009:13) proposal that a written genre is a cultural object.

Accordingly, studies on acknowledgements written by Indonesian learners of English indicate the influence of Indonesian culture. A study by Erfan (2007) found that the dominant cultural transfer in thesis acknowledgements was the use of religion-related expressions. Kadarisman (2009) investigated the expression of religiousness in the acknowledgements of *magister* theses and doctoral dissertations written by students of Indonesian and English departments, and found that the students of these two different departments use significantly different expressions of religiousness.

Methodology

The corpus is acknowledgements sections of research reports written by Indonesian EFL learners, taken from 60 undergraduate theses, 60 graduate theses, and 23 doctorate dissertations written by students of English Language Teaching at State University of Malang in a three-year period: 2011–2013. The data were firstly organized using the coding scheme adapted from Cheng & Kuo (2011). Modifying Cheng & Kuo's coding scheme, every thanking expression in the acknowledgements was segmented into 7 semantic units: (i) thanking; (ii) addressees; (iii) reasons due to academic assistance; (iv) reasons due to resources; (v) reasons for spiritual or moral support, such as blessing, love, prayer, support and encouragement; (vi) elaboration, elaborating on reasons for thanking; and (vii) invocation. Religion-related expressions were then identified by using some basic key terms in religious expressions, such as *God*, *Allah*, *Prophet*, *divine*, or other words having similar meaning.

Findings and Discussion

Thanking God

Overall, praising and thanking God occurs in 95 RRAs (67%) by Indonesian learners of English. This frequency (67%) is not too far from the occurrence of similar expressions in Arabic acknowledgements by Arabic native speakers, that was 70 % (Al-Ali, 2010:9). The expressions were in the form of praising, thanking, or praising followed by thanking, as shown by the following three quotations:

1. “*Alhamdulillahirabbil’alamiin*, this thesis finally can be accomplished well”
2. First and foremost, let me express my never-ending gratitude to the Most Merciful Allah SWT.
3. “*Alhamdulillah*, I am really grateful for Allah SWT, for the blessing ...

Praising is mostly expressed using the Arabic phrase *Alhamdulillah* ‘Praise be to Allah, Lord of the universe’, an expression of thank-giving common among Muslims. Al-Ali (2010: 17-18) points out that the use of *Alhamdulillah* ‘Praise be to Allah’ contains a strong preference for the overt expression of praise, which is only used when the writers offer their thankfulness for their God (Allah). Similar to Arab writers, Indonesian writers of RRAs tend not only to fall back on their socio-cultural norms but also have a perception of how best to address and interact with their heterogeneous audience (see Al-Ali-2010: 17). The words used to address God are also affected by the writers’ religious background. There are four lexical variants used to address God; they are *Allah* (64%), *God* (23 %), *Jesus* or *Jesus Christ* (8.4%), and *Lord* (4.2%).

Prayers for Blessing on the Prophet

Another conventional expression that frequently appears at the opening part of RRAs is prayers for blessing on the Prophet. They occur in 33 RRAs (23%), being placed immediately after thanking Allah. The typical wording of these prayers is presented in excerpt 4, and more elaborately in excerpt 5.

4. Blessing and peace should always go to Prophet Muhammad, peace be upon him
5. Blessing and peace be upon His messenger and servant, Muhammad, and upon his family and companions and whoever follows his guidance.

It is also worth noting that some student-writers did code-mixing by inserting Arabic expressions that are commonly used in other communicative events, as in 6:

6. *Shalawat* and *salam* only for my beloved prophet, Muhammad SAW¹, the last prophet sent to enlight human kind in the world with Islam as *rahmatan lil 'alamiin*.

Prayers for blessing on the Prophet is evidently observed not only in RRAs but also in acknowledgements of introduction of books or other scholarly works written by Indonesian Muslims, especially those discussing Islamic studies or teachings. Al-Ali (2010) found similar data in Arabic acknowledgements, that 6 % of acknowledgements by Arabic writers are opened with prayers for the Prophet.

Moral and Spiritual Support as a Reason for Thanking

Another form of religion-related expressions observed in Indonesian RRAs is the dominance of thanking for moral and spiritual support. In the whole corpus, more than one third of thanking expressions are for spiritual and moral support (42%), followed by thanking for academic assistance (35.2%), and thanking for resources and technical assistance (22.8%). Among expressions of thanking for moral and spiritual support, 136 expressions (21 %) of them are specifically devoted for spiritual support, namely, guidance, blessings, or prayers. Thanking expressions for spiritual support are commonly delivered to family members, as exemplified in excerpt 7.

7. My beloved parents, mom and dad, thanks a bunch for the endless love, support, sincere pray (*sic.*) and everything.

This frequently occurring gratitude for moral and spiritual support indicates that moral and spiritual support plays a crucial role in the realm of Indonesian collective mind.

Invoking and Blessing

This expression of religiousness also occurs when the writers elaborate their thanking and occasionally when they open or end their acknowledgements. Invoking and blessing are expressions of asking for God's (Allah's) divine favors and blessings upon acknowledgees. Out of 1484 identified thanking strategies in the corpus, 58 (or 4 %) are accompanied with invocation. More than half invoking and blessings are intended for those who provided moral and spiritual support (57.4%), technical assistance (8.5%), and academic assistance (10.6%), as well as while opening (2 %) and closing (21.3%) acknowledgements. Data analysis also

¹ SAW that stands for *shallallahu 'alaihi wa sallam* (may Allah's blessing and peace be upon him).

reveals that the invocation involves not only relatives or friends, as in quotation 8, but also academics such as advisors, as in quotation 9.

8. to my beloved parents and whole family, **May God give you all the best that life can give.**

9. I am indebted for the great help to (*sic.*) my advisor: X, S.Pd, M.Ed God bless you.

Al-Ali (2009: 15) points out that neither of these invocations is arbitrary; they are part of their culture reflecting their realm of thought. “It may seem obvious that words with special culture-specific meanings reflect and pass on not only ways of living characteristic of a given society but also ways of thinking” (Wierzbicka 1997, as quoted in Al-Ali (2009: 15)).

Conclusions

Religion-related expressions observed in RRAs by Indonesian EFL learners reveal that “divine presence” as part of Indonesian socio-cultural norms has been evidently rooted in written genre. This finding confirms that acknowledgements reflect academic and social identities as noted by Hyland (2003) and Al-Ali (2009); and that socioal practices can affect writing habit (Mauranen, 1993). Socio-pragmatic transfer among Indonesian EFL learners which characterizes Indonesian variety of English is also evidenced in this study.

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Title

TED Talks as Listening Teaching Strategy in EAP Classroom

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Abstract

This research investigates how TED (Technology, Entertainment and Design) Talks impact university students' listening comprehension, enhancing students' new acquired academic vocabulary as well as their learning motivation. This study also examines students' attitudes towards the use of TED talks in EAP classroom. 30 English major students in the third semester of academic year 2016 in As-Syafi'iyah Islamic University in Indonesia were participated in this study. The mixed method data analysis is utilized in this study. Data are collected within sixteen week period through one group pretest posttest design to analyze students' achievement. Data also obtains from pre listening, while listening, post listening activities, questionnaire, interview and students' journal. Finding reveals that there is statistically significant improvement between the pretest and posttest in listening comprehension achievement in favor of the post test score is higher than pretest after students were taught using TED Talks. Based on questionnaire and interview, findings indicate that 1)

students perceived TED talks improved their listening comprehension and boost their motivation in learning English, 2) Students evidently learn academic vocabulary from the talks and apply them in their speaking 3) Students have positive attitudes concerning using TED Talks in learning EAP course. Moreover, selecting the appropriate TED talks for EFL students in EAP classroom is also discussed as well as assisting some lower proficiency students through scaffolding activities. Based on findings, it can be concluded that TED Talks is recommended to be applied in teaching listening to EFL students particularly for college level.

Keywords: *Listening achievement, TED Talks, EAP classroom,*

Background

As the basic and receptive skill, listening is widely defined as the ability to receive accurately and comprehend the messages in the process of communication. Ineffective listening ability will lead to misunderstanding so the speaker of the message will become easily frustrated or irritated. Therefore, it is important to master listening skill as one of the proficiency skills in English Language learning. In teaching English particularly listening skill, several scholars have reported that any material uses in EFL classes is essential in teaching and is meaningful tool to facilitate language learning (Moncada, 2006 & Ramirez 2004). In order to improve students' listening skills, effective material used in EFL classes is a crucial aspect of the teaching method.

Recently, the proliferation of technologies like websites becomes an emerging trend in EFL teaching and learning. Likewise, numerous sources and media based technology are utilized to accompany instructional teaching methods. However in reality, only few teachers put efforts on integrating the technology in ELT classroom since the integration requires teachers' creativity and time allocation to prepare it. As one of the technologies that offers instructors a wide variety of resource material, video is often employed in EFL classrooms to improve students' listening comprehension. Secules, Herron & Tomasello (1992 cited in Keihaniyan, 2013) acknowledge that students prefer video based instruction than audio only instruction in teaching language due to videos multiplying input modalities which can give motivation for students and attract their attention to oral production.

Among numerous video used in ELT instruction, a Technology Entertainment and Design (TED) talk is one of the most famous video nowadays which begins to be used in

teaching ESL and EFL classroom. TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks which last for 18 minutes. Since 1984, TED Talks has featured lectures from around the world on technology, entertainment, and design. These lectures are available to the general public and have been used by educators since going online in 2007 (TED Talks, n.d.). Free transcripts in English and subtitles in over 40 languages accompany most of the lectures, delivered by native and non-native English speakers (Takaesu, 2013). Besides of the great platform of TED talks, it also became an excellent resource in English for Academic Purpose (EAP) for teaching listening and vocabulary. Most of the speakers in TED talks use academic words in their speech and they deliver the speech with a very excellent way to motivate people who watch or listen to their speech. This is one of the reasons why TED talks is a great resources for both main and supplementary tool that can be use in teaching. In English Education Study Program at As-Syafi'iyah Islamic University, TED lectures are often used as resource in teaching academic speaking and other courses.

Although several teachers who experienced using TED talks in their classroom, only quite a few research are available to provide sufficient empirical data that TED talks can significantly improve students' listening ability, vocabulary acquisition as well as boost their motivation in learning. This research project is aimed to investigate the impact of TED talks had on students' listening achievement, their new vocabulary acquisition as well as their perception on the use of TED Talks. Following are the research questions that are proposed:

1. What is the impact of the instructional use of TED talks as a teaching listening strategy in EAP classroom?
2. What are students' perceptions about the development of their listening skills by using TED talks as a tool in listening class?

The objectives of research

1. To recognize the impact of the implementation of TED Talks video as a teaching strategy
2. To investigate students' understanding about what is on the video, content of the video and what is communicated
3. To know students' perception on the use of TED talks video in EAP classroom

Review of Literature

Listening comprehension

Generally, listening comprehension has sometimes been seen as an easy activity and passive activity to do. Nunnan (2002, p. 238) mentioned that “Listening is the cinderella skill in second language learning. All too often, it has been overlooked by its elder sister-speaking”. In fact, listening is a complex and an active process that requires listeners to distinguish among sounds, intonation, comprehend words, phrase and grammar, and recall information then interpret it in different setting. According to Rost (2002) listening is a process of receiving the true information from the speaker; representing its meaning; negotiating meaning with the speaker; produce meaning through involvement, imagination and empathy. Brown (2001, p.69) mentioned that

“Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms”.

This means that as a complex process, listening skill requires critical means of acquiring foreign language, not only a skill in language performance. In EFL teaching, listening is considered as a crucial language skill to develop so students are able to understand the target language and they are able to understand wide variety of oral and visual English language text via printed and online resources. It is believed that listening comprehension is at the heart of second and foreign language learning and it contributes to the development of other skills (Dunkel 1991; Rost 2002). Moreover, LeLoup & Pontiero (2007) admitted the importance of developing second language listening competence; however, instead of its importance, students are seldom taught how to listen affectively. Saha (2008) identified that listening is an active process which requires sound analysis. Similarly, Morris (1996) stated that listening process consist of hearing, attention, perception, evaluation and response or reaction (P.701-701). Listening is not only dealing with comprehension of the speakers’ utterances but also understanding visual aspect in activities of listening comprehension (Ginther 2002; Ockey 2007). Based on the explanation above, listening is a process that involves the activity of differentiates sound of language, intonation, visual aspect, interpretation, value and response for the content of meaning.

Derrington & Groom (2004) claimed that there are five types of listening: *Informative*, which consists of information retained by the learner; *appreciative*, when the learner listens according to his style and feels pleasure about it. *Critical* is based on retaining information and analyzing it deeply. *Discriminative* in which the listener identifies emotions and inferences through the tone of voice. *Empathic* consists on non verbal behavior of the listener that is attending to what is said. These types of listening help us to identify the kind of video material that can be used depending on the students' style of learning, and their listening needs.

Video as one of listening teaching resources

Resources in the form of materials and tools are meaningful aids to facilitate language learning since they offer teachers lots of benefits for lesson modification. Since the use of technology in English learning have emerged, teachers are offered different video sources to be implemented in EFL classrooms to develop students listening comprehension. The utilization of video material is an extraordinary learning tool since students are provided with a lot of benefits when they are used in combination with an active learning strategy. Researches have shown that simultaneous audio and visual input could benefit EFL students (Seo, 2002); consequently, several studies on English language teaching and learning predominantly utilize videos as learning materials (William & Thorne, 2000; Chapple & Curtis, 2000; Vanderplank, 2010).

Recently, numerous listening strategies are now recognized as essential for teaching EFL students, assisting students to listen for gist, activating schema in pre-listening, making prediction and inferences (Hinkel 2006). According to Wilberschied & Berman (2004), audio visual like video can be used successfully to prepare students for listening. In addition , a longitudinal research by Verdugo & Belmonte (2007) proved that intensive interaction with internet-based technology such as songs, games and stories have significant impact on comprehension than conventional textbook-based listening activities. Furthermore, Esseberger (2000) stated that videos can be used in a various way in a language classroom since they are an excellent medium of learning. Several researches have indicated the essential role of video in foreign language learning. For instance, Lin (2011) found that video is able to develop EFL students' understanding of the concepts that are difficult to explain verbally. In addition, video can foster word recognition, vocabulary learning, and listening and reading comprehension (Jones, 2004; Jones & Plass, 2002; Chun & Plass, 1997, 1996).

Particularly for listening skills, Miller (2003) points out that paralinguistic features or non-verbal behavior of the spoken text (transcript or script) are now accessible for the students so they are able to improve their listening skills in a richer language text. Likewise, Harmer (2001) also argues that video enable students to both listen the language and see the visual clues like gestures and expression which allow students to gain deeper understanding of what they listen. Therefore, students are able to connect the words and images that help them to see the use of language from natural context and learn new language.

As a process in a language skill that need practice, several scholars have proved the significant improvement of students listening ability after implementing the use of audio visuals in teaching process (Embi&Latiff, 2004; Chapple and Curtis, 2000; and Chapelle, 2000). Multimedia such as video can improve listening skill in terms of a) visual and text roles as a tool to organize language in oral text; b) video motivation aspect as a profit for language teaching; c) a fact that those media combination process; d) comfortable environment to describe chart and discourse strategy for the students (Meskill, 1996). For an EFL classroom, video materials contribute to improve the level of proficiency through different components that the real discourse contains. Duzer (1998) and Martinex (2002) found that video materials applied in listening skills provide real situations, intonation, and real pronunciation and allow students to have exposure to real context. This is also supported by Ramal (2006) that using video material in ESL classroom can motivate students since students experience real feeling to accomplish their understanding about the context of the video.

In terms of active integrative listening activity, several theories have been proposed by Vandergrift (2007), Flowerdew & Miller (2005) Thompson et all (2009) and Thompson (2010). In this research, the active integrative listening activity proposed by Flowerdew & Miller (2005) used as a fundamental in developing active integrative listening learning which consists of pre-listening, while listening, and post listening. Those steps reflect a systematic and dynamic way in learning process integrated with behavior, knowledge, and attitude to achieve listening objective. Pre listening activity requires students' background knowledge to interpret the key words or pictures, noticing and reflecting them; in while listening activity, students will involve in a process of making meaning by clarification and in post listening activity, students reproduced language based on various activities

Listening for EAP classroom

In the area of English Language Teaching (ELT), English for Academic Purposes (EAP) is one of difficult subjects for EFL learners. In this course, students are expected to carry out academic tasks such as listening to lectures, note taking, writing argumentative essay, preparing and delivering presentation with sufficient public speaking skill and participating in group discussion. Recent need analysis in EAP indicates that majority of academic tasks involve the use of technology along with linguistic demands. Particularly in listening, it is believed that the use of authentic video to help EAP students establish linguistic knowledge accurately so they can be succeed in their learning. To help students master academic English or EAP, teacher needs to provide meaningful and attractive resources for students such as video material which contains speech or dialogue from highly proficient native speakers which can contribute to an accurate English utterance. Renandya and Farell (2010) mentioned that all types of listening activities allow students to receive a lot of comprehensible and enjoyable listening input. In EAP classroom, teacher could design lesson and activities with the use of videos so students will receives many authentic and interesting listening inputs. By utilizing video materials in EAP classroom, teachers can bring the world into the classroom, allow students to differ variety of English accent, practice their listening and provide real exposure to English contexts.

TED Talks

TED is one of the most successful online producers of scientific and technical videos. Since 1984, TED Talks has featured lectures from around the world on technology, entertainment, and design, but expanded to a global market in 2006 when it began hosting videos of the conference talks (TED Talks) on its own website (as well as on YouTube). TED talks contain lectures which available to public and have been used by education practitioner (TED Talks, n.d). Being viewed by over 450,000 people a day, the lectures are presented by native and non-native English speakers accompanied by subtitles in over 40 languages and free transcripts in English. This study investigates the effect of TED talks as strategy in teaching listening to students' listening achievement as well as their learning motivation. As the core value of TED talks in English classroom is to help teacher bring ideas into conversation and debate, TED talks goes beyond on sparking a conversation, critical thinking and questions even conflict into classroom discussion.

Learning Motivation

Researchers have verified that motivation is also generally recognized as highly important in the challenge of learning a foreign language. This indicates the degree of involvement in the learning and the degree of mental effort one puts into learning (Means, Jonassen, & Dwyer, 2004). Several studies revealed that if teacher taught students with interesting and important topic, they will be more motivated to learn (Greenberg, & Zanetis, 2012). As students have intrinsic motivation, they are more likely to engage in learning activity, accomplish their task and learn the lesson because they see value in learning experience (Anderman & Bandura, 2012). Our ELT teaching methods are changing every day due to some factors and one of the factor is the proliferation of technology such as availability of video.

Methodology

Population and Sample

This research is implemented at English Education Study Program, Islamic University of As-syafi'iyah. The participant of this research is semester fourth which consists of 39 students in the academic year of 2016/2017. This study involved 16 meetings of two hour each. Two meetings are used for pre test and post test and the other 14 meetings are used for the treatment.

Variable

In this study, the use of TED talks in teaching skills is an independent variable while the students' achievement on listening skill is independent variable.

Instruments

It is believed that the use of multiple data gathering methods ensured collection of views from students, which as then validated through the observation during video show and interview after the treatment. Since this research uses mixed methods to examine the result, the research phase will be conducted as follows:

Pre Test and Post Test

To carry out the study, 30 questions of Listening Section of TOEFL test is adapted for Pre Test and Post Test. It is believed that TOEFL listening skill is an appropriate listening

assessment and is officially devised to assess the English language communication skills of EFL learners. The test items only consists of part 3 of listening section in which only lectures or talks section is utilized in this test. The test is mainly multiple choices and has duration 50 minutes. It is admitted that TOEFL test has been standardized in terms of content, purpose and construction so the researcher is fairly confident of the validity of the test which is administered in this study.

Procedures

Below are some steps of procedures that have been conducted during 16 times treatment as follow:

- a) Before giving students TED talks assignment, Students do pre listening task in form of prediction. Looking at the picture displayed on power point, and ask students what they think the speaker will talk about. Besides that, teacher provides pre listening quiz for students to be answered. Some pre listening activities that teacher may use are predicting only key words (bingo chart), pre-discussion of topic, visuals, brainstorming, pre-teaching vocabulary, and speaker biography
- b) While-Listening activity is conducted while students are watching TED talks in order to collect necessary information and overall meaning of TED talks. In this phase, students need to have note taking skills so they are able to write down the important information and even difficult words during the talks. In addition to while listening task, teacher provide students with the worksheet of WH questions that need to be filled by students during the video.
- c) In post listening task, teacher provides quiz worksheet to compare their pre listening answer vs post listening answer or comprehension quizzes. Teacher may also ask students to summarized lectures in 100 words, using their own words and search for the meaning of new academic vocabulary they learn from the video. Peer or group discussions are also assigned to students prior to journal writing. The journals will be assessed by engagement rather than quality, so students received full marks for completion of the tasks.
- d) If time allowed, teacher will give students task to share orally by giving brief reports on their journal in groups or to the whole class.
- e) Students must also fill in self-evaluation forms to track their progress and submit at the end of the course.

Questionnaire and interview

For the purpose of obtaining students' opinion on the use of TED talks as a listening teaching strategy in EAP classroom, questionnaire items were based on the research questions and included closed and open-ended questions. To find out how TED talks video influence students' listening skill, academic vocabulary acquisition as well as their motivation in learning are mostly explain descriptive. Descriptive data are analyzed using likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral) 4 (Strongly Agree) and 5 (strongly Agree) and direct responses from some of the students were quoted verbatim. Interview also is conducted to gather deep data and analysis and clarify students' response on questionnaire.

Data Analysis

In this study, the quantitative data is analyzed and interpreted through quantitative analysis which includes the data of pretest and posttest while questionnaire and interview are analyzed descriptively.

Findings

The effect of TED Talks on Students' Listening Achievement

The result of pre test and post test data in this research was calculated by SPSS 16 and the result in the form of descriptive statistics can be seen as follows:

	pre test	post test
N Valid	30	30
Missing	0	0
Mean	52.60	72.67
Std. Error of Mean	1.090	1.145
Median	53.00	73.00
Mode	47	73
Std. Deviation	5.969	6.272
Variance	35.628	39.333
Skewness	.533	.348

Std. Error of Skewness	.427	.427
Kurtosis	-.138	-.429
Std. Error of Kurtosis	.833	.833
Range	24	24
Minimum	43	78
Maximum	67	92
Sum	1578	2180

The scores of students' pre-test in listening comprehension is in the range of 43 (the lowest) to 67 (the highest), while their post test is in the range of 78 (the lowest) - 92 (the highest) with the total sample is 30 students. Furthermore, the result of ANOVA analysis is depicted as follows:

ANOVA					
post test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	952.143	7	136.020	15.873	.000
Within Groups	188.524	22	8.569		
Total	1140.667	29			

From the table above, it is obviously seen that H_a is accepted and showed that $F_{\text{observed}} = 15.873$ with significance (Sig.) 0.000. Since, $F_{\text{observed}} (15.873)$ is **higher than** ($>$) $F_{\text{table}} (2.346)$ Or significance (Sig.) 0.000 is **lower than** ($<$) 0. that it implies that H_A is accepted and H_o is rejected. The rejection of H_o and acceptance lead to an interpretation that students could learn English Listening through the TED talks. Therefore, it is concluded that Instructional use of TED talks in listening classroom can give impact on students' achievement in Listening.

Students' perception on the use of TED talks as a listening teaching strategy in EAP classroom

The result of data analysis displayed in the table below shows the percentage of students preference on the statement of strongly agree, agree, neutral, disagree and strongly disagree.

Table 2. Students' perceptions on the use of TED talks

No	Statement	SD %	D %	N %	A %	SA %
1	The TED Talks video is more engaging than any other video instruction for listening and speaking	0	0	9	85	6
2	I like watching TED TALKS	0	3	3	30	63
3	I feel that TED talks has improved my listening	0	0	0	48	52
4	I feel that TED talks has improved my speaking	0	0	0	45	55
5	I am more motivated to learn speaking by using TED talks	0	0	0	58	39
6	TED Talks has not improved my learning of Academic speaking	55	39	0	0	0
8	The TED Talks gives me greater opportunities to learn about speaking/public speaking	0	0	0	42	58
9	I like working on worksheet or in class activity based on TED TALKS	0	9	9	64	18
10	The use of TED Talks in this course encourages me to continue discussions	0	0	3	67	30
11	I find it easy to pace myself successfully through the course	0	0	12	64	21
12	I would rather watch a traditional teacher led lesson/ teacher gives example to public speaking than a TED Talks	3	36	42	18	0
13	The instructor is able to facilitate our communication by using TED Talks	0	0	9	70	21
14	Would TED talks would be useful for other subjects	0	0	0	0	100

Based on the questionnaire analysis, the students' responses toward the use of TED talks in EAP classroom are positive as depicted in the table above. The interpretation of the data below is based on the questionnaire and the result of interview with students. First, Variety of TED talks can help students enhance their listening abilities. From the

questionnaire above, it can be seen that vast majority of students view that TED talks is more engaging than any other videos instruction for speaking. This statement is also confirmed by 93 % (Agree and Strongly Agree) of students like watching TED talks even though there are 3 % disagree and neutral.

In terms of listening skills, majority of students (48 % agree and 52 % strongly agree) students feel that TED talks has improved their listening. In interview, students pointed out that they improved in listening skill after being exposed to TED talks. They also realized that watching TED Talks for practicing listening skills helped them in many ways including increasing vocabulary such as slang, idioms, and academic words. At the same time, they had more understanding foreign culture.

Not only in learning listening, students perceived that TED talks give them greater opportunity to learn speaking and public speaking (42% agree and 58% strongly agree). This number is in line with students opinion that TED talks has improved their speaking as 45 % students agree and 55 % strongly agree. Similarly, a great number of students (58 % agree and 39 strongly agree) also more motivated to learn speaking by using TED talks as well as listening comprehension.

Regarding to class activities and tasks, most students (64 % agree and 18 % strongly agree) like working on worksheet or in class activity based on TED talks and they also felt that video talks encourages them to continue discussion in classroom. Question no 12 revealed that 18 % students prefer to watch traditional teacher lesson or teacher gives example to public speaking than TED talks while 39 % agree and the rest of them stay neutral. Lastly, when students are asked would TED talks would be useful for other subjects, 100 % students strongly agreed since TED talks is not only for EAP but also other subjects or knowledge. Students mention that some subjects such as English skills, linguistics, culture, need to employ TED talks in their course materials. Students also emphasized in interview session that TED Talks enhance their knowledge in academic and general knowledge, improve their listening skills including accent, vocabulary, pronunciation, word meaning and sentence pattern.

Students' preference of TED talks activity

Among pre listening and post listening activities, students also rate their preference on types of activity they like most. It can be seen from the chart below that most students enjoy prediction and vocabulary game in pre listening activity because they are able to learn in fun

situation. Students admit that by predicting the content of TED talks through pictures, vocabulary games and clues given by the teacher, they have opportunity to develop their imagination and connect with their previous knowledge. Moreover, this activity is sometimes conducted in form of competition so students are motivated to compete each other to find the correct answer. Besides prediction and vocabulary games, debate activity also attracted some students' attention due to some factors such as case building, critical thinking, and pro and cons arguments. Since the content of TED talks are mostly academic and based on research, some students are interested and feel engaged to debate about the topic particularly when the topic relates to cultural value of one country. It is also noticed that students enjoy discussion, roleplay, dialog building and writing in post listening activity respectively.



Besides the positive responses on TED talks above, students also criticize some disadvantages of TED talks. Even though 85 % students find it is easy to pace themselves successfully through the course as indicated in question 11, Some students felt that they need more time to learn and understanding the speech delivered by the speaker. Additionally, 75 % of students mentioned that not all TED video has subtitle both in Indonesian language and English and this issue is considered as one of the drawbacks of TED talks videos.

Students opinion on the need of subtitle



■ Need subtitle
■ Neutral

The chart above showed that 15 % students cannot cope with the content since the speaker speaks so fast so both English and Indonesian subtitle would be very helpful for them. From those cases, students need more scaffolding from teacher to do tasks or worksheet activities based on TED talks.

Discussion

Based on the data obtained from statistical analysis, there are several things that may indicate the positive impact of TED video in improving students' listening comprehension in EAP classroom. Firstly, students are enthusiastic and excited in learning listening since TED provides them some interested and meaningful content to practice listening. This finding confirms Hruby (2010) theory that video makes the lesson more fun and content more attractive for students. Secondly, it was noticed that students really pay attention to the video as it was shown from their facial expression whether they understand, confuse or experience some distractions during watching videos. The finding of this study was in line with the study conducted by Maneekul (2002) that teaching listening using authentic video materials enhances student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perceptions. In addition, tone and speed of speech are spontaneous, similar to that in daily-life situations. Moreover, Guo (2005) mentioned that students' focus is often distracted in listening practice but video can be an alternative way to attract their attention by its picture and its dynamic image. Therefore, it can be interpreted that TED Talks videos can help in promoting the language learners' listening comprehension. The connection between the classroom and real world encourage students to understand the relationship between learning and practicing. TED talks video is widely accepted as more powerful and more comprehensible than other media for second and foreign language students (Brinton & Gaskill, 2009; MacWilliam, 2004 cited in Keihaniyan, 2013).

Besides the quantitative data, data from questionnaires, observation, interview and students' journal also indicate that vast majority of the students consider the TED talks videos and its activities favorably. This can be clearly seen from the questionnaire results that students regard TED talks video is more engaging than any other video instruction so they felt it has improved their listening and speaking particularly in academic setting. It is also observed that students are motivated to learn because TED talks presented inspiring speakers in terms of their stories and their public speaking skills. Consequently, students are able to improve their efficiency of language learning enormously.

The data from interview and field notes revealed that students enjoy pre activity given at the beginning of the lesson. In this research, pre activity is conducted in a form of game and competition among students such as prediction, guessing meaning, and preview question. This activity helps students to activate their prior knowledge and familiarize themselves with the message of the video in advance. By providing students with the pre-teaching vocabulary, students more prepared and this served to contextualize the video activities. This finding correlates with Tyler (2001) and Elkhafaifi (2005) that pre listening activity such as question preview and vocabulary preview is important for releasing up resources for processing linguistic input. This present study proved that prewiwing vocabulary before showing the video helped student to recognize the message of the video and to verify their understanding in the post activities.

Furthermore, questionnaire and interview data demonstrated that TED talks gives students greater opportunities to learn English skills, not only listening but also speaking particularly public speaking skill. Students stated that by watching TED talks, they are able to familiriazse themselves with the sounds and how English is used in real life which is different from the conventional English teaching materials. Also, students practice listen to different varieties of English accent so this improves their pronunciation and intonation as well as strengthen their listening skills. Regarding to speaking skill questionnaire data proved that all students are more motivated to learn speaking by using TED talks and they felt that TED videos has improved their speaking. This result is supported by interview data in which students admit they learn and try to imitate the speakers' way to deliver the speech, pronunciation and gesture. Data disclosed that images and body language help students to comprehend the video content and how students interpret the information from the video without understanding every single detail word from video. This is reconfirm Hruby's theory (2010) which claimed that the use of video in teaching can help students to understand the

language even if they do not know the meaning of words since large part of communication is expressed not only in words but in facial expression, gestures, poses, eye contact, different tones of voice like stress and intonation. In this sense, students argue that they are interested with the videos performed by native speakers of English since speakers served as models for students to imitate. Students also learned the phrases used speakers, write down new words, search the definition, synonym, antonym and examples of sentence. One student commented that he was able to identify the words and its meaning which previously taught. Noticing how he connected between his prior knowledge and awareness of English language features led to a conclusion that TED talks video contributed to learning new vocabulary, learning to pronounce the words and learning to use the words in appropriate context. Not only vocabulary learning, based on interview data, students also learned the grammar used by the speakers, what verb tenses were used and why, how did the speakers use discourse markers and they even note down speakers to make their points and persuade the audience. This confirms Vandegrift's theory that academic lectures provide ESL students with rich input for vocabulary acquisition because their focus on defined topic and their inherent redundancy.

Moreover, TED talks video also develop students' motivation in discussion activity as illustrated by the result of questionnaire data. Unlike other English resources, TED talks video not only contain information but they actually spark questions, conversation and even conflict into classroom discussion. As an example, when students are showed the TED video of Patricia Ryan entitled "Don't insist on English", students wonder about what would they do if they do not spend time on learning English, even students question if they could further their career or studies without learning English which are a part of Patricia Ryan's talk. One student commented in interview that TED talks work best when instructor gave opportunity for him to respond the video, giving his perspectives and generating discussion around difficult topics. It is also noticed during observation that students can better grasp topics they might not fully understand at first glance, discuss other ideas relates to the topic and think critically about the world

Another important fact that need to be discussed in this study is the function of subtitle. The questionnaire data revealed that vast majority of students need subtitle to help them understanding with the video content. In the treatment phase, TED talks video is shown three times; first without subtitle, second with English subtitle, and the last show with Indonesian subtitle. Even though most students prefer the video with subtitle based on the questionnaire, interview data revealed that students enjoy with this three steps of video

showing during the treatment because when they listen to the video without subtitle at first, it helped them to practice concentrating on the main idea and message and later paying attention to the use of words, phrases and sentences in the speech when instructor provide subtitle along the video. By getting used to listen the video without transcript or subtitle at first, students did not rely much on subtitle as suggested by Rost (2007) that providing listeners with more help will necessarily lead to better learning result. However, it can not be denied that by providing students with subtitle or transcript, students are able to highlight the differences between written and spoken English hence they can practice reproduce language features in their daily life. According to Vandegrift (2007) matching all parts of oral language with a transcript can help students develop awareness of form-meaning relationship and word recognition skill.

Data from interview and students' Journal revealed that students have no prior experience for being exposed to many opportunities watching videos as a learning tool or materials. On the other hand, selection of video or topic need to be taken into account as well as students' English level.

Conclusion

The most important conclusion that is drawn from this present study that TED talks video has a significant impact to improve students' listening comprehension as indicated by statistical analysis of the post test score which was significantly higher than pre test score. Analysis of questionnaire, interview, observation and students' note revealed that students are interested and feel motivated to learn academic English by using TED talks as the materials due to its features. Moreover, activities provided by TED talks video such as vocabulary prediction games, debating, discussion, role play and writing attract students attention and make student enjoy the learning process. Delivered by highly English proficient speakers with accurate language components, TED talks allowed students to practice pronunciation, stress and intonation of the words and phrases. In addition, speakers gesture and images facilitates student to comprehend the message. Finally, TED talks videos is beneficial for students in terms of learning process and the subtitle both English and Indonesia were excellent aid to help students to verify their listening comprehension.

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Title

Mapping of the Competence of SHS Students in English
Subject in Sarimi and Mamberamo Raya Regencies
Papua, Indonesia

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Abstract

This study aims to map and portray the various factors that lead to the success or failure of education, especially in the subjects of English for Senior High Schools (SHS) in Sarimi Regency (SR) and Mamberamo Raya Regencies (MRR). This study focuses on data

about the standard of competence and basic competences that has not been mastered yet by the learners and their causative factors. These factors include: management system, teachers, and educational facilities, as well as the culture. The researchers apply the descriptive qualitative method. Data were collected through interviews, focus group discussion (FGD), and the collection of documents (artifacts) in the form of: lesson plans, instructional material and media. Data will be gained from all of high school English teachers and principals, students, and stakeholders from the area of investigation. The expected outcome of this study is a model for improving the quality of education that is valid and ready to be implemented concretely in each district or city through community service activities.

Keywords: *mapping, basic competence, competency standards, English subject*

A. Introductions

Overview of Education in Indonesia's school system is immense and the population of school-age children is one of the largest in the world. Despite rapid progress achieving almost universal enrollment in primary education under a centralized management system over the last 30 years, significant problems in the education system continue to exist, including low public funding, poor completion rates, low teacher qualifications, poor classroom methodologies, and poor educational quality, as evidenced by low rankings in international testing, particularly in science and mathematics, (Ausaid 2008; Ausaid 2009).

The Government of Indonesia (GOI), through the Ministry of National Education (MONE), has initiated a decentralization process in the hopes of spreading the governance, financial, and managerial responsibility for improving education across a range of stakeholders. The GOI is also attempting to strengthen accountability mechanisms, (Ausaid 2008; Ausaid 2009; Sugito 2012). Under decentralization, school committees and district governments are expected to hold schools and teachers accountable for educational quality. The GOI is developing school and teacher accreditation criteria and minimum service standards to measure their performance, (Sugito 2012; Firman & Tola 2008; Ausaid 2009).

How about the quality of education in Papua? The quality of education in Papua by the National Examination (NE) did not disappoint even tend property because its value or score obtained is high. Judging from the NE graduation is also high. Rarely reported in one school graduation at the position of 0%, but otherwise mostly school graduation of 100%. Of the 130 SMA which follows NE, there were 117 high school graduation, which reached

100% or equal to 90% (MONE, 2010). This fact is contrary to the facts presented by the chairman of the study of education in Papua that there are still many children Papuans or approximately 70% experience delays in cognitive development. One of the three aspects studied is the aspect of reading (Cepost, 2009).

With the conditions as described above, there is a problem that allegedly unreasonable or irrational to schools in remote areas can yield close to 100% of their students. Therefore, it is necessary to study a mapping or search among: (a) the results of NE with the real conditions of each school area, (b) the results of NE with the ability of teachers, (c) the results of NE with learning device, (d) the results NE with school management system, (e) the results of NE with educational facilities, and also between the results and the graduation NE culturally. Or in other words, the absorption of good students or high against the subjects studied, especially in the subjects of English tested nationally (which is included in the national exam) would also be balanced with the achievements of a minimum standard of eight National Education Standards (NES) or minimum completeness criteria (MCC).

The purposes of this research are to map the students' competence of each core of competencies, find the causes of students do not master certain basic competence, and find alternative problem-solving model to improve the competence of learners. The study will specifically address the following research questions: (a) How is the map of competence of Senior High School (SHS) students at Sarimi and Mamberamo Raya regencies towards each of the EFL basic competence? (b) What are the causative factors that may cause the SHS students at Sarimi and Mamberamo Raya regencies do not master the EFL basic competencies? and (c) What kind of alternative problem-solving models that can advance the competence of the students? The findings of the mapping study of competencies and the causatives factors of the inability of students to master the certain basic competencies it will be able to create a suitable implementation model for troubleshooting.

B. Methodology

1. Research Design

It is a descriptive - qualitative research design as the purpose of this study is describing the education competency achievement data in SR and MRR focused on the mapping competencies absorption of English subject that tested in national examination.

2. Population and Sample

Entire High Schools in SR and MMR (both state and private schools) which encompasses of four schools. There are three senior high schools in SR: SMAN 1, SMAN 2 and SMA YPK, and only one state SHS in MMR. This study applying total sampling technique in determining the sample of the research (as the population is very limited).

3. Data Sources and Instruments

EFL teachers, students, principals and school administration staff. There were four EFL teachers of four senior high schools as the representative of research sample. Instruments for collecting data are field-notes observation, interview format, documents (lesson plans and other, text books, and other teacher's instructional devices), and rubric of basic competence.

4. Data Collection and Analysis

Data were collected by observing the entire school environments, and the activities of the learning process at each high school sample. Data were also obtained through interview with several students of each class, principals, EFL teachers, and schools administration staff. A qualitative design (Bogdan & Biklen, 1992; Creswell, 2007) was selected to be the most appropriate research approach for this study because of the nature of the research questions and the intent of the researchers to gain an in-depth understanding of the environment of school events and instructional process.

C. Results and Analysis

1. Results

In this section, it will described the results of data analysis that includes: (a) mapping results of national examinations in 2011 and 2012 for English subject in the district of Mamberamo Raya and Sarimi, (b) some of the causes of low absorption of English subject at high school students in MRR and SR, and (c) the participation of parents and communities in the implementation of education.

a. Mapping of English National Examination in KMR and SR

In this section, it is presented the results of research which included the mapping of national examination results of English subjects in 2011 and 2012 at Senior High School in MRR and SR. it is presented Successively the absorption rate and passing rate in the past two years in 2011 and 2012 in the form of the following tables.

Table 1. Graduation rate and absorption of English NE 2011 in MRR

Major & Test Pact	Graduation Rate		Absorption (mastery Range)	
	KKM 60 <	KKM 60 >	KKM 60 <	KKM 60 >
IPS (only one pact)	19 (30%)	31 (62%)	0 – 56%	80 – 99.99%

Table 2. Graduation rate and absorption of English NE 2011 in SR

Major & Test Pact	Graduation Rate		Absorption (mastery Range)	
	KKM 60 <	KKM 60 >	KKM 60 <	KKM 60 >
IPS (only one pact)	27 (54%)	23 (46%)	10,41 – 56%	61.85 - 93.64.
IPA (only one pact)	24 (48%)	26 (52%)	7,5 – 60	62,5 – 97,5

Notes:

KKM = Minimum Completeness Criteria

NE = National Examination

MRR = Mamberamo Raya Regency

IPS = Social Science Major

IPA = Physic Science Major

Table 3. Graduation rate and absorption of English NE 2012 in MRR

Major & Test Pact	Graduation Rate		Absorption (mastery Range)	
	KKM 60 <	KKM 60 >	KKM 60 <	KKM 60 >
IPS test pact A	13 (26%)	37 (74%)	0 (3) – 31,58	63,16 – 99.99
IPS test pact B	9 (18%)	41 (82%)	0 (4) – 26.32	63.16 – 99.99

Notes:

0 (3) = there were 3 competencies or questions not answered

0 (4) = there were 4 competencies or questions not answered

Table 4. Graduation rates and Absorption of English NE 2012 in SR

Majors & Pact	Graduation rates		Absorption (mastery Range) of English	
	KKM60 <	KKM 60 >	KKM<	KKM >
IPS Pact A	23 (46%)	27 (54%)	2,63 – 59,65	61,4 – 92,98
IPS Pact B	25 (50%)	25 (50%)	0,89 – 58,04	60,72 – 93,75
IPA Pact A	15 (30%)	35 (70%)	0 – 60	62, 5 – 99,99
IPA Pact B	12 (24%)	38 (76%)	2,56 – 46,5	64,1 – 99,99

The investigation results within the last two years (2010/2011 and 2011/2012) of national examinations of English subject is problematic for students in high school in both regencies. Some of the basic competencies that appeared in NE matters were answered incorrectly by students. The wrong answers on items represent certain basic competencies. It also shows the absorption of students' basic English competence. The absorptive capacity on the basis of competence in English is still not good or satisfied.

Some of the basic competencies that appear in NE for an English course in the two regencies as presented in Table 1 to 4. Graduation competence and absorption of English competence of high school students at MRR and SR 2011 of NE results issued by BNSP (Board of National Education Standard). For SHS in MRR that 19 questions out of 50 were in the position of under KKM. One question of 19 (30%) questions under the KKM was not answered by the examinees. Absorptive capacity on the NE result of under KKM showed the range of 0 - 56, while the range of absorption above the KKM showed 80 - 99.99. For SHS at SR, there were two majors, IPS (Social Science) and IPA (Physic Science) followed the NE. The graduation rate and absorption for the IPS indicated that 27 (54%) questions of 50 questions were identified on the position of under KKM or smaller than KKM and the range of absorption for the questions of under KKM indicated 10.41 - 58.38 while the range of absorption of questions above the KKM were 61.85 - 93.64. As for English IPA major showed that the graduation rate of 24 (48%) questions were in the position of under KKM and 26 (52%) questions of 50 questions were above of KKM. Then, the absorption of questions under KKM was indicated on the range of 7.5 to 60 and the absorption stage of questions above the KKM was on the range of 62.5 - 97.5.

b. Some causes the low of English absorption for SHS students in MRR and SR

Based on the results of the Focus Group Discussion (FGD) and direct observation to the location of the study, the researchers found some causes of the low of English absorption for SHS students in MRR and SR to some basic competencies in English lessons which were tested nationally because of non-fulfillment of the eight (8) Indonesian SNP (National Standard of Education), namely: 1) content standard, 2) process standard, 3) competency standard, 4) educational standard and educational staff, 5) standard of facilities and infrastructure, 6) management standard, 7) financing standard, and 8) assessment standard. Instead of the eight SNPs, it was also suspected the causes of low absorption of English in MRR and SR were caused by the culture of student learning, the carrying capacity, and community participation.

1) Content Standard

The curriculum is the main standard in conducting the process of education and learning in the school, but it was known that SHS in MRR and SR were: (a) Schools did not have their own EULC (Educational Unit Level of Curriculum) documents; (b) English teachers claiming to have documents that copy paste of EULC from NSP, but the document was not stored in the school; (c) schools did not determine load local content subjects yet; (d) schools had not yet developed the standard of extracurricular program activities, so even though there were extracurricular activities but they were not based on the talents and interests of students; (e) English teachers rarely gave structured or unstructured assignments, and (f) KKM (Criterion Complete Minimal) of English subjects had not been determined yet based on the analysis of indicators on the basic competence.

2) Processing Standard

(a) Senior high schools syllabus in MRR and SR was a copy of the other schools, so that the English teachers did not know the compatibility with the SKL (graduation standard), curriculum guides, and its compatibility with the components of the syllabus; (b) Teachers rarely prepared lesson plans for the instructional process; (c) There were not all teachers' lesson plans prepared in accordance with the principles of lesson planning and they did not accommodate difference learners' characters; (d) schools did not provide textbooks and other learning resources were sufficient to use in the learning process; (e) There were not all teachers use the books in the library as a learning resource for the learning process; (f) There were not all teachers utilize the school environment as a learning resource for the learning process; (g) There were not all teachers use multi media and methods appropriately with the

character of the topics and themes of learning materials to create interactive learning process, inspiring, fun, challenging, and motivating learners;

3) Graduates Competency Standard

(a) There were not all students had the grades report in accordance to KKM English standard; b. not all learners are always complete assignments and home works; (c) there were not all students use the library, language laboratory, and the environment as learning resources in completing their tasks; (d) there were not all students learn to express their experiences in the implementation of weekly language, speak contest, English debate, art and culture; and (f) schools did not provide the skills and personality development activities to students.

4) Education Standard and Educational Personnel standard

(a) The number of English teachers at each school in the MRR and SR were not in accordance with the ratio of the number of students; (b) there were not all teachers of English had their teaching certificate; (c) English teacher education qualification was appropriate, but there were not all English teachers had sufficient experience in teaching English; (e) Most of English teachers had very low in pedagogic, professional, social, and personality competence.

5) Infrastructure Standard

(a) There were not all senior high school had a decent library in accordance with the ratio of the number of students; (b) The number of textbooks for independent learning for students was not sufficient yet; and (c) there was not every high school had a language laboratory, even if there was a school had a language laboratory but it did not facilitate with the power of electricity.

6) Management Standard

(a) School or the principal did not have descriptions about the main tasks and functions of educators, including teachers of English; (b) School or the principal did not evaluate the process of learning English both semesters and annual; (c) schools did not prepare supervision program for teachers and administrative staff in accordance with National Education Standards (NES).

7) Financing Standard

(Internal problems of the school, it did not affect the competence of teachers and students).

8) Assessment Standard

(a) There were not all English teachers could create and prepare the KKM of English subjects; (b) There were not all English teachers prepare the blue prints of test, instrument

rating, and assessment rubric; (c) There were not all English teachers to inform basic competence, a minimum completeness criteria (KKM), judging techniques and assessment rubric to students; (d) There were not all English teachers apply the techniques of observation during the learning process took place whether in the classroom or outside the classroom; (e) There were not all English teachers to give feedback or comments that educate against judging results; and (f) There were not all English teachers implemented the improvement and enrichment based on the analysis of rating.

c. The role of parents and the community in the implementation of education.

In addition to the components of eight (8) SNP into the causes of low absorption or not achieving the standard of competence and basic competences of English tested nationally, it was also caused by the lack of participation of parents and communities in the implementation of education. From the observation and FGD on high school teachers in the MRR and SR were known that: 1) The schools did not involve the parents or guardians of students in the implementation of the school programs; 2) Schools did not currently have and form a school committee; 3) The meeting between the schools and parents was very rare and the level of presence of the parents was also very low; 4) the parents and the community were not involved in decision-making in schools; 5) English teachers rarely, even never communicated with parents about the issues facing their children in school; and 7) parents and the community did not understand and were not involved to promote learning programs in schools.

2. Discussions

In this discussion section, it will be described, (1) absorption of English lessons as one of the subjects tested nationally in high school in MRR and SR, (2) alternative solutions to improve the absorption of basic competence of English, and (3) alternative of problem-solving model that can be implemented in both the short and long term.

1) The absorption of English as one of the subjects tested nationally at High

Schools in MRR and SR

The graduation rate and absorption results of English NE in 2012 for the two regencies, MRR and SR (see Tables 3 and 4) indicated where, out of 50 questions package A was found 13 (26%) questions under the KKM and three of the 13 questions were below the KKM and were not answered by the examinees. The Absorptive capacity of national examination of English test for package B in MRR showed 9 (18%) of 50 questions were about the position under KKM, and four questions of 9 questions below KKM were not

answered by the participants. The national examination of English language test for package B indicated that the passing rate of the examination was high enough on the position 82%.

For Sarmi district, there were two departments took the national examination which majoring in social and science. For IPS major that took package A of English test, there were 23 (46%) questions of 50 were under KKM and 27 (54%) questions were above the KKM and the absorption questions below KKM illustrated the range 2.63 to 59.65. On the other side, the test of the English language package B showed 25 (50%) of 50 questions were on the position under the KKM and other 50% were located on the position above the KKM. The range of absorptive capacity on competencies of English under the KKM was 0.89 - 58.04. Then to majoring in science, about the English absorption package A, it was identified that 15 (30%) of the 50 questions with a range of 0 to 60 was positioned below the KKM. As for the English package B, the graduation rate showed that 38 (76%) of the 50 questions in English were in the position above the KKM and the remaining 12 (24%) were in the position under the KKM with absorption range 2:56 to 46.5.

From the analysis of mapping, the absorption of English competency was tested nationally there were some basic competencies that were not well understood by the students, there was even a basic competency that was not understood completely by the students. As national test of English in 2012 in two districts MRR and SR. MRR still had only Social Science major, for the test questions of the English language package A, it was found 13 competencies (questions) below KKM and three questions which were not answered by the examinees. For about national test package B, it was identified that nine competencies or questions were categorized under KKM and four among the competencies could not be answered correctly or not be answered by the examinees. Basic competencies which were tested, seemed difficult for the examinees especially on the competencies of: determine a general overview of the contents of the conversation, determining the ultimate mind paragraph written text narrative form, an overview of the contents of a written essay in text form (discussion, descriptive, exposition, narrative, recount, report), determines the general description of a conversation, and others (see tables 1 and 2).

Similar with Sarmi district, the level of absorption of the test package A English for the Social Science showed that there were 23 questions on the position of below the KKM, and the two questions of which were at the lowest basic competency 2.63 on questions number 28 and 35. Basic competency at question number .28 states that, "determine the ultimate mind paragraphs of text written form of a narrative and question number 35 by basic

competency, “determining the main idea of paragraphs in the text written essay in the form of a report.” For science major, in English test of package A, it was found that there were 15 questions of 50 on the position of below the KKM, and one of them was not answered by the examinees, such as question number 28 with basic competency, "determining the main idea of a paragraph of written text form of news item." Then for about test package B, the lowest absorption level of English competency below the KKM was 2.63 with basic competency, "determining the main ideas of a paragraph in essay written text in report form."

Based on in-depth interviews and focus group discussions, it was known that almost all teachers did not understand EULC and bills that should be implemented in the curriculum, such as the preparation of syllabi, lesson plans, types of assessment, determine the minimum completeness criteria (KKM). In the process of learning, all teachers of English from the two districts was still using teaching method traditionally that teachers as learning centers, the use of media and teaching methods had no any variation yet. Assessments administered by the English teachers were more dominant to assess cognitive domains that assessed and tested the results of the student memorization. Learning English was done by teachers more focused on teaching structure than teaching language skills. Even if they taught language skills, they just taught reading skill, while other skills such as listening, speaking and writing were almost never taught.

2) Alternative solutions to improve the absorption of basic competence of English

Alternative solutions will be described in this section, among others: (a) the management system (MBS), (b) curriculum, (c) educators and education personnel, (d) the educational facilities, (e) students, (f) parents' role and public participation, climate and school culture

a) Management System

As a school in general, it has to have a vision, mission, and the purpose as a reference in the provision of education in schools, so it was absolutely necessary that the development of the school program. Various programs are developed to be relevant to the mission, vision, and mission of the school as well as various forms of elaboration which more detailed, structured, and flexible enough to be implemented in schools (MONE, 2005).

The development of school programs should be managed through a systematic phasing with steps that can be accounted for, both academically, juridical, and social. In addition, the development of school programs must also consider the potential and the ability

of schools (Dediknas 2008; Director General PMPTK, 2007). Thus the school can determine how big the opportunities that exist on the program that was developed to be applied as a plan of action that can be taken with a high success

It was known that senior high school management in MRR and SR which became target in this study was not good yet. The average of SHS had not set the goals and short-term planning, medium and long term in accordance with the standards of NSP. Therefore it was necessary to design some programs that could be developed which include: (1) determine the vision, mission and objectives of the school, (2) dissemination and consolidation of school based management and quality management of education, (3) designing the semester programs and annually programs, (4) increase cooperation with stakeholders, (5) enhancing the implementation of the principles of independence, transparency, participation, accountability, and sustainability of school programs, (6) conduct and improve supervision, monitoring, and evaluation of school programs, (7) conduct workshop to determine KKM for each lesson, (8) provide the information request service, giving information, and complaining service from the public relating to the management of the school, (9) provide and make the description of the duties and functions of education and educators.

Alternative strategies in a concrete problem-solving actions, namely:

1. conduct workshops and training internally at the school,
2. cooperation with the school committee,
3. carry out in-house training or mentoring for school leaders,
4. cooperation with other agencies, especially in developing school management,
5. internships and visits to schools that have been developed, and
6. building cooperation with university and LPMP (provincial quality assurance institution).

b) Curriculum

The Article 17 of Government Regulation in 2005 states, EULC high school and vocational school, or other equivalent forms developed in accordance with the educational unit, the potential of the region, the regional characteristics, social culture of the local community, and learners. Each school developed curriculum based SKL (graduation competency standard) and content standards and follow the guidelines established by the National Education Standards Board (BNSP).

Based on the results of focus group discussions, in-depth interviews, and observation of all English teachers in the MRR and SR, it was known that all schools as venues of

research did not have EULC (Education Unit Level of Curriculum) in accordance with the character of each school. Teachers of English copied paste the syllabus of English from other sources. Deputy had of the school curriculum also claimed to have EULC documents copied paste from BNSP. Since all schools did not have a curriculum that was made by the school, so many academic activities, extracurricular, educated personal development, and the potential of student could not be executed properly. This case of course made the students became passively, lazy, uncreative and unproductive and at the end it caused on the poor achievement of students' English learning.

To improve absorption and student learning outcomes in MRR and SR, it was necessary to develop EULC. EULC development aims for the realization of the document of EULC in school according to the conditions, students' potency, and the capacity of schools. The benefit of school curriculum development was expected to provide maximum opportunities to the students to build and find their identity through a process of learning or active learning, creative, effective, and fun (PAKEM) (Partnership Principal Force V, 2007: 71).

Alternative action strategy and problem solving concretely can be conducted, namely: (1) conduct a workshop or training internally in each school, (2) cooperation with LPMP and Local Education Department, (3) conduct in-house training or assistance for the drafting team of EULC, (4) building cooperation with other relevant institutions, (5) apprenticeship and visitation to other schools that have been developed, and building cooperation with the University which has teacher college and education science, and (6) conduct seminars with teachers and education experts in other schools or education offices.

c) Educators and Education Personnel

Definition of standards of teachers and according to the Government Regulation Number 19 year 2005 about NSP is pre-service teacher education and eligibility criteria for physical and well mental for educators. Educators must have academic qualifications and competence field of study or content knowledge, pedagogical competence, healthy spiritual and physical, and have the ability to achieve national education goals. Academic qualification is a minimum level of education that must be met by an educator (teacher) as evidenced by a diploma or certificate of membership to the relevant provisions of law applicable (MONE, 2008: 45).

Based on the observations to research sites in MRR and SR, it was known that educators, especially teachers and educators of English in high school in MRR and SR

inadequate or lacking in terms of both the number of English teachers and competence. The number of English teachers from the two districts Mamberamo Raya and Sarimi were 8 English teachers. Each school had two teachers of English from four high schools as targeted research. Each school had two the administrative personnel (education personnel), but two senior high schools did not have the administrative personnel, namely Mamberamo Senior High School and YPK Senior High School in Sarimi district. A few of the English teachers also taught other subjects were like Indonesian because of a shortage of teachers. English teachers' competency, especially in pedagogic and professional competence was still very low because the reason was for almost all teachers had experience of teaching \pm 3 years and only one teacher of English had almost 15 years of teaching experience and had obtained her teaching certificate. The attendance of teachers in the learning process reaches $> 50\%$.

Conditions of educators (English teachers) and high school educators in MRR and SR were suspected potentially causing low level of absorption and achievement of students learning English. Incompetent educators, especially the low pedagogic competence would lead lower student learning outcomes. Therefore, it was necessary to develop alternative solutions of the problems.

Alternative strategies in a concrete problem-solving actions related to educators and education personnel, namely: (1) workshop to increase the competence of teachers in English language studies on the development of EULC; (2) workshops to improving the competence of teachers in the development of learning strategies, Contextual Teaching and Learning (CTL), mastery learning, and PAKEM; (3) In-house workshops/ training for improving teacher competence related to media development and learning methods; (4) workshops on aspects of improving the competence of teachers, pedagogic competence, professionalism, social and personality; (5) internships and visits to increase the competence of principals; (6) collaboration with other agencies to increase the competence of teachers in ICT, and (7) workshop about supervision system and monitoring of teachers and education personnel.

d) Infrastructures Education Standard

The infrastructure standard of education according to the Government Regulation number 19 year 2005 about NSP is the national standard relating to the minimum requirements of the land, classrooms, places to exercise, places of worship, libraries, laboratories, workshops, playgrounds, places of recreation, furniture, tools and educational media, books, and other learning resources, which are necessary for the support of the

learning process, including the use of information and communication technologies (Dirjen PMPK, 2008: 47).

The condition of facilities and infrastructure were inadequate in MRR and SR, allegedly very influential on the level of mastery and absorption of student learning outcomes, especially on the unavailability of text books in English and for all other subjects and textbooks which were relevant and support the field of study learned in school. Lack of adequate facilities and infrastructure to support the learning process could potentially weaken the competence of student learning outcomes, therefore it was necessary to develop alternative solutions to the problems.

Alternative action strategy of problem solving concretely related to facilities and infrastructure, among other things:

1. Form a special team to handle the development of infrastructure.
2. Conducting workshops and training internally at the school.
3. Cooperation with the school committee.
4. Collaboration with institutions and agencies or publishers for the procurement of textbooks.
5. Cooperation with business world and industry.

e) Students

Center and focus of learning activities in schools are the students. Students are the main subject of the learning process. Success or failure of the learning process, is highly dependent on the readiness and ability of students to learn. Optimizing the learning readiness and ability to learn the key to the success of the learning process in schools. Therefore, it is essential to engage students in school activities or by giving responsibility to them and on the other hand teachers should strive to grow in the students a sense of ownership of the school and learning. Forms of student involvement can vary, generally can be done through designing curricular activity programs, life skills programs (life skills), guidance and counseling services, or career guidance.

The monitoring of students' progress is an important procedure, as a preliminary activity to plan learning strategies, change and choose appropriate learning methods and accommodate all students' learning styles. Associated with these problems, teachers need to pay attention to the activities of homework that should be given to students and ratings and feedback given.

Related to the monitoring of students' progress, teachers of English in the MRR and SR had not been able to use the assessment results to determine the strategy and to determine whether their teaching methods had been effective or not. Teachers rarely gave feedback of the student work quickly, and the work and accomplishments of students in the school were never reported to the parents and the local education office. In fact, if student performance reports were distributed to all teachers, it could be used as alternative plans and improvement.

f) The role of parents and the community

The participation of parents and communities at schools in MRR and SR had not been much empowered. That was, there was no communication and parent involvement to support the implementation of education. Whereas the involvement of parents and the community were learning stimulus in school (Partnership Principal, 2007). Parents and the public should be able to serve as representatives of service users that could affect school education to be effective. The traditional role of parental involvement should not be ruled out, such as cooperation with the school in providing tutoring and foster discipline to their children.

Besides parents, community in general needs to be empowered optimally to provide support to school. According to the government decision number 044 / U / 2002, empowering the community in order to improve quality, equity and efficiency of education management in schools accommodated by the school committee which is independent and has no hierarchical relationship with government agencies. Therefore schools in MRR and SR should be: 1) to form school committee; 2) The school may involve students' parents in a few school programs; 3) frequency of meetings between students' parents and schools need to be improved; 4) parents and communities must be involved in making decisions at the school; 5) teachers must often communicate with parents about the problems faced by students in the school; and 6) the parents and the community are given an understanding to participate in promoting learning programs in schools.

3) Alternative Model problem solving

The alternative of problem-solving model in this study that can be implemented are cases which are considered urgent. Indeed, Senior High Schools in MRR and SR are in a trap and classified as severe pain problems. Eight (8) of SNP are as a barometer for measuring the degree of readiness, effectiveness, and progress of schools that ideal according to national standards. There are no standards at adequate positions, wholly inadequate. However, of the eight SNPs were suspected as the source of the problem of low absorption competence of

students to the national examination results for English. Subsequently, there were two SNPs which considered the most urgent to look for alternative solutions that can be implemented immediately, namely the content standards and process standard. Content standard includes EULC development and learning devices, while process standard covers teaching and learning processes and the devices attached to them.

Conclusions

Graduation competence and absorption of English competence of high school students at MRR and SR 2011 of NE results issued by BNSP (Board of National Education Standard). For SHS in MRR that 19 questions out of 50 were in the position of under KKM. One question of 19 (30%) questions under the KKM was not answered by the examinees. Absorptive capacity on the NE result of under KKM showed the range of 0 - 56, while the range of absorption above the KKM showed 80 - 99.99. For SHS at SR, there were two majors, IPS (Social Science) and IPA (Physic Science) followed the NE. The graduation rate and absorption for the IPS indicated that 27 (54%) questions of 50 questions were identified on the position of under KKM or smaller than KKM and the range of absorption for the questions of under KKM indicated 10.41 - 58.38 while the range of absorption of questions above the KKM were 61.85 - 93.64. As for English IPA major showed that the graduation rate of 24 (48%) questions were in the position of under KKM and 26 (52%) questions of 50 questions were above of KKM. Then, the absorption of questions under KKM was indicated on the range of 7.5 to 60 and the absorption stage of questions above the KKM was on the range of 62.5 - 97.5.

Based on the results of national examinations in English two years 2011 and 2012 showed that it is very satisfying when seen from the graduation level, because all the participants of national exams in the district of Mamberamo and Sarimi nearly 100% graduation rate. From the distribution of grades issued by the central BNSP educational assessment department of national education, national English exam results in 2011 showed that the average value of 6.90 to the achievement of the lowest value of 4.80, and the highest value of 7.60. While the results of national exam in 2012 indicated that the average value was 6.98, and the achievement of the lowest value was 4.95, and the highest value was 7.89. However, if it was viewed from the absorption, it was appeared that English test package A and package B seemed quite difficult for the students in Sarimi district. For about test package A to social major, there were 23 (46%) of the 50 questions under the KKM, as well

as the test package B, it was more difficult for the participants of social that 25 (50%) of the 50 questions below KKM (see table 4).

The cause of the low level of absorption of English lesson allegedly due eight (8) NSP being minimal requirements are not met, or in other words are inadequate. It could be concluded that all of the standards required by BNSP to high schools in MRR and SR was very low, such as on content standard, all schools in the two districts Mamberamo and Sarimi indicated that they did not have the EULC document which created by themselves.

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Title

The Common European Framework of Reference for English Language in Practice:
Challenges for Thai Elementary School Teachers

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Abstract

The Common European Framework of Reference (CEFR) was originally intended to provide a common basis for language learning, teaching, and assessment for Europeans. At present, the framework is being implemented in the field of language education across the world. Among European Member States and other European countries (non-EU Member States), the CEFR is adopted progressively in education, while a limited number of research projects have been conducted to further produce language proficiency standards. In Thailand, the CEFR was introduced in 2015. This study investigated on the implementation of the CEFR, initiated by the Thai Ministry of Education as an instrument for comparing language proficiency levels and facilitating the use of English, in a rural Thai elementary school. Participants were 33 non-English background first graders and 19 English language teachers

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in the district. The research design is experimental, involving a control group and an experimental group. The research instruments were 5 Mini Phonics Books developed by the research team that were delivered to classes using the Communicative Language Teaching approach. Tasks and activities were designed according to Task-Based Language teaching approach. The interviews were administered to the teachers to find needs and problems in implementing the CEFR into practice. The results reveal that the scores of the post-test in the experimental group are significantly higher than the scores in the control group (at .05). Also, the end-of-lesson exercise scores of the target students increased from Mini Phonics Book 1 to 5. The problems that surfaced from the interviews were varied from personal, academic, and organizational issues in teaching English. The discussion shares insights on the implementation of the CEFR outside Europe—an international controversy. The research outcomes are expected to lead to sustainable and effective ways in improving teaching and learning of English at primary school level.

Keywords: *CEFR, English Teaching Methods, Phonics Teaching Method, English language teachers, Task-Based Teaching*

Introduction

The familiar international proficiency tests, for example, the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS) have been used to determine the ability of English users for several decades. Recently, the Common European Framework of Reference for languages (CEFR), which provides six proficiency levels for foreign language learning, was introduced to the Thai English teachers as the framework for teaching, learning and testing English language in primary and secondary school levels. CEFR determines English users into 6 levels. The first levels, A1 and A2, are called a ‘basic user’. B1 and B2 are the levels of an ‘Independent user’. The highest levels, people who have a good command of English fall into C1 and C2 are considered ‘Proficient Users’. The levels are described with can-do statements, emphasizing action-oriented approach of the creators of the CEFR. (European Commission, 2012). English learners are assessed the ability in using English with these can-do-statements. The can-do-statements are thus used to determine the level of what a learner could do to what they should be able to do in effectively communicating at the determined CEFR level. The five different skills: listening, reading, spoken interaction, spoken production, and writing are the

presented together within the can-do-statements. In this sense, it would be clear that both learners and users of foreign languages are regarded as members of a society who accomplish tasks in certain circumstances and within social contexts. Even though the CEFR has been mentioned as guidelines toward the success in building a shared understanding of levels, facilitating the setting of realistic learning targets for a group, and relating outcomes to what learners can do next successfully perform a particular job, or pursue university studies using the language, and so on, there are several issues in applying it into classrooms with low proficiency in English. Unlike in Europe, the CEFR is regarded a challenge in the implementation process to several Asian countries including Thailand. This paper inspects the process and outcomes of how the CEFR was applied English subjects in an elementary school in North-eastern Thailand.

Research problems

Regardless of enormous budget allocated to improve English education in Thai schools, the outcomes do not match the huge investment. As evident in the English Proficiency Index (EF, 2014), Thailand had low proficiency, Thailand is in a serious situation as the proficiency of English language of the citizen could be getting worse. In addition, as one active member of AEC, Thailand is definitely in need of the citizens who are well-equipped with the English communicative skills. Several studies disclose critical problems which involving the policies, the teachers, the learners and the instructional materials in classrooms. In details, the policies are usually planned from the top to be implemented by the practitioners who have little say or contribution in what they are to act. Unfortunately, as the English language are considered the core part of the language policy, ignoring their voices attributes to low quality in teaching.

In addition, a significant number of these teachers in English language possess low language proficiency and out of place training. As CEFR has just adopted in Thailand, there are a limited number of research done in this area. However, several studies targeting at primary school level indicated that most of the Thai teachers who teach English in elementary school did not have the degrees in the related field. Moreover, they were not well-equipped with English language skills suitable for English classes. This includes the lack of background knowledge of theories and methods of teaching English. It is obvious that those who are not prepared with the content in neither English, nor do they have pedagogical skills

are naturally nervous in classroom. In there, the English language teachers are also required to use vocabulary knowledge and pronunciation skills.

According to the students who have more than a decade devoted to English subjects before commencing in higher education, they are found skeptical in their English proficiency. As evident in the Test and Score Data Summary for TOEFL during 2011 to 2012, Thai learners' average TOEFL scores are lower than the international average score (Thai = 75, International = 80). In ASEAN, Thai English proficiency is behind Indonesia, Malaysia, the Philippines, and Singapore.

The low proficiency in English of Thai learners may partly due to the limitation of instructional media and techniques. In classrooms, students learn English in dry environments with almost no exposure to language use and practice. The English lessons are isolated and lifeless. Thai learners are known as passive learners, while English classes are naturally delivered with the grammar-translation method.

Due to several criticisms toward the English language education in Thailand, the government agreed to use CEFR as a direction in teaching, learning and testing of English language. Toward this change, the groups being affected the most are the elementary school levels, according to their readiness in applying the framework to practical use. This study thus aimed to look into the implementation of the CEFR in a rural Thai elementary school.

Research Questions

As it has always been recommended, the most successful classroom with the CEFR is when it focuses on the useful outcomes of language learning teaching and lesson planning. In practical, the lesson design should focus on what exam grades mean in terms of specific skills and abilities rather than simply the grades themselves. The question raised is how the teacher link teaching to the CEFR in a very effective way to achieving this. It allows teaching to focus on the strengths and weaknesses which are helping or hindering learners. This study therefore conveyed two research questions.

1. How the lessons designed with the CEFR can be implemented in the classroom?
2. What are the problems and needs perceived by the teacher in using the CEFR in lesson planning and teaching?

Research Methods

This study employed an experimental research model (Quasi-experimental design) to study how the English language class relying on CEFR was arranged. The main focus of the work was on the effects of the Communicative Language Teaching and Task-based learning on the students' pronunciation ability. The study took place in two rural schools in a small district called Phra Yuen, Khon Kaen Province. The procedure lasted for one semester (months)

The participants

The participants were 33 non-English background first graders and 19 English language teachers in the district. The research design is experimental. The lessons were designed and planned according to CEFR can do with the three language teaching and learning approaches: (1) Communicative Language Teaching, (2) Task-Based Learning and (3) Phonics Teaching Theory.

Research Instrument

This research employed 2 research instruments. To investigate the learning outcomes, the Pretest Posttest on phonics was used. In addition, to find how successful the lessons planned and designed with the CEFR can dos were, the interviews were employed. There were 2 groups of participants: the control group and the experimental group. The former group was taught with the designed method while the latter group was taught with a normal teaching method. the Pretest was administered to the 2 groups prior to the start of the experiment.

For the ongoing class activities, the CEFR can dos were employed as guidelines in planning and designing the learning activities. The five key concepts of task-based learning approach proposed by Nunan (1991) which are (1) Focus on learning through interaction using the target language, (2) The use of real-world instructional media, (3) Linking language learned in the classroom with language used outside the classroom, (4) Learning the language and learning process at the same time, and (5) Bringing the personal experience of the class as part of classroom learning were applied to the phonics lessons. Accordingly, the five mini phonics books were created. The tasks in in the books were therefore developed by using the explanation of the stages in using task-based activities. as explained by Willis (2012). The activities were then divided the task-based teaching into three main stages:

1. Pre-task phase which refers to the time that the instructor introduced the subject. At this stage the teacher includes useful vocabulary and phrases for the task to prepare the students for the task.

2. Task Cycle phase is the period when the instructor gives the learner the opportunity to work independently so that the learner can freely use the language. Also, students prepare the reports about their tasks. Later, the teacher asks the students to present the work in several forms, for example oral presentation, poster, role-plays and etc. After that, the instructor comments on the report.

3. Language focus phase is the time students devote to check their own language, to reflect and to examine their assumptions in the language structures.

In addition, the 19 teachers in English language undertook the English proficiency self-assessment survey and semi-structured interviews with the researcher. The survey was created using the CEFR self-assessment. The teachers read the 'can do statements' for each level and rated their proficiency accordingly. The results were to be analyzed to find the gap between the self-assessed and the perceived required level of English proficiency. The semi-structure interview was carried out to find problems, needs and to investigate participants' difficulties in teaching English language. The interview questions probed the teachers' teaching situations (school, workload, students, professional development activities), attitudes and ICT skills in teaching.

Research results

Totally the 5 Mini Phonics and 18 learning activities were used in the experiment. Table 1 show the percentage of samples who completed the task-based exercises both as group and as an individual.

The pre and posttest results

In answering the research question 1 enquiring how the CEFR can do were used as a central point of reference for teaching and lesson planning in the classroom, Table 1 and Table 2 are to be discussed. The results of using the mini phonics books revealed that 17 lessons of English language skills training were undertaken. The lessons learned in Chart 1 show the percentage of sample. Each exercise is a task-based exercise.

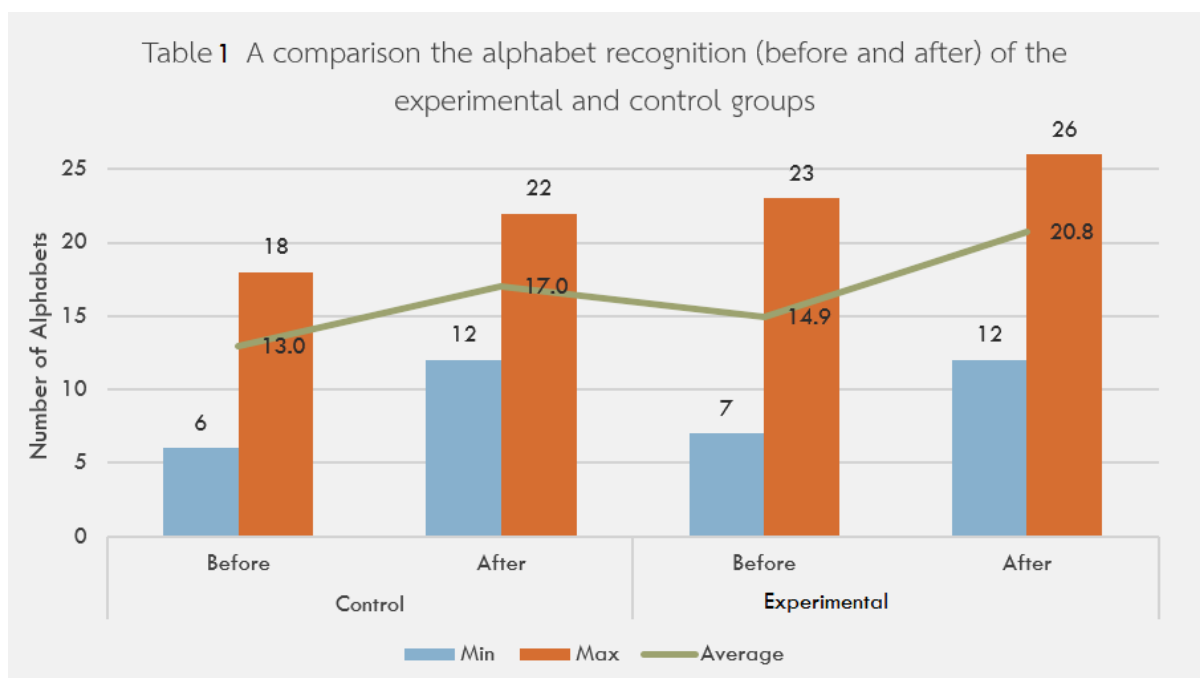
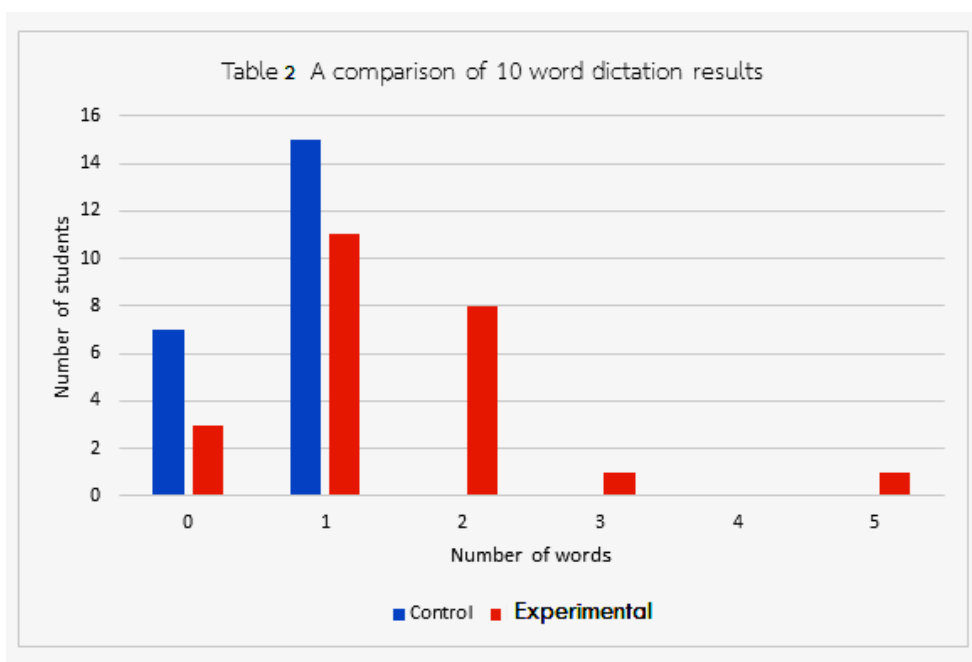


Table 1 shows that the tasks, designed with the CEFR can dos, were able to significantly increase the posttest scores of all the samples. The students could recognize the more English alphabets when tested at the end of the 17 lessons. Therefore, the research questions 1 could be that the innovation designed and planned with the CEFR can dos have the positive effects on the students' alphabets recognition ability. They were able to identify the alphabet according to the sounds they heard.

In addition, both groups were tested their listening ability of cvc (Vowel-Consonant-Vowel) words (e. g., CAT BAT BUS TON NET) with the dictation test 2 (adapted from Phonics / Decoding Screening Test). By comparing the pre and posttests' scores, it was found that they were able to match the words they heard to the words they saw better as presented in Table 2.



According to dictation test, the experimental group outdid those in the control group. From Table 2, it was found that none of the students in both groups were able to write the words they heard. The score was 0. However, the posttest results showed that both groups of learners showed the ability to write the words being dictated. 68% of the control group could write the words they heard correctly, while 88% of the participants in the experimental group were able to do this thing.

According to the results, all the 24 students in the experimental group made the scores over 50% in their Phonics training package. The observations indicated that students could make less in the first Phonics practice. This is possible that the students had not learned the vowel (a-e-i-o-u) before. They could perform better from the second phonics onward. The results were in contrast to the control group where the students could not pass at 50%.

To sum up, the pre and posttest scores in the experimental group were significantly higher than those in the control group. In fact, the students' least developmental skills were writing which was found to be mild to moderate. The mini phonics lessons, designed and planned with the CEFR can do, are therefore likely to improve students' English proficiency. It is predicted that if the time for practice was extended, the student were to be able to listen, read and write in English more fluently and precisely.

The results also indicates that innovation designed and planned according to the CEFR can dos was reliable and effective in teaching the learners to mix, decode and pronouncing words. It could help students learn how words are pronounced in English and

allowed students to analyze the language with members of the group. This was found to be a suitable way to work in the early stages of learning when learners were in need of motivation and confidence in learning. The class activities were delivered to students by engaging them with participating in the group-working atmosphere. During the practice, students planned how to get the job done and that they could learn from and use the new words (by means of speaking and writing). The production was later given feedback from the instructor. This is a significant stage of learning allowing the learners to analyze their own learning outcomes.

The CEFR, as found from this study, had considerable influence when designed along with the task-based learning activities. However, there are still significant concerns on how the teachers in the Thai educational contexts who have with limited English knowledge and competency consistently deal with the pedagogical use of CEFR. In addition, the establishment of standards of foreign language proficiency in Thailand is unclear to date. Apparently in the first case there are several ongoing training focusing on how the CEFR can do descriptors are interpreted and implemented in classrooms (e.g., assessment, goal-setting and reflective tools to develop and plan curricula and courses).

The interview results

In answering the research question number 2 on the problems and needs perceived by the teacher in using the CEFR in lesson planning and teaching, the teacher was interviewed. It was firstly found that the implementation of the CEFR in the mini phonic books, the activities designed under the Communication Language Teaching approach significantly raised students' interests and motivation to learn English. This was considered a main factor for their increased scores and also their increased ability in mixing consonants with vowels and read aloud.

However, the teacher indicated that the CEFR can dos were challenging in practice. . They can also distinguish the sound of the words with the written words. This is because the CEFR required the teacher who held good English skills and the content knowledge of the subject to deliver the lesson successfully. From the interviews with the 18 teachers in English language who were in the same district, were very enthusiastic in teaching English. However, these teachers stated that they were not confident in teaching in classes due to their English limitation. In fact, the interviews indicated that there were only 6 teachers out of 19 who had the degrees in the related fields to English. As a result, they said that they were struggled when teaching in class. Teachers used only a few English words ; for example greeting. The

main class language was the dialect (E-Saan), and they interchangeably use the central Thai language. They also tried to use English in giving commands, for example, Quiet please, Sit down, and Stand up.

When asked about the lesson planning, the teachers said they found this was hard for them to accommodate students at different grades. Usually there were only a few English teachers in a school. Thus one must teach more than one level (e. g., grade 1- 6). Teaching English from Elementary to Grade 6 made it a heavy task for teachers to prepare many lessons. Besides, the teachers were assigned extra-curricular work (e. g., coaching students for sport competitions, or doing paperwork). While the teachers believed they had the skills to use modern media to as their English language teaching tools (such as computers), the main obstacle was that the schools were unable to provide them with the ICT tools (for example audio-visual equipment, such as audio, TV, CDs and computers). In classrooms, teachers used a variety of teaching techniques such as music, conversation, and games. The teachers had considerable experiences in developing teaching materials and share with the others.

The most critical problem which could lead to the failure in implementing the CEFR into practice, as seen from the teachers was support from their schools for professional development as 13 out of 19 of them did not graduate in English majors. They were worried about their lack of confidence in teaching pronunciation, answering questions about vocabulary and structure in English in the classroom. The lack of knowledge and proficiency in English made the teachers feel uncomfortable and were unable to use commercial textbooks. Several of them thus download the ready-made lessons from the Internet to teach instead of using the activities in textbooks.

Recommendations

In English language classes, the CEFR could make positive outcomes. However, the Thai context, it requires a great deal of effort from all stakeholders. In addition, the change should cover from the attitudes toward the English education philosophies and practices to the implementation to all educational levels. The teachers are recognized one most influential factor in implementing the CEFR can dos. The results of this research are expected to lead to an appropriate teaching style for English communication in order to improve the English communication skills of first-grader students who are in the Northeastern of Thailand. This could also mean the solution for one most critical issue in the English education in all the

rural regions in Thailand. Also on the policy level, this study would result in further planning and resource support at the national and international levels.

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Title

Developing Intercultural Communicative Competence Model for English Students in
Indonesia University Context

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Abstract

This research explores students' level of Intercultural competence (IC), students practice of intercultural communicative competence (ICC), and students' strategies to develop a model of ICC. The researcher modified Michael Byram's ICC model (1997) based on dimensions that encompasses Attitude, knowledge, skills and awareness for developing students' ICC from diverse culture. Specific focus is on students' speaking skills development. The purpose of this research is to apply the ICC model based on Byram's model for students in Indonesia universities. The researcher used the quantitative and qualitative method that refer to large studies in which the researcher collect data from a number of sites and employs a variety of quantitative and qualitative data-collection and analysis students' level of IC, students' practice in ICC, and students' strategies to develop ICC model. Quantitative method is applied in order to find out the students level of IC and Qualitative method then are use to determine the students practice of ICC, students strategy to develop model of ICC to improve students ICC especially on the spoken part. The subject of this research were 4 (Four) students in four grade levels with two classes, all English students at English study program of STKIP Yapis Dompu-NTB. Five primary data collection techniques were used: Questionnaire, Interview, Observation, field note, and Documentation. The result of this research indicated these 4 (Four) students are different level of intercultural competence (IC). The students practice of ICC are knowledge, attitude, skills, and behavior (New Model). The researcher modified Byram's ICC (Michael Byram, 1997) within different objectives, farther, new model will improve students' intercultural communicative competence (ICC) especially 'Spoken'.

Key words: *Intercultural Competence, Students' Competence, Model of ICC.*

1. Introduction

Indonesia has complicated web of culture, it has 726 different language in this country (Crystal, 2000: 4, and Martin et al, 1999: 48) it means that's Indonesia has 23 Million native speakers and 140 million second language speakers who speak it along their local language and mother tongue with divers tribal customs and has large numbers of international communities (Malaya, Chinese, Japanese, Singapore, Etc) and all these different groups cultural within Indonesia. Intercultural Communicative competence (ICC) has been a vital issue since the world began. Intercultural competence can end disputes, save lives, radically transform the existence of million of people; it can lubricate the wheels of education, industry and business; it can help teams win, whether they be sports teams or teams of international aid workers. Intercultural competence has been defined, in general terms, as 'the ability to interact effectively with people from cultures that we recognize as being different from our own' (Guilherme, 2000: 297).

Many research results argued that the English proficiency of the Indonesian university students' is still low. "The Ministry revealed of Higher Education has conducted many efforts suchs as held workshop and educational training and also provide a lot of scholarship for students to pursue their study for the purpose of increasing their proficiency" (Kwelju, 2001: 35). Increasing the English Proficiency should be the main objective of every lecturers, teachers, educator, students or stakeholder because it is a primary need for Indonesian nowadays. Based on the researcher preliminary observation at English study program of STKIP Yapis Dompu-NTB showed, that the majority of the student end up with a fairly good command of the English grammar, sentence structure and list of vocabulary items (lexis) but with no competence for the language use. Lecturers emphasized the teaching competence in macro teaching-skills (speaking, listening, reading, and writing), and micro-skills (vocabulary and grammar) without emphasizing the developing intercultural communicative competence (ICC).

The importance of studying intercultural communicative competence (ICC) models is face-to-face interactions among people of deverse cultures 'in a more specific way, intercultural communication is a process of the exchange of thoughts and meaning between people of different cultures'. The interactions between people from different cultures have

had becoming increasingly extensive, for instance, some people may go to a foreign country to receive their education and some others may work in a multinational firm and accept a job assignment in other country. Intercultural communicative is needed in globalization era and in international trade. This kind of intercultural interaction has already become inevitable and necessary. In order not to be left behind, intercultural competence is insisted to be developed to pace the world economy. All the countries in the world have to contact, exchange information and cooperate with other countries more frequently than ever before. The other important efforts of colleges and universities in designing programs aiming at developing students leadership and ability to interact with people from other culture within a models of intercultural communicative competence (ICC), and leading in global intercultural environment. The leaders must prepare in 'mind-set hear-set and skills-set that can carry across cultural boundaries' (Deadorff, 2009: 67).

My interest in this research comes from a variety of sources. Firstly from my travelling experiences to develop my intercultural communicative competence (ICC) in diverse settings, which lead me to the process (and it is process which still continuos) of examining cultural assumptions and a relativisation of cultural beliefs, values and world views. Secondly my interest comes from my experience in Philippines, as a speakers in AsianEFL, Malaysia/Malaya, Nanjing-China to be a speaker in an AsiaTEFL conference for improving my attitude, knowledge, skills, and awareness related to improve intercultural communicative competence (ICC) with different culture, learning another culture, language, situations, environment etc. This experience opened up the models of intercultural communicative Competence (ICC) of language learning for my student. Students need to learnt culture from different countries the glove, just like my experiences of learning the other world view and culture. Two things became particularly apparent to them as my experience progressed. Firstly, despite of many years of spending to learn English my students are unable to use their English to communicate. Secondly, many of the students have low attitude, knowledge, skills, and awareness, so that their culture and their language use are incompetent when they communicate with the native speakers (tourist/visitor) as Dompou and Bima is tourism destination location. Students suppose to use English in tourism situation in which they can find themself the way to communicate without knowing different culture, in fact, the students do not use English so that tourist or visitor feel uncomfortable. While the causes of this situation are diverse and complex, I felt that the different cultural contexts for implements language use were most likely a significant part of this.

The purpose of this study is to develop a model of intercultural communicative competence (ICC) by (Byram, 1997-2008) for my English language teaching with the aim for developing the intercultural communicative competence (ICC) model for students in university context. This research tries to grasp the vision of understanding intercultural communicative competence (ICC) model and raise the ICC based on dimensions such as attitude, knowledge, skills, and awareness at English study program of STKIP Yapis Dompun-NTB. It attempts to design a model of intercultural communicative competence (ICC) dealing with different strategies or models accelerate intercultural communicative of the students.

2. Literature Review

a. Definition of intercultural communicative competence (ICC)

Intercultural communicative competence “as the speaker's ability to interact effectively with people from other cultures that he/she recognizes as being different from his/her own. It is understood as the ability to cope with one's own cultural background in interaction with others” (Bachman, 1990 and Savigno, 1983). To complement this (Byram, Gribkova, & Starkey, 2002), claim that intercultural competence is defined as the “ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality”.

Intercultural communicative competence is ability to negotiate cultural meanings and to execute appropriately effective communication behaviours that recognise the interactants' multiple identities in a specific environment (Chaen and Starosta, 1996: 358 as cited by Franklin, 2009: 52). Intercultural Communicative Competence (ICC) is the process occurring when the producers and receivers of a message belong to different cultures....and can be used for multiple purposes, such as for foregrounding teachers' preconceived notions of learner groups and for evaluating the sociocultural appropriateness of their proposed language teaching methodology for particular target learner (Dogancay-aktuna, 2005: 100). Intercultural competence that is the ability to behave effectively and appropriately in interacting across cultures (Nakayama, 2010: 47). Improving Intercultural competence means using your knowledge, motivation, and skills to deal appropriately and effectively with cultural differences (Koester, 2010: 72). Intercultural competence is “the ability to interact

effectively with people from cultures that we recognise as being different from our own” (Guilherme, 2000: 297). (Byram, 1997a: 3).

b. Level of intercultural competence (IC)

Level of intercultural competence requires a combination of holistics and analytic thinking. Four levels of intercultural competence: (1) unconscious incompetence, (2) conscious incompetence, (3) conscious competence, and (4) unconscious competence.

1) Unconscious Incompetence

Unconscious incompetence is the “be yourself” approach, in which we are not conscious of differences and do not need to act in any particular way. Sometimes this works. However, being ourselves works best in interactions with individuals who are very similar to us. In intercultural contexts, being ourselves often means that we’re not very effective and don’t realize our ineptness (Nakayama, 2010: 473).

2) Conscious Incompetence

At the level of conscious incompetence, people realize that things may not be going very well in the interaction, but they are not sure why. Most of us have experienced intercultural interactions in which we felt that something wasn’t quite right but couldn’t quite figure out what it was. This describes the feeling of conscious incompetence (Nakayama, 2010: 473).

3) Conscious Competence

As instructors of intercultural communication, we teach at a conscious, intentional level. Our instruction focuses on analytic thinking and learning. This describes the level of conscious competence. Reaching this level is a necessary part of the process of becoming a competent communicator. Howell would say that reaching this level is necessary but not sufficient (Nakayama, 2010: 473).

4) Unconscious Competence

Unconscious competence is the level at which communication goes smoothly but is not a conscious process. You’ve probably heard of marathon runners “hitting the wall,” or reaching the limits of their endurance. Usually, inexplicably, they continue running past this point. Communication at the unconscious competent level is like this. This level of competence is not something we can acquire by consciously trying to. It occurs when the analytic and

holistic parts are functioning together. When we concentrate too hard or get too analytic, things don't always go easier (Nakayama, 2010: 473).

c. Models of intercultural communicative competence (ICC)

1) Michael Byram (1997-2008) Model

The dimensions of ICC in Byram's model include (1) Attitude, (2) Knowledge, (3), Skills, and (4) Awareness.

	Skills Interpret and relate	
Knowledge Of self and other; of interaction; individual and societal	Education Political education Critical cultural awareness	Attitude Relativising self Valuing other
	Skills Discover and/or interact	

Figure 1: Dimensions of ICC (Byram, 1997-2008)

Byram specifies the components of ICC by providing a detailed description of each: attitudes concern the ones towards people perceived as different, in other words attitudes that are frequently labeled as prejudices or stereotypes. The attitudes required for successful IC need to include curiosity, openness, and readiness to suspend disbeliefs and judgments about other cultures and about one's own.

Byram distinguishes two types of knowledge: (1) knowledge of social groups and their practices in one's own or in one's interlocutor's country, and (2) knowledge of the process of societal and individual interaction. These kinds of knowledge are partly acquired through socialization (1) and institutionalized learning (both 1 and 2).

The third set of components are skills: the ability to apply knowledge and tailor it to different situations. The two distinct categories established are (1) skills of interpreting and relating, and (2) skills of discovery and interaction. The skills of interpreting and relating are used when individuals, drawing on their previous knowledge, are required to analyze, interpret and relate to a manifesto of a different culture; whereas the skills of discovery and interaction denote the ability to recognize significant cultural phenomena, elicit their meanings and find out

how they interact with other phenomena, thus, the ability to acquire new knowledge. In other words, the required skills include the ability of making use of existing knowledge together with the ability to recognize and acquire new knowledge in the course of the interaction. There is a fourth component: critical cultural awareness that enables individuals to critically evaluate perspectives, practices and products of their own, and their interlocutors' cultures (Byram, 1997: 55).

The fifth component (Savoir s'engager) was later added by (Byram, 1997) in order to include a political dimension to the model. Who uses the different components of this model for her study offers her interpretations for savoirs, savoir-apprendre, savoir-faire and savoir-être (Sercu, 2000). Engages with three of these competences (savoir, savoir- faire and savoir-apprendre) (Fenner, 2006). Refer to and offer their interpretations of three of these dimensions (knowledge/savoirs, know-how/savoir-faire, being/savoir-être) which can be assessed (Lazar, et.al, 2007). Focuses on critical cultural awareness (Guilherme, 2002).

<u>Skills</u> <i>Savoir Comprendre</i>		
Byram, 1997 interpret and relate ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own		
Knowledge Savoirs	Education Savoir s'engager	Attitudes Savoir etre
<u>(Byram, 1997)</u> Of self; of other; of interaction: of social groups and their products and practices in one's own and in one's	<u>(Byram, 1997)</u> political educationcritical cultural awareness ability to evaluate critically and on the	<u>(Byram, 1997)</u> relativising self Valuing other curiosity and openness, readiness to suspend disbelief about other cultures

<p>interlocutor's country, and of the general processes of societal and individual interaction</p> <p><u>(Sercu, 2000)</u></p> <p>the acquisition of a body of knowledge about a particular target culture or a group of cultures</p> <p><u>(Fenner, 2006)</u></p> <p>declarative knowledge</p> <p><u>(Lazar et al., 2007)</u></p> <p>intercultural awareness: the understanding of the relation between the world of origin and the world of target communities</p>	<p>basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries</p> <p><u>(Guilherme, 2002)</u></p> <p>a reflective, exploratory, dialogical and active stance towards cultural knowledge and life that allows for dissonance and conflict as well as for consensus, concurrence, and transformation</p>	<p>and belief about one's own</p> <p><u>(Sercu, 2000)</u></p> <p>a general disposition of respect and tolerance towards cultural differences, essential for entering into and maintaining intercultural contacts</p> <p><u>(Fenner, 2006)</u></p> <p>existential knowledge directly concerned with cultural competence</p> <p><u>(Lazar et al., 2007)</u></p> <p>cultural awareness, the understanding of other cultures which should lead to their acceptance and valorization and ultimately the integration of other values than those of one's culture</p>
<p>Skills</p> <p>Savoir apprehender/savoir faire</p>		
<p><u>(Byram, 1997)</u></p>		

<p>discover and interact</p> <p>ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction</p>	
savoir-apprehenre	Savoir-faire
<p><u>(Byram and Zarate, 1997b)</u></p> <p>capacity to develop and operate an approach to interpreting cultural phenomena which reveals unknown meanings, beliefs, and practices from a language and culture with which the learner is not familiar Sercu, 2000 the ability to learn cultures</p> <p><u>(Fenner, 2006)</u></p> <p>ability to learn</p>	<p><u>(Byram and Zarate, 1997b)</u></p> <p>a combination of savoirs, savoir-être and savoir-apprendre in situations of bi-or multilingual contact</p> <p><u>(Sercu, 2000)</u></p> <p>the ability to apply these skills to hitherto unknown intercultural situations or cultural phenomena</p> <p><u>(Fenner, 2006)</u></p> <p>skills and know-how</p> <p><u>(Lazar et al., 2007)</u></p> <p>ability to function linguistically in the target language by using different language strategies in order to communicate with those of other cultures, and the capacity to overcome stereotyped relationships</p>

Figure 2: The five Savoirs.

It is evident that as IC is a complex concept, it consists of a number of components. The model is not necessarily exhaustive, but it has been repeatedly reproduced and is considered the most agreed-upon definition. It reveals that ICC covers not only the cognitive but also the behavioral and affective domains (Byram, 1997).

2) Precht and Davidson Lund (2007: 68) Model

This model of intercultural competence developed by the INCA Project.

	(A) Motivation	(B) Skill/ Knowledge	(C) Behavior
1. Tolerance for ambiguity (TA)	Readiness to embrace and work with ambiguity	Ability to handle stress consequent on ambiguity	Managing ambiguous situations
2. Behavioral flexibility (BF)	Readiness to apply and augment the full range of one's existing repertoire of behavior	Having a broad repertoire and the knowledge of one's repertoire	Adapting one's behavior to the specific situation.
1. Communicative awareness (KD)	Willingness to modify existing communicative convention	Ability to identify different communicative conventions. Levels of foreign language competencies and their impact on intercultural communication	Negotiating appropriate communicative conventions for intercultural communication and coping with different foreign language skills
2. Knowledge discovery (KD)	Curiosity about other cultures in themselves and in order to be able to interact better with people.	Skills of ethnographic discovery of situation-relevant cultural knowledge (including technical knowledge) before, during and	Seeking information to discover culture-related knowledge.

		after intercultural encounters.	
3. Respect for otherness (RO)	Willingness to respect the diversity and coherence of behavior, value and belief systems.	Critical knowledge of such systems (including one's own when making judgments).	Treating equally different behavior, value and convention systems experienced in intercultural encounters.
4. Empathy (E)	Willingness to take the other's perspectives.	Skills of role-taking de –taking de-centering; awareness of different perspective	Making explicit and relating culture-specific perspectives to each other.

Figure 3: Model IC developed by the INCA (Precht and Davidson (2007: 68).

However, one key difference between Byram's model and others presented in this model is located firmly in the context of the teaching and learning of foreign languages in schools. The detailed objectives that he identifies (and which space limitations prevent us from presenting here) represent broad educational goals, many of which require long-term exposure for their development. In this sense, some of the details of his model are less applicable to non-school contexts, where more immediate results are desired. Nevertheless, Byram's model influenced the thinking of the INCA Project team (of which he was a member). This project involved academic experts (mostly linguists) and engineering employers from Austria, the Czech Republic, Germany and the United Kingdom, and its aim was practical: 'to develop a valid framework of intercultural competence and robust instruments for assessing intercultural competence to meet the needs of employers' (Precht and Davidson as cyted by Franklin, 2009: 68).

3) Ruben's (1976) Model

Behavioral approach to intercultural communicative competence (ICC). Having a behavioral basis, this model describes competence based on monitoring actions and behaviors. This monitoring process evaluates communicative competence in terms of how a person's knowledge, attitude, or intention towards the host culture is reflected in his or her behavior in different situations. (Ruben, 1976) listed seven dimensions of ICC:

- *Display of respect*: simply showing respect to others.
- *Interaction posture*: treating others in a nonjudgmental way.
- *Orientation to knowledge*: realizing that people view the world from different perspectives.
- *Empathy*: putting oneself in someone else's shoes.
- *Self-oriented role behavior*: asking for information and playing a role in groups.
- *Interaction management*: interacting and taking turns in discussions.
- *Tolerance for ambiguity*: handling new situations in relative comfort.

This behavioral model had a great influence on ICC assessment tools as it opened the door to performance assessments that monitor actions, rather than self-reporting (Ruben, 1976 as cited by Shoman and Mahmod M, 2011: 34).

4) Risager (2007) Model

Risager (2007) constructed her model on the basis of Byram's. She built upon his concept of multiple competences and further defined both broad and narrow competences. She described ICC in terms of ten different competences and skills:

- *Linguistic (linguastructural) competence*
- *Linguacultural competences and resources*: semantics and pragmatics
- *Linguacultural competences and resources*: poetics
- *Linguacultural competences and resources*: linguistic identity
- *Translation and interpretation*
- *Interpreting texts (discourses)*
- *Use of ethnographic methods*
- *Transnational cooperation*

- *Knowledge of language as critical language awareness, also as a world citizen*
- *Knowledge of culture and society and critical cultural awareness, also as a world citizen* (Risager, 2007: 227 as cited by Shoman and Mahmud M, 2011: 36).

5) Bennet's (1986) Model

Bennett's developmental model of intercultural sensitivity. DMIS, on the other hand, is the outgrowth of research in the field of IC in North America. Bennet's model was not exclusively designed for academic purposes; it targeted individuals in different corporate. Utilizing the concepts of psychology and constructivism, this model was based on observing phases that individuals undergo during the process of achieving considerable competence as intercultural communicators. Bennet's view is that such observations can help predict future stages the communicator will face, and hence work through education on developing his or her skills to be a better intercultural communicator.

The DMIS is divided into two stages. The first is ethnocentric, whereby the learner's own culture is central in constructing his or her view of the world, and it comprises:

- *Denial of cultural difference*
Denial: Here, cultural differences in other people are not identified and if they are, cultural others are perceived as less human' than the self.
- *Defense against cultural difference*
Defense: One's own culture is experienced as the only true culture. Others are perceived in stereotypical images as less real than the self.
- *Minimization of cultural difference*
Minimization: Individuals at this third and final stage of ethnocentrism minimize cultural differences as they believe that universal values apply to all human beings and still lack cultural self-awareness.

The second stage is ethno relative, where one's own culture is viewed in context of other cultures, and it comprises:

- *Acceptance of cultural difference*

Acceptance: The first stage of ethno relativism acknowledges and respects behavioral and value differences since people become aware of their own cultural contexts but do not necessarily accept all cultural differences.

- *Adaptation* to cultural difference

Adaptation: Here individuals cultural frames of reference' by integrating other cultural beliefs and behaviors to their own. They experience intercultural empathy and adapt their behavior to the target culture.

- *Integration* of cultural difference

Integration: Other cultural frames of reference have been integrated into one's identity; people are no longer at the center of any' culture which can be a profoundly alienating experience'. FLE can therefore contribute to learners' intercultural sensitively and help them move through the above stages.

This model has been the foundation of several curricula aiming at developing intercultural education and assessment tools. Though well-defined, it is not relevant for the scope of my study as it focuses on sensitivity rather than competence, while other models incorporate both (Bennett's, 1986 as cited by Shoman and Mahmod M, 2011: 36)

6) Byram, Kuhlmann, Muller Jacquier, and Budin-Intercultural Competence assessment (INCA).

INCA developed a framework for assessing intercultural communicative competence (ICC) based on actual observations of the elements of interaction between groups of people who possess different cultural backgrounds. Constructed on the basis of solid theoretical work by Byram and other European researchers (Kühlmann, Müller-Jacquier and Budin), INCA designed a suite of assessment tools (INCA online, portfolios) which does not exclusively target language learning but assesses ICC in any discipline on the basis of both language and subject knowledge competence. INCA adopts an operational definition of IC: "Intercultural competence enables you to interact both effectively and in a way that is acceptable to others when you are working in a group whose members have different cultural backgrounds".

Although INCA does not provide a framework for developing ICC, its assessment tools can be used as guidelines towards assessing and there on

developing its different dimensions. The INCA tool comprises assessment scenarios, questionnaires, role-plays and internet-based test materials. Assessment is the outcome of two sets of elements, one for the assessor and one for the assessed. Each element comprises three skill levels: basic, intermediate, and full.

The INCA assessor's manual lists six dimensions of IC:

- *Tolerance for ambiguity*: the ability to accept lack of clarity and ambiguity, and deal with it constructively.
- *Behavioral flexibility*: the ability to adapt one's own behavior to different requirements and situations.
- *Communicative awareness*: the ability to establish relationships between linguistic expressions and cultural contents, to identify, and consciously work with, various communicative conventions of foreign partners, and to modify correspondingly one's own linguistic forms of expression.
- *Knowledge discovery*: the ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.
- *Respect for otherness*: curiosity and openness, the readiness to suspend disbelief about other cultures and belief about one's own.
- *Empathy*: the ability to intuitively understand what other people think and how they feel in concrete situations.

INCA manual for the assessed simplifies the six dimensions of IC into three:

- *Openness*: to be open to the other and to situations in which something is done differently. (respect for others + tolerance of ambiguity)
- *Knowledge*: not only wanting to know the 'hard facts' about a situation or about a certain culture, but you also want to know, or you know something about, the feelings of the other person. You also know how your interlocutor feels. (knowledge discovery + empathy)
- *Adaptability*: to be able to adapt your behavior and your style of communication. (behavioral flexibility + communicative awareness) (Byram,

Kuhlmann, Muller Jacquier, and Budin as cited by Shoman and mahmod M, 2011: 39-40).

7) Fantini (2006) - Exploring and assessing intercultural competence.

Considering the strong points of the project discussed above and all other seminal works in the field of ICC, Alvino Fantini initiated an extended project to explore and assess intercultural outcomes in program participants worldwide. Conducted by the Federation of the Experiment in International Living (FEIL), it received funding support from the Center for Social Development at Washington University in St. Louis. Its initial phase was reported on by (Fantini, 2006). The main purpose of the project was to develop a framework for ICC, develop an assessment tool, and examine ICC outcomes on participants in civic service programs.

The fact that the project incorporated a review of 138 articles and studies gives it a strong theoretical framework. The project listed the components of ICC as follows:

- *A variety of traits and characteristics:* flexibility, humor, patience, openness, interest, curiosity, empathy, tolerance for ambiguity, and suspending judgment, among others;
- three areas or domains:
 - The ability to establish and maintain relationships;
 - The ability to communicate with minimal loss or distortion; and
 - The ability to collaborate in order to accomplish something of mutual interest or need.
- four dimensions:
 - knowledge;
 - (positive) attitudes/affect;
 - skills; and
 - awareness.
- Proficiency in the host language
- Varying levels of attainment throughout a longitudinal and developmental process:

Levels of attainment of intercultural communicative competence (ICC).

Level	Description	Stay in host Culture
Level 1	Educational Traveler	participants in short-term exchange programs (1-2 Month)
Level II	Sojourner	participants engaged in extended cultural immersion, e.g., internships of longer duration, including service programs (3-9 months)
Level III	Professional	Individuals working in intercultural or multicultural contexts; e.g., staff employed in international institutions or organizations.
Level IV	Intercultural/ Multicultural Specialist	Trainers and educators engaged in training, educating, consulting, or advising multinational students.

Figure 4: level of attainment of ICC

As listed above, Fantini offers a complete grid of all aspects of ICC and that is by far the most thorough analysis of the concept of ICC of all reviewed models. The four dimensions: knowledge, attitudes, skills, and awareness in addition to proficiency in the host language are used in this study as guidelines for designing a proposed framework associating ICC with Arabic varieties as a main component of proficiency in Arabic.

Besides providing a solid hierarchy of ICC, the project has a major outcome by providing a well-established, reliable assessment tool that could be universally employed in research as well as in designing language curriculum and classroom evaluations (Fantini, 2006 as cited by Shoman and mahmod M, 2011: 41-42).

3. Method

The researcher applies of both quantitative and qualitative methods, researcher modified Michael Byram (1997) related to dimension of ICC model, and step of ICC are modified from Borg and Gall, 1983. Five primary data collection techniques were used: Questionnaire, Interview, Observation, field note, and Documentation.

Participant of this research are four students at English study program of STKIP Yapis Dompou-NTB. The students generally come from various tribes in the eastern of Indonesia with different ethnics, gender, social, cultures, and language.

4. Findings

a. Student A

Level of intercultural competence (IC) from student at English study program of STKIP Yapis Dompou-NTB is conscious incompetence where in quantitative research is **Pre Conscious Incompetence**, N=96, Mean= 3.6643, Std Deviation= 88997, Minimum= 2.08, Maximum=4.69. **Post Conscious Incompetence**, N=96, Mean= 4.708, Std. Deviation= 81472, Minimum= 4.41, Maximum= 6.00. where At the level of conscious incompetence, people realize that things may not be going very well in the interaction, but they are not sure why. Most of us have experienced intercultural interactions in which we felt that something wasn't quite right but couldn't quite figure out what it was. This describes the feeling of conscious incompetence (Nakayama, 2010: 473).

Student practice of intercultural communicative competence (ICC) at English study program of STKIP Yapis Dompou-NTB that is knowledge, attitude, skills, and behavior. Students strategies to improve intercultural communicative competence (ICC) through chat rooms, text chat, e-mail, watching film, and instants message.

b. Student B

Level of intercultural competence (IC) from student at English study program of STKIP Yapis Dompou-NTB is unconscious competence where in quantitative research is **Pre Unconscious Competence**, N=96, Mean= 3.6788, Std. Deviation= .64538, Minimum= 2.27, Maximums= 4.72.). **Post Unconscious Competence**, N=96, Mean= 4.0000, Std. Deviation= .45677, Minimum= 3.22, Maximum= 4.22.). as the level of intercultural competence (IC), it means, **Unconscious competence** is the level at which communication goes smoothly but is not a conscious process. You've

probably heard of marathon runners “hitting the wall,” or reaching the limits of their endurance. Usually, inexplicably, they continue running past this point. Communication at the unconscious competent level is like this. This level of competence is not something we can acquire by consciously trying to. It occurs when the analytic and holistic parts are functioning together. When we concentrate too hard or get too analytic, things don’t always go easier.

Other student practice of intercultural communicative competence (ICC) at English study program of STKIP Yapis Dompnu-NTB encompasses knowledge, attitude, skills, and behavior. Students strategies to improve intercultural communicative competence (ICC) through audio conference, tele-tandem, tele-collaborative, video conference-Skype, discussion forum between people from different culture, and training of trainer.

c. Student C

Level of intercultural competence (IC) from student at English study program of STKIP Yapis Dompnu-NTB is conscious competence where in quantitative research is **Pre Conscious Competence**, N=96, Mean= 3.4215, Std. Deviation= .39474, Minimum= 2.45, Maximum=3.82. **Post Conscious Competence**, N=96, Mean= 3.9917, Std. Deviation= .45899, Minimum= 3.36, Maximum= 4.82. conscious competence as instructors of intercultural communication, we teach at a conscious, intentional level. Our instruction focuses on analytic thinking and learning. This describes the level of **conscious competence**. Reaching this level is a necessary part of the process of becoming a competent communicator. Howell would say that reaching this level is necessary but not sufficient (Nakayama, 2010: 473).

Student practice of intercultural communicative competence (ICC) at English study program of STKIP Yapis Dompnu-NTB is knowledge, attitude, and skills. Student strategies for improve intercultural communicative competence (ICC) through video conference-Skype, voice chat, audio conference, chat rooms, asking question-expression opinion, tele-collaborative, to be a speaker in the conference, and short study abroad.

d. Student D

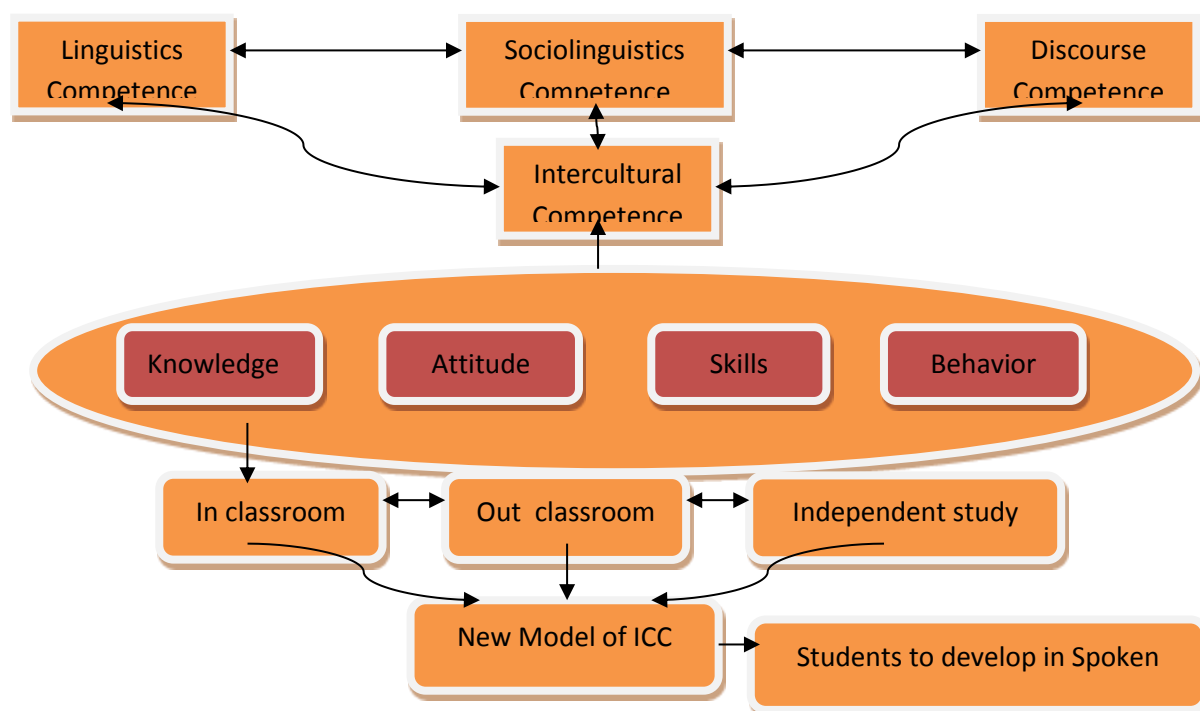
Level of intercultural competence (IC) from student at English study program of STKIP Yapis Dompnu-NTB is conscious incompetence where in quantitative

research is **Pre Conscious Incompetence**, N=96, Mean= 3.6643, Std Deviation= 88997, Minimum= 2.08, Maximum=4.69. **Post Conscious Incompetence**, N=96, Mean= 4.708, Std. Deviation= 81472, Minimum= 4.41, Maximum= 6.00. where At the level of conscious incompetence, people realize that things may not be going very well in the interaction, but they are not sure why. Most of us have experienced intercultural interactions in which we felt that something wasn't quite right but couldn't quite figure out what it was. This describes the feeling of conscious incompetence (Nakayama, 2010: 473).

Student practice of intercultural communicative competence (ICC) at English study program of STKIP Yapis Dompnu-NTB consist of knowledge, attitude, skills, and behavior. Student strategies to improve intercultural communicative competence (ICC) is text chat, chat rooms, tele-tandem, and voice chat.

5. Result

The based on findings above, the researcher find out related to new model of intercultural communicative competence (ICC) as below:



Result of this model will be modified versions of dimension of intercultural communicative competence (ICC) by Michael Byram. The modified versions of dimension of intercultural communicative competence (ICC) are as follows:

a. Knowledge (Savoir): of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. Includes:

- Knowledge about aspects of foreign/own culture, e.g. daily life/daily activities, institutions, verbal and non-verbal behaviour and history
- Learners ability to discover new information about historical and contemporary issues of foreign/own culture.
- The means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from and the institutions that facilitate contact or help resolve problems;
- The processes and institutions of socialisation in one's own and one's interlocutor's country;
- Institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them.
- The processes of social interaction in one's interlocutor's country;

b. Attitude (Savoir Etre): Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. This dimension includes English students abilities to

- Interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;
- Readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence;
- Readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction;

c. Skills of Interpreting and relating (Savoir Comprendre): Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own. Includes ability to

- Identify ethnocentric perspectives in a document or event and explain their origins;
- Identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present;

d. Skills of intercultural interaction (*Savoir faire*): Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction. Includes ability to

- Elicit from an interlocutor the concepts and values of documents or events and to develop an explanatory system susceptible of application to other phenomena;
- Identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances;
- Use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country and culture and the extent of difference between one's own and the other;
- Identify and make use of public and private institutions that facilitate contact with other countries and cultures;
- Use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture.

e. Behavior: Ability to do actions and how to interact with people from different culture through nonverbal codes. Includes ability to

- Ability to asking question
- Expressing preference
- Summarizing information
- Make personal remark

6. Conclusion

The findings of this research indicate that students level intercultural competence is conscious incompetence, and their strategies for developing ICC are Chat Rooms, Text Chat, E-mail, Watching Film, Instant Message, Audio Conference, Tele-Tandem, Tele-Collaborative, Video Conference-Skype, Discussion Forum between people from different culture, TOT, Voice Chat, Asking question, expression Opinion, To be a Speaker in the conference, and Short study abroad.

Result from this research show that new model of ICC related to dimension of ICC at English study program of STKIP Yapis Dompus-NTB encompasses knowledge,

attitude, skill, and Behavior. Researcher has modified related to the objective of ICC itself.

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Title

The Influence of Social Factors on Children's Achievement
of Acquiring Second Language

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Abstract

Social factors are believed to play a crucial role in language learning and have a major impact on second/foreign language proficiency (Ellis, 2003). The study was conducted to investigate children's English learning achievement and the impacts of social factors of parents' economic level, parents' education level, learning environment, and parents' occupation on the children's second language acquisition. Participants were 36 students and their parents from a kindergarten in Medan, North Sumatera. An eighteen item questionnaire designated to elicit the required information on the social factors was used for data collection. The face and content validity of the instrument was ensured. Reliability coefficient of 0.84 was obtained. All available data were processed by SPSS 17.0 for descriptive, correlation, ANOVA, and predictive analyses. Finding revealed that social factors have significant impact on children's English learning. Parents' economic level is the most dominant factor influencing the children's achievement, followed by environment. It was also revealed that parents' education level and children's achievement of English has no strong relationship. In addition, parents' occupation does not significantly impact on the children's achievement of second language acquisition.

Keywords: *children's achievement, second language acquisition, social factors.*

Introduction

The nation-wide implementation of English teaching for school students was one of the efforts and changes made. In Indonesia, English is a foreign language. To improve the English of Indonesian students, English has already been officially included in the curriculum, starting from Elementary School, Junior High School, Senior High School and University Level. Young children are supported to learn English from their early ages. Teachers are also supported to help students develop their skills. Teachers are trained and educated to improve their skills, learning media are also prepared well to help the students improve their English. But the fact shows that the achievement of the students in learning English is vary.

Social factors are believed to play a crucial role in language learning and have a major impact on second/foreign language proficiency (Ellis, 2003). The sociolinguistic backgrounds of a student provides him an opportunity of being better or less equipped in oral communications.

Researchers have examined individual differences in attempting to answer the question "Why some learners are more successful than others in learning a second language within the same social context?". Variables frequently discussed are motivation, age, and learning strategies.

This research investigates the social factors students/learners affecting SLA, to investigate, from a social aspect to see how parents' economic level, parents' education level, environment and parents' occupation influence students' achievement in English learning.

Review of Literature

Language Acquisition Theory

In order to fully appreciate the influence of sociolinguistics on second language learning and second language use, it is important to establish common ground in the field of second language acquisition as a point of departure (Geeselin and Long, 2014). Two different senses of SLA need to be distinguished. The term is frequently used to refer to the learning of another language (second, third, foreign) after acquisition one's mother tongue is complete. that is, labels the object of enquiry. The term is also used to refer to the study of how people

learn a second language (Ellis, 2005). In this research, SLA will be labelled as the object of inquiry and the field of study.

Behaviorism

The behaviorist believe that the first language acquisition process is controlled from outside the child, that is the stimulus given by the environment. According to this theory the most important thing is the feedback or input in the form of stimulus and output or output in the form of response.

Another factor which is also considered important by behaviorists is reinforcement. Reinforcement is something that can strengthen the response onset, when reinforcement added then the response is getting stronger. So also when the reinforcement reduced, the response will still remain strengthened.

The Identity Approach

The Identity Approach to second language acquisition adopts a distinct perspective on the relationship between the learner and the external, social environment. Under this approach learners are connected to the learning context via social identity(ies). Norton (in Geeslin and Long, 2014), defines identity as : how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future. Two principles central to this approach are: (1) the social identity of language learners is complex and dynamic, and (2) socially structured relations of power affect learners' opportunities to interact with speakers of the target language community.

Method

A survey research design was adopted. The participants of this research were 36 students of a kindergarten and their parents in Medan, namely TK Gethsemane. Questionnaires were used for data collection. It deals with the environment background of the students. There were seven (7) items designated to elicit the required information. The face and content validity of the instrument was ensured. Split- half method was used and reliability coefficient of 0.88 was obtained. All available data were processed by SPSS 17.0 for descriptive, correlation, ANOVA, and predictive analyses.

Results

F-Test

F-Test was conducted to test whether the variables X (social factors) has a simultaneously influence on variable Y.

Table 1. ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4713.333	4	1178.333	68.065	.000 ^a
Residual	536.667	31	17.312		
Total	5250.000	35			

The F-table is 2.67 in significant level of 5%. The F-count is 68.06 with significant 00.00. F count > F table and significant level of F-count (0.000) is greater than significant level of F-table (0.05). The conclusion that can be obtained that the free variables in this study, consisting of variable X1, X2, X3, X4 have a positive and significant effect. Social factors have a positive and significant influence, so they can be used to predict the children's achievement of SLA.

R-Square

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Dimension 0 1	.948 ^a	.898	.885	4.160

Table 2 above shows that the R-square is 0.898. It has a very strong relationship. R-square of 0.898 means that 89.8% of dependent variable (children's achievement of SLA) can be explained by the independent variables (social factors) discussed in this research.

T-Test

Table 3. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-6.487	5.089		.828	.212
x1	1.244	.314	.376	3.965	.000
x2	.932	.566	.134	1.648	.109
x3	1.413	.376	.448	3.755	.001
x4	1.246	.625	.137	1.992	.055

a. Dependent Variable: y

T-test shows that among the five independent variables, there are two variables that have positive and significant correlation to the dependent variable, namely parents' economic level (X1), environment (X3), and children's length of study time. Parents' occupation also has a relationship, but the effect is not so significant. And the most dominant factor that influences the achievement of children's achievement of acquiring second language is parents' economic level.

Discussion

Social factors and children's achievement of SLA are in high correlation. Parents' economic level is the most dominant factor influencing the achievement of children/students. It is found that the higher the parents' economic level is; the higher is the student's score is. Environment is the second most dominant factor influencing. Children, who live in good environment, got higher scores. Meanwhile, parents' education level and parents' occupation have no strong influence on children's achievement of SLA.

Conclusion

From the findings, it can be concluded that the achievement of learning English a second language was not due to parents' education level, parents' occupation, but to other

variables which are parents, economic level and environment. Therefore parents should give a big attention to their economic issue.. The fulfillment of students' needs is a motivation for them in learning activities. Good parents' economic level helps them optimize their talents and abilities.

Parents should try to raise their children in good environment. Because environment influences the children's achievement, beside the parents' economic level.

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Title

Innovative Web 2.0 Tools in English as a Foreign Language (EFL) Instructions:
A Case Study of a Professional Development Program

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Abstract

Realizing the importance of improving the quality of EFL teachers in this area, especially in improving their information communication technology (ICT) skills, the researcher has decided to conduct a training program to a group of EFL teachers teaching at Junior High Schools. Twenty teachers had been participated in this program. The goals of the program are to develop teachers' capacity to use effective technology to improve the learning environment of the students, and create local content interactive materials and assessments. The results show that teachers' attitude and behaviors have changed. They become more motivated and have positive attitude towards the use of technology. They are able to select and use some of the innovative web 2.0 tools in the classrooms. These also influence students' engagements, participations and learning outcomes.

Key words: *EFL, EFL teachers, professional development, technology literacy, Web 2.0*

Introduction

Many studies have been conducted in relation to the effectiveness of using technology to improve learning outcomes (see for examples : Wilburg & Butler Pascoe, 2002; Warschauer & Kern, 2000). On the other hand, the researchers also find out that there are some teachers who need training to improve their technology literacy skills (Symond, 2000). Technology literacy skills of Indonesian teachers and university lecturers are not very satisfactory as reveals by the study conducted by Son, Robb and Charismiadjji (2010:34). These teachers show highly positive attitude towards the use of technology but they seldom use technology in their own classrooms because of lack skills and training (Son, Robb and Charismiadjji (2010:34).

Although numerous studies have been conducted to find out the effectiveness of professional development, very limited studies have been conducted in relation to the effectiveness of the professional development training to improve EFL teachers' technology literacy in Ambon, eastern part of Indonesia therefore the researcher has decided to carried out this study.

The study is designed to answer the following research questions:

1. What are the teachers' perceptions and attitude towards Web 2.0 tools?
2. What are their perceptions' and attitude about the training?
3. Was the program successful in achieving goals of supporting the professional development activities and developing community of learners?

Literature Review

The development of technology such as internet and Web 2.0 has changed today's society, (Collins & Moonen, 2008) for example open communication, decentralization of authority and the freedom to share and reuse information (Alexander, 2006). Interactivity, collaboration, communication and sharing digital contents are some of the features associated with this concept (Bernett, Bishop, Dalgarno, Waycott, & Kennedy, 2012). By using Web technology, EFL teachers are able to motivate students and to create non-threatening, meaningful and affectively supportive language learning environments (Jeong, 2006).

In the teaching and learning context, these technologies can provide a lot of opportunities for the exploration of new forms of teaching and learning (Dabbagh & Reo, 2011; Fonseca & Ernesto, 2011; Jabbour, 2011). The use of technology in the classrooms is

significantly influenced by teachers' attitude or concern with technology (Atkins and Vasu, 2000). Teachers' perception and attitude are the important factors that could affect the integration of technology in the classroom (Kim, 2002). According to Lam (2000), the advantage for using technology for language teaching are also factors that influence the teachers' decision regarding technology use.

Teachers need to become familiar with Web technology and have technological competence in order to use it effectively in the classrooms (Cunningham, 2000). Therefore, teachers development programs should be provided for language teachers to deal with issues of using computers (Lee & Son, 2006). Egbert, Paulus and Nakamichi (2002) discovered that teachers who had previous experience with technology use were more likely to use CALL activities in the classroom.

Methodology

This qualitative case study aims at exploring the participants' perceptions and attitude towards the use of technology especially Web 2.0 and about the professional development program they have been participated in. The Web 2.0 tools and applications used and discussed during the PD program were limited to the tools that create or support a virtual learning environment: Moodle (Modular Object oriented Dynamic Learning Environment), and tools enabling teachers to develop their own materials: HotPotatoes and Wondershare Quiz Creator. The data were obtained through questionnaires and in depth interview and observation.

The participants are 20 (16 females and 4 males) teachers of English teaching at Senior High School in Ambon, Indonesia. The goal of the program is to develop teachers' capacity in using effective technology especially Web 2.0 to improve the learning environment and to support teaching and learning processes.

Findings and discussion

Results from 6 months implementation of the PD program demonstrate that 100 % of the teacher feels more confident to use technology in their classrooms, 100 % of them have positive attitude towards the use of technology, and 85 % of them admitted that they are capable to share their experience with their colleagues. These findings support the result of the previous studies that teachers with who have technological competence will use it effectively in the classrooms (Cunningham, 2000; Egbert, Paulus and Nakamichi, 2002).

Based on the observation, the impact on classroom instruction has improved across multiple instructional criteria. The student engagement has improved up to 30 %. The quality of instruction has improved up to 26%. The physical learning environment has increased up to 32 %. And finally, the literacy culture has improved up to 22%.

The interview revealed that 100 % of the teachers admitted that they found the training and mentoring useful and valuable. They have learned not only from the trainers but also from their colleagues and from being reflective teachers (90%). In sum, most of the teachers admitted that the program has good impact for their professional development and effective in creating a sense of community. The findings are in line with the study conducted by Jeong (2006) that using Web technology, EFL teachers are able to motivate students and to create non-threatening, meaningful and affectively supportive language learning. These also support the idea that the quality of the teacher has large impact on students' learning (Barber and Mourshed, 2007; Hattie, 2009).

Conclusion

This professional development has been successful in providing the participants with new understanding of the capacity of the Web 2.0 tools in facilitating the contributions, connectivity and collaboration among the participants. Another benefits are the improvement of the quality of classroom instructions, teaching behaviors, classroom environments and students' achievements. For the future consideration, the professional development should be well planned and carried out in a longer term to provide deeper and more contextual learning.

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Title

Helping the EFL Learners in Reading Class: Learning by Interacting with Social Media-Related Topics through Pre-Question Way

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Abstract

In helping the EFL learners comprehend the content of reading texts, they should be facilitated with good methodology and interesting material. These can help them to be active in reading activity process. This study is focused on helping the EFL learners in reading class, in this case the learning process by interacting with social media-related topic through pre-question way. Pre-questioning is useful to build the learners' interest and motivation, also activate their schemata. The objective of this study is to find out whether or not there is any significant difference between the reading comprehensions of the EFL learners who were taught by using media social-related topics through pre-question way with the EFL learners who were taught by using general topics through pre-question way. This research implemented quantitative research method. It applied quasi experimental design. The subjects of this research were the EFL learners of SMA Negeri 2 Parepare. It consisted of

two groups, namely experimental and control group. Each group consisted of 36 students. The result of the data analysis showed that the reading comprehension of the EFL learners in experimental class was not significantly different with the reading comprehension of the EFL learners in control class. The use of social media-related topics through pre-question way can improve the EFL learners' reading comprehension at SMA Negeri2 Parepare significantly. It was showed by the mean score of posttest was higher than pretest. However, the final result concluded that the t-test value was lower than t-table value. It meant that H_1 was rejected and H_0 was accepted. In other words, the EFL learners who were taught social media-related topics through pre-question way are not better than the EFL learners who were taught general topics through pre-question way.

Keywords: *Social Media Topic, Pre-Question, Reading, Comprehension*

Introduction

English as a foreign language involves four language skills, such as listening, speaking, reading and writing. Willis (1998) stated that speaking and writing are productive skills, while listening and reading are receptive skills. These four language skills can be developed from four language components or it usually called as sub skills, they are; structure, vocabulary, spelling, and pronunciation. In Indonesia, English is the first foreign language taught formally from elementary until university level. This study focused on English reading comprehension. Reading is one of the very essential skills in our life. Through reading, we can get a lot of information that will enable us to enlarge our knowledge. In addition, by reading activity people can improve their knowledge and experience, develop new concept and broaden his or her horizon of thinking.

Reading is the process of constructing meaning through the dynamic interaction among; (1) the reader's existing knowledge; (2) the information suggested by the text being read (Dutcher, 1990). It showed that when the students read a text, their thinking is monitored by connecting their prior knowledge to what they learn in the text, and when they are learning; they are in the process of understanding of the words is needed. It is because our understanding of a text comes from understanding the words of which it is composed (Ur, 1996). Consequently, with reading comprehension, students can easily to find the main idea of the text readings and identify things that are concerned with reading (Klingner, 2007). Therefore, this study assists the students to improve their reading comprehension ability

through pre-question way by utilizing social media-related topics. As concluded by a previous researcher (Souisa and Kakerissa, 2014) that the students can connect their knowledge with the offering information of the text being read. Considering these points can help teachers to design enjoyable, interactive and innovative English instruction.

Moreover, Chyntia and Vera (2013) stated that reading and thinking is a complex process. A student must know how to synthesize material from many different sources. Thinking and processing information is very complex and reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress.

Mansor and Wan Salam (2014) stated that social media enriches the learning experience by allowing students and teachers to connect and interact in new, exciting ways. Web sites such as Facebook and Twitter provide a platform where users can dialogue, exchange ideas, and find answers to questions, thus further are able to foster collaboration and discussion. This study intends to explore the social media, In reading, to comprehend the text the readers should be able to manage every part of the text especially in media social topic, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

Teacher should apply appropriate teaching way as well as method to establish the improvement of english teaching. It could make easier and enjoyably for students receive the lesson. The appropriate way should be the fusion between linguistics theories the psychological state of students and the presentation of materials. To make the best method in language teaching, it need the alertness of teacher for interpreting, comprehending, reformulating, implementing and evaluating the use. Besides, a method can be best applied if there is a real effort for teachers to make progress in learning process.

In this research, the researcher conducted a research to EFL learners exactly at SMA Negeri 2 Parepare. The school was the subject of this research because the student had several

problems in reading comprehension, one of the factors was their motivation in learning reading was low because of materials used were less attractive to students and it made them bored, so it did not reach the criteria of minimum achievement: 75. Therefore, they were lazy to read the reading text. On the other hand, the students in this school had difficulty to comprehend the text and it was influenced to their achievement on reading comprehension. They had no desire if the teacher asked them to read the text. Because of that reason, they failed when teacher gave them the task. In addition, the students had lack of motivation. (The writer had done *by interview with English teacher* in this school at Monday, January 19th, 2015).

Literature Review

Concept of Social Media

There are some people argued about media social, such as:

1. Erin and Jack (2014) stated that media social is the collective of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and application dedicated to forums, micro blogging, social network, social bookmarking, social duration and wikis are among the different types of social media.
2. Bala (2014) said that social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. The Office of Digital Communications manages the main Facebook, Twitter, Instagram, Foursquare, YouTube and Vimeo accounts”.
3. Oi Jun (2013) defined social media are used to document memories, learn about and explore things, advertise oneself and form friendship. For instance, they claim that the communication through internet based services can be done more privately than in real life.

Ennoch Sindang (WidyaiswaraMadyaPusdiklat KNPKT), therearesix types of social media:

1. Social Networks – Services that allow you to connect with other people of similar interests and background. Usually they consist of a profile, various ways to interact with other users, ability to setup groups, etc. The most popular are Facebook and LinkedIn.

2. **Bookmarking Sites** - Services that allow you to save organize and manage links to various websites and resources around the internet. Most allow you to “tag” your links to make them easy to search and share.
3. **Social News** – Services that allow people to post various news items or links to outside articles and then allows its users to “vote” on the items. The voting is the core social aspect as the items that get the most votes are displayed the most prominently. The community decides which news items get seen by more people.
4. **Media Sharing** – Services that allow you to upload and share various media such as pictures and video. Most services have additional social features such as profiles, commenting, etc. The most popular are YouTube and Flickr.
5. **Micro blogging** – Services that focus on short updates that are pushed out to anyone subscribed to receive the updates. The most popular is Twitter.
6. **Blog Comments and Forums** – Online forums allow members to hold conversations by posting messages. Blog comments are similar except they are attached to blogs and usually the discussion centers around the topic of the blog post. There are many popular blogs and forums.

Based on the explanation, the researcher concluded that the world is very close to the students. The students will be very interested and motivated to read something related to the topic of social media, both in terms of positive or negative. And the researcher focused in social network.

Benefits of Social Media for Education

Social networking has now become a necessity for any teenager or adult. As we know social networking is a place where we make friends both at home and abroad. Social networks that we know, such as Facebook, Twitter, Friendster, etc. According to Joseph Baker (2013) there have benefits of social networking to education as a follows:

1. Adaptability

With social networking students will be able to learn how to develop technical and social capabilities needed them in the face of today’s digital age. They will find ways to adapt and socialize with friends in social networks, as well as the ability to manage their friendship. This is a difficult material to be found in the class, because the social networking site they will be faced with new friends they just know, so that they will look for and taught himself how to adapt to their new friends, trying to understand what they are talking about that later will hone their ability to learn to socialize.

2. Friendship Network Expansion

Basically this is the purpose of the social network provides the opportunity for anyone to expand the network of friendship with anyone from any country, even though network they had never met before. With social networking the students can add a friendship network without having to meet in person so that they can easily create a community that is beneficial to them. Whether it be in the discussion lesson and other things that can make a positive contribution to their students.

3. Motivated

With the formation of a broad community of friends, it will be able to motivate the students to develop themselves from the material or input new friends they are connected online. They formed naturally to interact with each other so that the size of the discussions that they do will add to the knowledge of the students as a result of feedback interactions between friends. Hurling material one friend to other friends raises a set of small notes varied, this wealth of material that comes naturally from the results of friends in social networks.

Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001). Appropriate questioning can fulfill a number of different functions, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
2. Teacher question can serve to initiate a chain reaction of students interaction among themselves.
3. Teacher questions giving immediate feedback about students' comprehension.
4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Pre-Questioning

Questioning can be regarded as another type of top-down processing activity. Questions may be generated by the teacher or by the students and should be done before their reading, rather than after the reading.

1. Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.
2. According Oxford dictionary (2007), pre-question is a sentence in an interrogative form, addressed to someone in order to get information in reply.

In the same way, the questioning way which is selected and used by the teacher should maximize students' participation and success. By knowing the reasons for questioning, the teacher will encourage his/her students to participate in classroom activity.

Kinds of Pre-Questioning

Harmer (2002) stated that, there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

1. Pre-questioning before Reading to Confirm Expectations

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

2. Pre-questioning before Reading to Extract Specific Information

Pre-questioning as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.

3. Pre-questioning before Reading for General Comprehension

In this case pre-questioning used to build up the students' prior knowledge.

4. Pre-questioning before Reading for Detailed Comprehension

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

Based on the explanation above, in this study the writer concerned fourth kinds of pre-questioning. In order to deal with students' background knowledge and activating schemata. Related to this study, the writer used pre-questioning with Indonesian version, because the form of pre-questioning is only to deal the students' background knowledge. Thus, the

students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

Methodology

In this research, the researcher applied quasi-experimental design. The data were analyzed from writing test. The researcher used two groups design with different treatment, namely; experimental group and control group. To make it clear, the researcher formulated the following figure (Gay, 2006)

$$\begin{array}{l} \text{E} = \quad \text{O}_1 \quad \text{X}_1 \quad \text{O}_2 \\ \text{C} = \quad \text{O}_1 \quad \text{X}_2 \quad \text{O}_2 \end{array}$$

Where :

E = Experimental Group

C = Control Group

O₁ = Pretest

O₂ = Posttest

X₁ = Treatment for experimental group

X₂ = Treatment for control group

The population of the research was the EFL learners of SMA Negeri 2 Parepare, located in South Sulawesi Province. The researcher applied cluster random sampling technique to choose sample. One class was experimental class consisted of 36 students and another as control class consisted of 36 students. So, the total sample is 72 students. This research used 4 items of essay test (considering the kind of pre-question) and 6 items of true-false test, the total of test consisted of 10 items. The tests applied in the pretest to find out the achievement of the students before giving treatment, and posttest used to find out the achievement of the students after giving treatment.

This research was conducted in four times meetings in helping the EFL learners in reading class, in this case they learned by interacting with social media-related topics through pre-question way. It was conducted in experimental class. But, in control group, it used general topics through pre-question way for four times meetings. The teaching and learning process conducted in experimental class described in the following steps, they are;

1. First Meeting:

- a. The researcher greeted the students.
- b. The researcher gave motivation to the students before teaching process.

- c. The researcher explained about the hortatory exposition text and the title is "*Is Social network good for us?*"
 - d. The researcher gave a question about the title.
 - e. The students gave opinion and collected detail information based on the question from the researcher.
 - f. The argument was responded by other students.
2. Second Meeting;
- a. The researcher greeted the students.
 - b. The researcher gave motivation to the students before teaching process.
 - c. Making some groups consisted of 4 students in every group.
 - d. The student read the text about "*Is Social network good for us?*"
 - e. The students discussed about positive and negative impact and solution in the text.
 - f. The student answered the question based on the text.
3. Third Meeting;
- a. The researcher explained about the hortatory exposition text the title is "*People Shouldn't Share Their Problems in Social Network*"
 - b. The researcher gave a question about the title.
 - c. The students gave opinion and collected detail information based on the question from the researcher.
 - d. The argument was responded by other students.
4. Fourth Meeting;
- a. The researcher made group consisted of 4 students in every group.
 - b. The students read the text about "*People Shouldn't Share Their Problems in Social Network*".
 - c. The students discussed about positive and negative impact and resolution in the text.
 - d. The student answered the question based on the text.

Besides, the treatment process in control group used general topics but with the similar way. There are topics given to the students in control group, namely; *Let's Make City Clean and Fresh*; *Where Should Be after High School*.

The collecting data was analyzed quantitatively. This quantitative analysis employed statistical calculation to test the hypothesis. Among those formulas to analyze data, the researcher chose SPSS. Some formulas in this research to process the data as follows:

1. Scoring the students answer

$$\text{Score} = \frac{\text{Students' gained score}}{\text{The total maximum score}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005)

2. Scoring the student's answer by using the following formula.

a. True- False test

Table 1. Scoring the students reading comprehension

Indicator	Score
Correct answer	1
Wrong answer	0

b. Essay test

Indicator	Score
The answer is grammatically correct and the idea is true	5
Some grammatical errors but the idea is true	3
Many grammatical errors and the idea is nearly true false	1
Many grammatical errors and the idea is false	0

(Dirjen Pendidikan Dasar dan Menengah, 2005)

3. Identifying the student's classification ability on reading comprehension.

The researcher used the formula that is represented as follow:

Table 2. Classification of ability on reading comprehension

No	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤40

(Dirjen Pendidikan Dasar dan Menengah, 2005)

4. The mean score of the students' achievement :

Researcher used "IMB SPSS statistics 21" .

(DM Review, 21-22. Srivastava, A and Sahami)

5. The standard deviation :

Researcher used "IMB SPSS statistics 21" .

(DM Review, 21-22. Srivastava, A and Sahami)

6. The test of Significance

Calculating the value of t-test to indicate the significance of the different between the mean score of the pre-test and post-test were used "IMB SPSS statistics 21" .

(DM Review, 21-22. Srivastava, A and Sahami)

7. Criteria of Testing Hypothesis

To test the hypothesis, the researcher used t-test with $\alpha = 0.05$ level of significance for independent sample, the formula degrees of freedom is $df = (N_1 + N_2) - 2$. Therefore, $36 + 36 - 2 = 71$ for $\alpha = 0,05$ and $df = 70$, the t-table is 1.994. The formula of the statistical hypothesis in this research is two tailed as follow:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

(Sugiyono, 2010)

Where:

μ_1 = Reading comprehension of the students who are taught by using social media-related topics through pre-question way.

μ_2 = Reading comprehension of the students who are taught by using general topics through pre-question way.

- a) If t-test is not higher than t-table, null hypothesis (H_0) accepted and alternative hypothesis (H_1) rejected. It indicates that there is no significant difference between the reading comprehension of the students' who are taught by using mediasocial-related topics through pre-question way of the students who are taught by using general topics through pre-question way.
- b) If t-test is higher than t-table, null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It indicated that there is any significant difference between the reading comprehension of the students' who are taught by using mediasocial-related topics through pre-question way and the students who are taught by using general topics through pre-question way.

Finding and Discussion

The first meeting, the researcher started the activities by checking the students' attendance list and gave motivation to the students before teaching process. The researcher introduces and explained about hortatory exposition and gave an example title to discussion "Is social network good for us". After that, the researcher gave question about the title "what is on your mind when you think about the title?" Every student gave opinion about the title, example "social media have positive impact and negative impact", and "when using media social, we can get information everywhere and anywhere". The opinion was responded by other students, example "we can get information everywhere but this is not cheap, you must have pulse. And the second meeting, the researcher made several group, every group consist four students. And then, students read the text "Is Social Network Good for Us?" and then the students discussed about positive and negative impact and solution in the text. And the last, the students answer the question.

In control the researcher started the activities like in experimental class but in control class using general topic, example "Let's Make City Clean and Fresh". After that, the researcher gave question about the title "what will be done in your city to make clean and fresh?" The students gave opinion about the question; example "just put your trash and doesn't smoke". The opinion was responds by other students, example "the government must set aside for trash and smoker place". And the seconds meet, the researcher make a group consist four students. And then, students read the text "Let's Make City Clean and Fresh" and then the students discussed about positive and negative impact and solution in the text. And the last, the students answer the question.

The Result of the Frequency and the Percentage of Reading Text.

Table 3. Frequency and Percentage of Pretest Result

No	Classification	Score	Experimental class		Control class	
			F	(%)	F	(%)
1	Very Good	86-100	0	0	0	0
2	Good	71-85	3	8.4	7	18.9
3	Fair	56-70	22	61.3	21	58.3
4	Poor	41-55	11	30.6	8	21.6
5	Very Poor	< 40	0	0	0	0
	Total		36	100	36	100

Table 4. Frequency and Percentage of Posttest Result

No	Classification	Score	Experimental class		Control class	
			F	(%)	F	(%)
1	Very Good	86-100	7	19.4	2	5.4
2	Good	71-85	22	61.2	25	69.4
3	Fair	56-70	7	19.4	9	24.3
4	Poor	41-55	0	0	0	0
5	Very Poor	< 40	0	0	0	0
	Total		36	100	36	100

The Mean Score of Pre Test and Post Test

The mean score and standard deviation of the students pretest and posttest both in experimental class and control class.

Table 5. Mean Score and Standard Deviation Pretest

No	Variable	Mean score	Standard deviation
1.	Experimental class	61.08	8.456
2.	Control class	61.81	13.391

Table 6. Mean Score and Standard Deviation Posttest

No	Variable	Mean score	Standard deviation
1.	Experimental class	80.00	8.053
2.	Control class	77.43	6.229

The table 5 and 6 showed the standard deviation of the pretest and posttest in experimental class was significantly difference because the standard deviation in pre-test is higher better than in standard deviation in posttest. The mean score and standard deviation of

the pretest and posttest in control class was significantly difference because the standard deviation in pretest is higher better than in standard deviation in posttest. It revealed that the mean score and the standard deviation of the pretest and posttest both in experimental class and control class were significantly different.

In testing the hypothesis, the researcher applied t-test formula by using SPSS 21.0 application at the level of significance with $\alpha = 0.05$ with degree of freedom is $df = (N_1 + N_2 - 2)$. The result of the calculation (SPSS 21.0) is shown as follow:

Table 7. The result of calculation t-test of significance value and level of significance in pretest

Level of Significance	Significance (2 tailed)
0.05	0.235

Table 7 indicated that the significance value (0.235) is greater than the level of significance (0.05). It indicates that null hypothesis (H_0) of pre-test and post-test is different.

Table 8. The result of calculation t-test of significance value and level of significance in post-test

Level of Significance	Significance (2 tailed)
0.05	0.131

Table 8 indicated the significance value (0.131) is greater than the level of significance (0.05). It indicated that null hypothesis (H_0) of post-test is accepted and the alternative hypothesis (H_a) is rejected.

The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. In the same line, Chyntia and Vera (2013) stated that Reading and thinking is a complex process. A student must know how to synthesize material from many different sources. It shows that reading is very important in education.

Table 9. The result of T-Test and T-table of the Students' Pre-test and Post-test

No	Variable	T-Test Value	T-Table Value
1.	Pre-test	-1.198	1.994
2.	Post-test	1.526	1.994

Based on preliminary observation in the target research, it was found that the students motivation in learning reading was low because of materials used were less attractive to students and it made them bored (interview with English teacher 2015). Therefore, they were lazy to read the text of reading.

In order to solve the problem explained, the researcher considered to choose interesting materials that applied in teaching reading activity. In this case, the researcher chose media social based topic. Besides, an interesting media can be supported more by the existence of good technique. Therefore, the researcher chose pre-question way.

This indicated that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected because the significance value of post-test was higher than the level of significance value of pre-test. It meant that the eleventh year students of SMA Negeri 2 Parepareimprove reading comprehension by using social media-related topicsthrough pre-question way in various reading comprehension. But,there is no any significant improvement based on calculating t-test and t-table.

Conclusion

Based on the findings of achievement test presented in the previous part. The researcher concludes that the use of socialmedia-related topics through pre-question way to improve the reading comprehension of the students has no significant difference with by using general topics through pre-question way. First, there were two twenty two students in experimental got score in good level, and while in the control class there twenty six students in good level. Second, both the mean score of the students in experimental class and control class increased. Third, the standard deviation of the students in experimental class was higher than the students' in control class. Fourth, after calculating t-test, it was found that the t-test value was lower than t-table. It means that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. In another word, the reading comprehension of the

students who were taught by using social media-related topics through pre-question way has no significant difference with the reading comprehension of the students who were taught by using general topics through pre-question way.

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Title

The Effects of Dialogue Journal Writing (DJW) in Engaging and Empowering Writing Skill

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Abstract

English as Foreign Language in writing skill continues to face the two-sided challenge of decontextualised impractical theorisations and traditional reductionist practices. The Teachers often wish that they had more time to communicate with the students in their classes-to learn about their performances; to know motivations, interests, and needs; to share experiences and information; and to track and document students' developing knowledge and abilities. Dialogue journal writing (DJW) is related with a learner-centered curriculum orientation, in which students write to express themselves, to make sense of their own and others' experiences, and to develop their abilities (Auerbach, 1999; Isserlis, 1996). This paper calls for the introduction of dialogue journal writing (DJW) into education as a theoretically rich and practically feasible procedure. This paper examines the efficacy of English DJW on students' writing skill, as well as the students' responses to journal writing. students in SMAN 1 Suppa participated in this study, and each student was required to write journal entries per week. This research use experimental design, the participants' entrance scores ranged from the highest of 8.5 to the lowest of 67.9 with an average of 7.00 and the possible

range of scores 0-100 (the sum) on the Basic Competence Test. The findings showed that improved the students' writing skill on content, organization, and vocabulary; reflective awareness of writing and self-growth as learners; and intrinsic writing motivation. The students held positive attitudes toward the project and confirmed that DJW was an important tool for self-understanding and self-growth. This shows that DJW had a significant impact, able to increase interaction with others, build self-confidence. Besides, it gave rise to the idea of the idea after reading the journals they wrote and associate in the surrounding environment.

Keywords: *Communicative approach, dialogue journal writing, writing performance*

Introduction

The average of the writing grades of the eleventh year students SMAN 1 Suppa in the result of the tests shows that the students' with consist XI Exact 1 that scores in the writing draft were 67,9. It means that the measurement of the students' achievement in test was Minimum according Depdiknas in SMAN 1 Suppa.

Focus for the discussion above, the writer tries to apply a strategy in teaching English. So the researcher chooses the title "Effects of Dialogue Journals Writing (DJW) in Students' Writing Skill". Specifically, Dialogue journal writing a learning tool, and its effects on the students writings is the object of the present study which addresses the following research questions (1) How is the students' writing skill have any effect after using DJW, (2) What are the students' responses to the DJW?

Literature review

They are some researcher that have been conducted a research related to writing. They are as followed: Byrne (1980:24) , Writing is also one media of communication; Heaton in his book "Writing English Language Test"(1975:138), Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment.; Kreidler (1965; 41)

Definitions of Writing

Another definition is given by Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of

communication. Based on the definitions above conclusion of the researcher that writing could be conceived as the act of putting down in conventional graphic form something that had been spoken and brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researcher seek to develop more complete accounts to local writing contexts. And make us could be creatively or personally and written in many different forms.

Dialogue Journal Writing

Journal of the dialogue is a conversation between students and teachers on a regular basis that are written in a journal. Students are free to write what he thought what an interesting and after that the teacher correcting student work to provide questions and feedback. In terms of writing the involvement of teachers provide guidance and freedom so that students can write premises freely, without focusing on a particular theme. Put the teachers who wrote in the journal students a way for students to know his mistakes without feeling judged

The student writes freely to the teacher as in a letter. The teacher answers questions and makes comments about the student's entry, making sure the answers provide correct structures, grammar and spelling. From the teacher's reaction, and not from any particular corrections students discover in the "dialogue" how the correct form of the entry should be. The student then tends to refer to more correct structures in further entries. Harmer claims that advantage of writing a journal is that the writer can decide freely which form to employ in writing. The writer is not bounded to any particular genre and moreover, the writer knows that his or hers freedom of expression is not to be corrected or graded by the teacher (2004: 126-127).

Methodology

In this research, the researcher would be use experimental design. The purpose of the research to found out the skill of the students' writing skill. The design of the research is one group pretest-posttest design. The research that will be described in the next section was conducted with High school students of SMAN 1 Suppa. There were of three classes, namely Class VIIIa consist of 29 students, Class VIIIb consisted of 28 students, and VIIIc consisted of 28 students. So, the total number of population is 85 students.

Findings and Discussion

The rate of frequency and percentage of the score of pre-test

NO	Classification	Score	Experimental		Control	
			F	%	F	%
1	Very good	86 - 100	0	0	0	0
2	Good	71 - 85	0	0	0	0
3	Fair	58 - 70	8	28.57	1	3.57
4	Poor	41 - 55	14	50	16	57.14
5	Very poor	<40	6	21.43	11	39.29
Total			28	100	28	100

Table 1 above identifies that the students mastery of both classes were different, in the experimental group, (71,43 %) of them got very poor and poor, (28,57 %) of them got fair. Control group, (96,43 %) of them got very poor and poor, (3,57 %) of then got fair classification. It means that in experimental group most of students got higher point than control group.

The rate of frequency and percentage of the score of post-test

NO	Classification	Score	Experimental		Control	
			F	%	F	%
1	Very good	86 - 100	2	7.14	0	0
2	Good	71 - 85	5	17.86	3	10.71
3	Fair	58 - 70	14	50	7	25
4	Poor	41 - 55	7	25	15	53.57
5	Very poor	<40	0	0	3	10.71
Total			28	100	28	100

The table 2. The post-test score of control group shows that none of the students got very good, 3 students got good, 7 students got fair, 15 students got poor and 3 students got very good classification.

The mean score and standard deviation of the pre-test of the students on experimental group and control group.

The mean score and standard deviation of the students pre-test

Group	Mean Score	Standard Deviation
Experimental	50.18	14.42
Control	44.29	8.21

The t-test of the students pre-test

Variable	T-test Value	T-table Value
Pre-test	1.86	2.000

The table above indicates that the result of calculation of t-test value is smaller (1.86) than the t-table value (2.00) this means that there is no significant difference between the results of mean score of both tests.

1. The mean score and standard deviation of the post-test of the students on experimental group and control.

Group	Mean Score	Standard Deviation
Experimental	66.07	12.42
Control	56.07	12.20

The table shows that the mean score for post-test of experimental group was greater (66.07) than the control (56,07). It means that the mean score of the post-test obtained by the two groups were nearly the same.

Significant at the level of significance 0,05 with degree of freedom (**df**) **54** (**n1 + n2 – 2**) the result of the calculation is shows in the following table.

Variable	T-test Value	T-table Value
Post-test	3.01	2.000

The table above indicates that the result of calculation of t-test value is greater (**3.01**) than t-table value (**2.00**) this means that there is a significant difference between the students' post-test of both groups.

Conclusion

Based on the findings and the discussion, the researcher puts forward the conclusion that the first year students of SMAN 1 Suppa have good achievement in writing after being treated with sequence pictures. It is proved by the students mean score in experimental group (66.67) which is greater than the students mean score in control group (56.07). It means that the students achievement in experimental group experience an improving.

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Title

Students' Attitudes on the Implementation of Storybird Web 2.0 Tool
in Creating a Narrative Story

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Abstract

This study was carried out to describe the implementation of Storybird, a web 2.0 tool which promotes creation of narrative story collaboratively, in a freshman Paragraph Writing class consisting of 25 students in English Language Education Department of Sanata Dharma University. In addition, this study will also investigate students' attitude toward the integration of the internet-based tool through their reflection and narrative writing outcome. From the data, this study will elaborate (1) the implementation of Storybird in narrative writing, and (2) the student's attitude toward the project which reveals the benefits and also limitations of Storybird. Finally, the use of Storybird to support creation of narrative texts is expected to help teachers and students to deal with academic matters and learning challenges in the 21st century.

Keywords: *Teaching in 21st century, ICT integration, Narrative, Collaborative Writing*

Introduction

The rising interest related to the advancement of collaborative tasks to encourage interaction and boost critical thinking skills in the language classroom has expanded innovative views and perspectives towards second language learning and the internet use (Dudeney & Hockly, 2007). The internet became the learners' interactional tool where most of their social activities take place, they find themselves immersed in a new world and their needs and interests are defined by that world (Prensky, 2010). Moreover, Castells (2003) and Tapscott (2009) argue that the internet use has a positive effect on the social interaction because it increases the effects of sociability.

One of web-based educational tools that accommodate students to work collaboratively in producing narrative writing online is **Storybird** (www.storybird.com). Storybird is a web 2.0 tool created by Mark Ury that supports the collaborative storytelling with the use of art galleries that inspire people to create stories (Storybird, n.d; Nordin, 2010). The use of Storybird to support the creation of narrative texts when working collaboratively shows how the use of new technologies might help teachers to deal with academic matters and learning challenges in the 21st century School. The use of the internet, social networks, virtual platforms and web 2.0 tools to reinforce, consolidate and/or propel communicative language and social skills is a determinant factor in our daily lives (Prensky, 2010). In an educational context, new technologies offer broader knowledge and experiences, promote social interaction, foster autonomous behaviors and increase learners encouragement to learn (Castells, 2003; Dudeney & Hockly, 2007; MEN, 2005; Prensky, 2010;).

Bearing in mind the need to witness learners' attitude regarding the use of Storybird Web 2.0 in creating narrative writing skill, this research aims to answer the following questions:

- (1) How was Storybird implemented in creating a narrative writing?
- (2) How was student's attitude toward the project which reveals the benefits and also limitations of this approach?

Literature Review

Storybird

The Storybird has widely been studied by researchers and educators interested in analyzing the benefits that these experiences bring to the language classroom. Although Storybird is not designed particularly for language learning, it provides a number of useful

learning tools that can be used in EFL/ESL settings or teacher training projects. CALL Researchers and practitioners in the world have been participating in the further development and improvement of Storybird in a collaborative writing.

The first related research comes from Dabbs (2011) who reports an example of design and implementation of Storybird in EGAP instruction in Oman. He claims the following four advantages: (1) Enhancing student-student interactions and teacher-student interactions; (2) Finding a real audience to interact with; (3) Helping students do their research for their independent study project; (4) Fostering students' independence. These advantages would commonly be found in any web-based educational tool, but it's still the basic usefulness of Storybird.

On the other hand, he states some problems and concerns in its implementation: Learners could feel limited by the range of pictures offered by Storybird, although there is plenty of art, pictures are not appealing to learners at times. Therefore, if there is not motivation for learners to work with computers or they do not know how to do it, extra work is required and more challenges would emerge for the teacher along the study. These problems are common among less computer literate teachers as well as lower level EFL students even in Japan.

By looking at contradictory findings related to how Storybird can impact student' writing proficiency, as language teachers we need to be able to equip ourselves with adequate knowledge on learning objectives, kinds of tasks and activities, technological tools used, and the right procedure on how to integrate them into the classroom activities to achieve learning objectives.

Narrative Writing

Narrative Writing relies on imaginative/fiction story. Narrative paragraph are told from a defined point of view, often in first person, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. It offers writers a chance to think and write about themselves and their experiences (Boucher, 2011).

Teo (2006) examined how to write a narrative story using the five-step writing process. Students should find these suggestions helpful:

1. **Prewriting for the Narrative Story:** in this phase, students think about a topic in the context of the assignment's theme. Once a topic is chosen, students should spend time

sorting through details. Think about the sequence of events and create an outline of the story's narrative flow is very helpful.

2. **Drafting a Narrative Story:** when creating the initial draft of a narrative story, follow the outline, but focus on making the story come alive.
3. **Publishing a narrative story:** Due to its personal nature, sharing a narrative story with the rest of the class can be exciting. The important thing is to learn from experience and use feedback to make the next composition even better.
4. **Revising a Narrative Story:** In the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. Students also proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.

Research Method

This study was carried out to describe the implementation of *Storybird*, a web 2.0 tool which promotes creation of narrative story collaboratively, in a freshmen Paragraph Writing class consisting of 25 students in English Language Education Department of Sanata Dharma University. In addition, this study will also elaborate students' attitude toward the integration of the internet-based tool through their reflection and narrative writing outcome.

In collecting the data to describe the implementation of the use of *Storybird* in creating narrative writing, the researcher uses observation in class. The researcher followed Edwards and Talbots (1999) on classroom observations by observing the process of the implementation. Information was collected and was interpreted in this study, which is in accordance to the suggestion of O'Leary (2004). Furthermore to describe the students' attitude toward the project, the researcher used students' reflections about the process and the final products.

Findings and Discussion

Stages of Implementation of Storybird in Creating Narrative Story

The initial step is to investigate Storybird itself. I got to the site and ensured I had a decent command of it before introducing it to the students. What I discovered interesting about Storybird was that it consolidates artworks and writing. Users were provided with works of arts presented in sequence as if they were a part of story plot. Next, students need to choose which pictures to pick, how to order them, and what story they want to construct. That

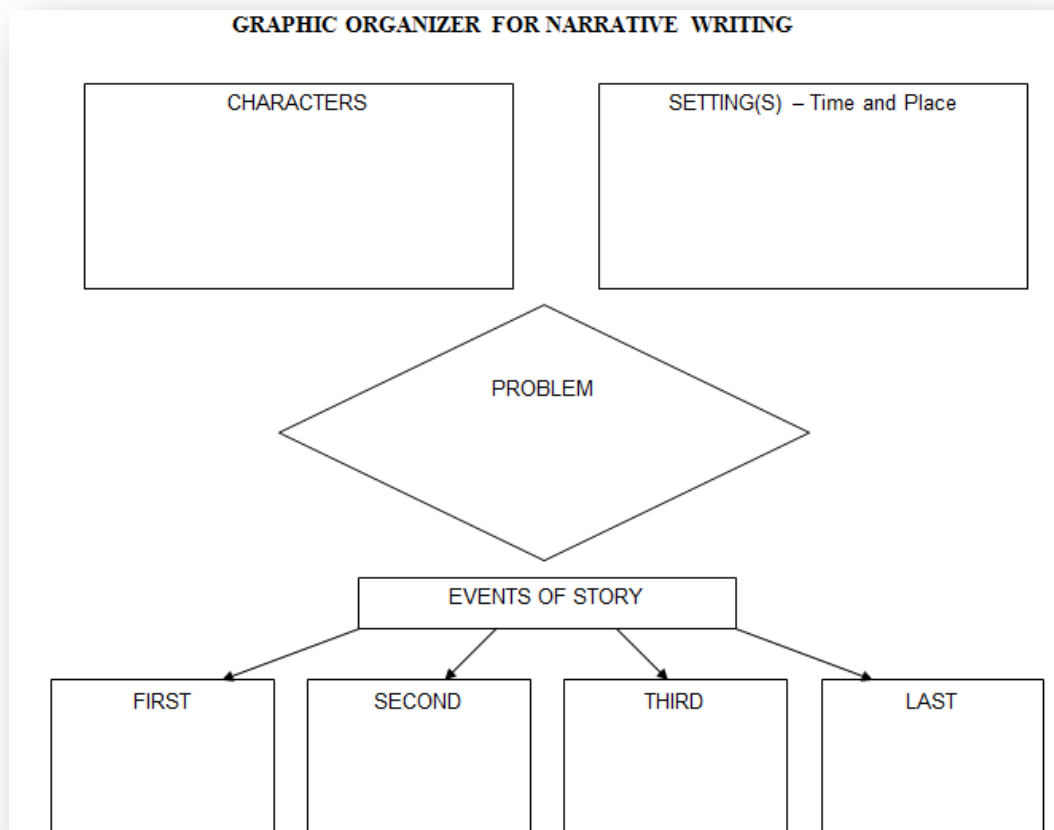
is, after choosing some artworks they can begin composing their story. The site gives the students the options of composing a longform book, a poem, or a picture book. For Paragraph Writing level, picture book format was chosen since the objective of the course throughout the semester is to enable students develop coherent and cohesive paragraphs.

The students learned by working in collaborative groups, each of which consisted of 3 members chosen randomly. Each member of the group was a key component for the success of a project because everyone should contribute to the work of the group. This was very important because each student brought his/her own style to the story while working together. Storybird was then introduced and demonstrated in the class. They were encouraged to use their own laptop to be able to execute this. Afterwards, they went through several steps which in line with the steps of creating a narrative story.

In the next step, students created an account for the group on www.storybird.com. There were two types of account that user could choose, namely “regular user” account or “educator and student” account. The difference between those two modes of account is that educator and student account can serve as a learning management system where teachers create an account, then provide a special class code to the class members, then they will undertake all the process in the site such as creating, sharing, commenting, and grading. On the other side, the regular user account does not require teacher to make an account and provide class code. Students create their composition using storybird, then the next steps would be done in other platform, for example facebook, edmodo, or schoology.

Once the students registered, they could browse and read compositions published by other users. Inspirations could be acquired by reviewing other compositions. Subsequently, students think about the most interesting topic in the context of the assignment’s theme. Once a topic is chosen, students should spend time sorting a vast array of pictures that could accompany that theme. They had to choose the pictures for the story and then drag and drop each picture onto the pages.

Considering the the sequence of events and create a framework of the story’s narrative flow was exceptionally useful. To help them undertake this process, it is a good idea to provide a graphic organizer as the storyboard. The creation of storyboard as a prewriting strategy helps learners develop their writing skill (Linares, 2010). Afterwards they discussed orally about the story and then wrote it.



From the observation, it could be seen that the students were really eager about utilizing the site, and they were prepared to play a dynamic part in this new writing endeavor. Writing and reading for an audience encouraged and developed literacy skills. The use of artwork allowed students to develop deep reflection and higher-order thinking (Menezes, 2012). Their creativity is challenged to systematically organize the images to develop their own narrative story avoiding them from a blank-page syndrome.

Drafting a Narrative Story

Once storyboard had been designed, learners worked together to develop the story for the narrative text. To achieve the objective of the study, I assigned them to compose a ten-page picture book based on the artwork that inspired them the most. I even incorporated a tutorial to foster their autonomy. It was exceedingly remunerating to see how students took this new assignment seriously. This motivation to write a narrative story was translated into motivation to expose their English because the students were putting into words their creative ideas (Giacomini, 2015). Not just did they learn new vocabulary things and linguistic use structures; however they reused ones they knew.

The students composed their first Storybird story at campus. It took them three sessions to finish the task. When some of them completed early, they inquired as to whether they could compose another story utilizing the site while their colleagues finished up their tasks. This never happened when they were composing the story on paper. What usually occurred in class once they completed their composition was they turned in their papers and accomplished something else afterwards. In the conventional mode of classroom, they never requested to continue composing. That proved that storybird successfully boosted students' motivation in writing a narrative text.

Lecturer became a facilitator who monitored if students needed help with Storybird or with how to express certain ideas in English. From the observation, it can be seen that students could assist each other and did not depend solely on the lecturer's help to produce their narrative text. In the process of writing their own narrative writing, students also read stories published on the Storybird, obtaining supplementary exposure to the English language.



Figure 5 Example of Student's Work on Storybird

The Students' Attitude toward the Stages of the Project

Following the steps that have been undergone by the students was the reflection stage. The data gathered from students' reflection was analyzed to find out students's attitudes toward the use of Storybird in creating a narrative story writing.

Working in Group Collaboratively

One special function of the Storybird is that it can develop students' cooperative learning skills. One group of students can create, elaborate, and work with each other to finish a story. When attempting to use Storybird, the students were assigned to make a group of three randomly selected membes. The group collaborate in creating a narrative story, share information, and help each other. The group consisted students whose English capability levels are distinctive. This gave chances to the students to learn and apply their interpersonal aptitudes as they work in collaboraive groups. Simultaneously, they were urged to develop cognitively as well as convinced to work empathetically. The students' reflection communicated uplifting attitudes appeared because they fancy cooperating with others.

- (1) I learn that everything can be easier if we can help each other and we can do it together. I get new information from my group. My friend who is tech-savvy helped me in operating the site. I love working with my group despite all the obstacles we faced.
- (2) Collaborative writing helps us to share story ideas and combine them to make one comprehensive story. It is so fun when we brainstormed the storyline together. We help each other to decide the character, setting, problem, climax and resolution.
- (3) When I did the project collaboratively, I got a lot of new knowledge related to grammar and vocabulary to make our story interesting. I would like to thank Ayu for giving such a wonderful insight on how to make our story interesting.
- (4) I learned to be a good listener in the group, because sometimes we have to appreciate others by listening to their ideas. I think I can expand my knowledge through this eye-opening activity. Moreover, what we have done, what we have shared and what we have experienced together have successfully made our friendship closer.

These reflections show students' positive attitudes toward Collaborative Writing, which provided them with learning environment where they could work together. If Storybird is used in a class, it will help students develop creativity, innovation, and also will help students to learn effective communication and collaboration. Students will also have fun in cooperative learning and their meaningful contribution will help them develop self-concepts and social developments. Data (1) shows that they think it is easier if they are working together in group, data (2) shows that the student was interested in making the project

because they can put their head together to decide how they construct the story, data (3) shows that working in group can expose the use of English even more by discussing vocabulary and grammar together, and data (4) shows how happy the student to build a strong interpersonal relationship within the members of the group. However, the limitation of this grouping appears in the process of making the project, as follows:

- (5) We find difficulties in deciding the topic that pleases each member of the group. Sometimes, there were clashes among us.
- (6) Working together in a group is a little bit difficult than working alone. We must share our ideas and try to have agreement with each other. Like it or not, I don't have any choice but to say agree with my team's idea. Sometimes, I feel that it is hard to decide the next part of the story, for example when trying to create the climax of the story.
- (7) It is hard to manage our time to meet outside the class, because we have different schedules.
- (8) When we could not come up with a good decision, then we discussed it but sometimes it took us so long to make up our mind.
- (9) One of my students was so dominating. She did not want to listen others and got upset when her ideas were not accepted by the other members of the group.

Data (5) and (6) show that conflict of interests happened when they start choosing the topic for their narrative writing. Data (7) and (8) show that the students need to cope time management problem. Data (9) shows the problem of individual participation as a member of the group. To face these problems in the future implementation, the lecturers need to make sure individual participation and their contribution as well as roles in groups. One member should be responsible as a leader of the group.

Constructing Narrative Story Using Storybird

The use of computers was motivating and it guided learners to develop autonomous behaviors to enhance their own learning (Prensky, 2010; Chapelle, 2003) when they made decisions about the online resources to use, the stories creation process, and when and how to work. Storybird inspires the students by starting with the image and unlocking the story using the vast-array of appealing images. The following are the benefits mentioned by the students.

- (10) Before using this tool, I always encounter difficulty in starting the story. However, after using Storybird I didn't face the same problem any longer. I would like to use storybird even not for college assignment.
- (11) I love storybird so much! It makes me able to develop and improve my skills in story writing. When I firstly heard about Storybird, I directly visited the website using my mobile phone and was instantly amazed with the abundance of beautiful artworks there. I browsed the works done by other users and got an idea to write a

- story. I think storybird is a great media to study because not only it can train my writing skill, but it can also train my brain to use my imagination and creativity.
- (12) Storybird provides us millions of colorful images we can use as the base to make the story. By arranging the pictures, we indirectly created the story's main structure, and that was so really relieving that somebody created this tool. Thanks to the creator!

Data (10), (11), and (12) show that Storybird's appealing visual contents and creative atmosphere attracted even to the most reluctant writers. Storybird encouraged students' imagination by providing a variety of colorful and vibrant illustrations that ignite their creativity, avoiding them from the blank-page syndrome. However, the limitations of Storybird were also perceived by the students, as follows:

- (13) Since we can only use images from one artist, we meet difficulty to match the pictures and our story. Sometimes, the pictures are not in line with the story we were buildin. So, we need to change the story line in the middle of the writing process.
- (14) We cannot change font type, size, etc.
- (15) After we created a narrative story, we can only share it online. We need to pay some amount of money to download the story book in PDF format. It's not totally free.

From data (13) we know that the images in the Storybird can be two sides of the same coin. It can ignite students' creativity, but it can also divert it. That could be a potential pitfall of this website. One way that the students can do to avoid this problem is by arraging the images before they develop the story. Afterwards, they develop the story based on the images they have arranged.

Data (14) shows that students' desire to create a unique digital story book by customizing all elements to obtain more personalised result is unbearable. However, Storybird cannot accomodate this. Data (15) shows another pitfall of the website. Making, sharing, and reading stories on Storybird are free. While, printing or downloading stories have various fees that are clearly explained on the web. The downloading feature is a part of premium facility Storybird offers to its members. Those essential matters are to be considered by lecturers regarding the strategies to use when using web tool.

Conclusions

What makes Storybird an encouraging source to create stories is the possibility to collaborate and share their creation with more readers. When having students creating narrative story, they negotiate and create meaning by defining the context, the content, the situation and characters of a story. Storybird can be used to follow a process approach to writing, it is recommended to have pre-writing activity in the classroom before learners continue with the collaborative online work. Storybird is a web 2.0 tool which can be used to promote the collaborative creation of narratives but students' success depends basically on the free will they have to make decisions along the process.

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Title

The Effects of Multimedia Technology on Electrical Engineering Students' Reading Achievement

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Abstract

The various selections of multimedia reading devices such as the iPad, iPhone, and Kindle as gadgets hold the prospective not only to replicate traditional textbooks but also to offer for a social interface component. There has been little research conducted on e-reader devices and the effect they hold on reading. Also, the literature has demonstrated that there are more negative implications to using digital text in reading than the positive. The aim of this research was to assess the effects of digital text on reading comprehension. 84 students who are studying in Electrical Engineering Department of Politeknik Negeri Ujung Pandang from Computer and Networking Engineering and Electronics Engineering study program participated in the research voluntarily. Overall, the findings of this study provided support for the conception that there is a positive effect of reading on digital text. Overall, the findings of this study provide important information for the lecturer and students in teaching and learning process.

Keywords: *Multimedia technology, reading comprehension, digital text.*

Introduction

Technological advances are dramatically altering the texts and tools available to students and educators. Since 2007, the number of devices available for displaying digital text has increased exponentially. The first e-reader to take hold in the market, the Amazon

Kindle, sold out two days after it was released in November 2007. By June 2011, Amazon reported selling more Kindle books than hard-and soft-back books combined. Meanwhile, the first large-scale release of a touchscreen tablet, the Apple iPad in April 2010, further expanded options for readers to access digital-text media with its inclusion of the application “iBooks.” By the time the iPad 2 was released in March 2011, more than 15 million units had already sold, and by June 2011 that number was 27 million.

These technological advances have created high hopes among many educators, administrators, researchers, and policy makers, who believe that the digital devices offer great promise as instructional tools for literacy education. Simple applications of existing e-reading technology such as changing font size on-screen, using text-to-speech features to provide dual input of text, or using the Internet to collaborate on learning activities may substantially improve the learning of many students (Biancarosa and Griffiths, 2012).

The enormous revelation of technology and its broad range of uses, the incorporation of technology in learning has become a viable and inexpensive option. As a result, it is becoming increasingly clear that traditional textbooks will be cast aside and the adoption of the e-book will result (Biancarosa and Griffiths, 2012). The mass array of multimedia learning devices such as the iPad, iPhone, and Kindle hold the potential not only to replicate traditional textbooks but also to provide for a social interface component. Therefore, it is advantageous to utilize these current resources in order to create and to measure appropriate user interfaces that are capable of producing similar if not better learning outcomes from their predecessors, textbooks. The goal of the study was to examine the effects of both e-reader devices and textbooks on comprehension and transfer learning (Gertner, 2011).

Reading e-books comes with a lot of advantages for users compared to reading print books. For example; using less paper, e-books take up less space and are easy to carry, searching and note-taking is much easier, the font size can be changes as desired, purchasing is much faster and easier, preservation and protection is simple. E-books can be print and published in a variety of file formats (html, pdf, lit, pdb, etc). Tosun, 2014 stated that it is important to point out that textbooks in digital formats are not merely digitized replicas of print textbooks. With recent developments in new and affordable educational technologies, textbooks in digital forms increasingly enable positive impacts on publishing, delivery, learning and teaching. As such, open textbooks not only possess the strong advantage of being free, but they also offer further advantages over traditional print textbooks such as:

1. More features-open textbooks may include interactive learning functions such as bookmarks, highlighting, annotations, text searching, quizzes, and hyperlinks; multiple digital media such as text, pictures, audio, video, animation, and interactive simulation; and options to synchronize offline and online learning data, which may be used to analyze students' reading patterns to enable subsequent improvement of the text and pedagogical methods.
2. Better accessibility-open textbooks may be developed in a range of formats such as Web, EPub, PDF. This results in reduced physical size and weight, enabling increased portability and mobility, and provides options to print, read online and download for offline reading on various hardware devices such as a dedicated handheld device, a personal digital assistance (PDA), a mobile phone, or a desktop or laptop computer. The digital format reduces production and distribution time, and consequently facilitates expeditious availability of texts that further support access.
3. Greater flexibility-open textbooks may be updated quickly and provide access to the latest content. It "could be updated, say, to incorporate new knowledge. It could be improved as students and teachers develop better ways of expressing concepts or ordering learning objects. It could be localized or customized for a variety of learners, whether in different cultures or at different levels of education" (Prasad and Usugawa, 2014).

Literature Review

It is important to understand the cognitive functioning of people reading from multimedia. According to the Cognitive Theory of Multimedia Learning (CTML), the visual information processing channel may become overloaded when students must process on-screen graphics and on-screen text at the same time (Mayer and Chandler, 2001). However, when words are presented as narration, words can be processed in the verbal channel, thereby reducing the cognitive load in the visual channel. In several studies testing this theory, both noninteractive multimedia environments and interactive media environments were used (Gertner, 2011). The results show students who read from interactive (graphics and narration) read more deeply and perform better on problem-solving transfer tests than students who read from non interactive (graphics and on-screen text) (Moreno & Mayer, 1999; Mousavi, Low, & Sweller, 1995; Sweller, 1999).

While university students operate in a world immersed in digital text, they have not simultaneously abandoned print. In fact, for their university studies, students prefer to read on paper, although they also want the convenience of online digital text. Liu has found that

graduate academic library users like the access provided by online electronic resources, but prefer to print the electronic documents in order to read them (Z. Liu, 2006). In a study of students at the Universidad Nacional Autónoma de México (UNAM), the majority of students preferred print, and 63 percent reported that they could bear reading a document on a computer screen for no more than one hour (Ramírez Leyva, 2003). Meanwhile, in a recent survey of students at a university in China, an interesting gender imbalance was found in the paper/electronic preference: 73 percent of the female students prefer print, while only 51 percent of male students prefer print (Z. Liu and Huang, 2008). More research will be needed in this area as emerging members of the “Google generation” students born since 1993 when graphical Web browsing first appeared go through the post secondary education system. According to Rukanci and Anameric in Tosun (2014) e-books depending on the technology that can provide enough interaction as between a teacher and a student. It can appeal to students with different learning styles and they can adjust their own reading and learning speed. In addition it is clear because of its visual and audio elements, e-books could facilitate learning and teaching, make it more enjoyable and optimize the permanence of learning.

Methods

84 students participated voluntarily from Electrical Engineering Department of Politeknik Negeri Ujung Pandang which consists of 39 Computer and Networking Engineering students and 45 Electronics Engineering students. They are studying Engineering field which requires them to download and read many e-books as academic book references for their workshop and laboratory report and presentation every week. The students were asked to read TOEFL reading text and answer multiple choice questions based on the text provided. The students were allotted 90 minutes time limit to read from their multimedia devices. The procedures of collecting data were as follows:

1. Scoring students’ reading test based on standardized TOEFL score for reading section. The score range from 20 for the lowest score and 68 for the highest. The question consists of 50 multiple choice questions. The correct answers were converted from 21 until 67 based on Longman Complete Course for the TOEFL Test (2001:601-602).

Table 1. TOEFL Reading Test conversion

NUMBER CORRECT	CONVERTED SCORE
50	67
49	66
48	65
47	63
46	61
45	60
44	59
43	58
42	57
41	56
40	55
39	54
38	54
37	53
36	52
35	52
34	51
33	50
32	49
31	48
30	48

29	47
28	46
27	46
26	45
25	44
24	43
23	43
22	42
21	41
20	40
19	39
18	38
17	37
16	36
15	35
14	34
13	32
12	31
11	30
10	29
9	28
8	28
7	27

6	26
5	25
4	24
3	23
2	23
1	22
0	21

2. Classified students score into 5 levels as follows:

Table 2. Classification of students' score

SCORE	CLASSIFICATION
67 – 57	Very Good
56 – 46	Good
45 – 35	Fair
34 – 24	Poor
23 – 21	Very Poor

The result was analyzed with descriptive statistics. Distribution of participating students by gender and study program is presented in Table 3.

Table 3. Frequency distribution of students by gender and study program.

	Groups	Frequency (n)	Percentage (%)
Gender	Female	41	48.8
	Male	43	51.2
	Total	84	100
Study Program	Computer and	39	46.4
	Networking Engineering		
	Electronics Engineering	45	53.6
	Total	84	100

Findings and Discussion

Based on the responses of the students to the multiple choice of reading test question, the results are presented in these following tables.

Table 4. Classification of engineering students' reading score

Score	Classification	Frequency (n)	Percentage (%)
67 – 57	Very Good	16	19.2
56 – 46	Good	38	45.2
45 – 35	Fair	20	23.8
34 – 24	Poor	7	8.3
23 – 21	Very Poor	3	3.5
	Total	84	100

There is positive effects of reading through multimedia devices as it concluded from 84 students there were 54 students (64%) classified very good and good. They are competent and understand the content of the text easily. Their ability in reading through multimedia devices is as similar as when they are reading through print books. They can maintain reading speed and use their best skill in reading the text. In contrary, there were only 30 students (36 %) classified fair, poor, and very poor found the difficulties in reading by using the devices. Based on the findings, the difficulties that the students encountered namely they cannot read the text very fast and they cannot concentrate very well in reading the text since it requires fully concentration in reading through screen. They also feel inconvenient when they have to frequently scroll down and up the pages.

Conclusion

Multimedia gives lecturers the tools to turn the classroom into centers of student-directed inquiry and technology offers tools for thinking more deeply, pursuing curiosity, and exploring and expanding intelligence as learners build "mental models" with which students can visualize connections between ideas on any topic. Educational technology consultant Dell and Szewczyk in 2008 concluded that teaching with technology allows educators to better meet the needs of students with diverse abilities while at the same time increasing motivation

of all students. Technology functions as a bridge to higher reading achievement by engaging students in learning that is relevant and meaningful and there are further innovation and more e-reader devices and e-textbooks being produced, it is important to appropriately assess their influence on reading while this study brought to light some of the positive effects of multimedia devices on reading achievement, future research is still needed due to the increasing prevalence of e-reader devices.

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Title

Spices Learning Model in Maximizing the Students' Writing Skill

Author

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Abstract

This article shed light on one learning model to solve the students' problem in writing, namely SPICES learning model. SPICES is the acronym for Student-centered, Problem-based, Integrated, Community-based, Elective, and Systematic.

This research is aimed at finding out: whether or not applying SPICES learning model significantly maximize the writing skill of the second semester students of Madrasah Aliyah Lil Banat Parepare.

The result of the study shows that the use of SPICES learning model significantly maximize the students' writing skill.

Keywords : *SPICES learning model, student's writing skill.*

Introduction

Gaining a new language necessarily involves developing four language skills in varying degrees and combinations: listening, reading, speaking, and writing. The skills are divided into two, namely: receptive and productive skill.

Verghese (2007: 78) elucidated that writing is a thinking process and is much more than an exercise in transcription or copying. Furthermore, he explained that writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic, and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Moreover, the students who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation. Learning to write, therefore, is learning to use grammar with ease and facts in some

sequential order as tools. In fact, teaching writing skill for the learners is difficult for some teachers. Kompf (2005: 54) reported that teachers frequently being dissatisfied with their own classroom practices in the area of curriculum, yet were unsure how to improve them. Generally, they felt they were implementing the procedures that they had learned at college and which they had read about in prescriptive texts on the teaching of writing, yet at the same time these procedures seemed unsatisfactory. In particular, teachers reported that their children lacked ideas and imagination in their creative writing, that little evidence of improvement in ability to use writing skills (in spelling, grammar, sentence structure and punctuation).

Clark (2007: 4) stated that most educators agree on the need for writing instruction in the content areas but differ on where instruction should occur. Because of curriculum demands, many teachers feel there is not enough time to teach writing in the content areas; adding one more component is just too much strain on the time and quality of lessons. In the meantime, those challenges for writing competencies can be caught on for scholars because of various elements, specifically: those lack for instructor's innovativeness in making straight models and methodologies.

These factors also became the reasons of the difficulty of English writing for students of Madrasah Aliyah DDI Lil Banat Parepare. Besides, the students stated that most of them found difficulties in starting writing and exploring their idea because the lack of vocabularies. The information was obtained through interview with the students. Their statement about the difficulty in writing is also proved through their writing score. From 40 students of the two groups, the experimental group and control group, there were 12.5% students gained good classification (between the ranges of 71 - 85), 57.5% of them gained fair classification (between the ranges of 56 - 70), and there were 12.5% of them gained very poor classification based on Dirjen Pendidikan Dasar dan Menengah score classification.

No wonder with the result because usually the teachers just explain how to write well but they didn't show the right way to write, they didn't prepare right models in teaching writing skill, as the result, sometimes we find the learners become bored. Teachers ought to build the students' interest to write by using varieties models.

Viswanath (2006: 113) pointed out that a teaching model is a pattern or plan that can be used to shape curriculum or course, to design instructional materials and to guide a teacher's action. Thus, a model of teaching can be used to design face-to-face teaching in classrooms or tutorial settings to shape instructional materials including books, tapes, computer-mediated

programmes, curricula and long-term courses of study. In addition, by using an appropriate model, the process of teaching learning will be more interesting for both, teachers and learners, they can build a good interaction while teaching learning process, they can create a pleasant environment, the students can memorize easily what they have learnt, and apply them in their activity.

On the whole, this study was then intended to address the finding out the effectiveness of SPICES learning model in teaching writing. To know the result, the researcher compared the achievement between the students taught by using SPICES learning model and the students taught by Contextual Teaching Learning model.

Literature Review

Maghsoudi and Haririan (2013:64) reported that the instruction of brainstorming strategy had a positive effect on EFL learners' writing achievements. It also made them more active, which might make them responsible for their own learning and likely to learn better. O'Connell (2009) proved that students who are well informed about medical education principles, such as the SPICES criteria, are more likely to be able to provide constructive feedback about their own medical education experience, contributing in the long term to course improvements.

SPICES Learning Model

Officially, SPICES model introduced in 1984 in the field of health. The SPICES model by Harden et al. (1984) presents six curricular approaches or strategies that are most relevant to health professions education, since all of them are already in use in varying extent. These strategies are considered as issues, as a spectrum between two extremes, the traditional side on the right and the innovative on the left. The six approaches are:

SPICES MODEL

Student-centered	-----	Teacher-centered
Problem-based	-----	Information dissemination
Integrated	-----	Discipline-based
Community-based	-----	Hospital –based
Electives	-----	Standard program
Systematic	-----	Apprenticeship-based

The curricular strategies in the SPICES model may refer to any of the different element of the curriculum. However, Student-centered or teacher-centered, Problem-based or information dissemination, and systematic or apprenticeships-based approaches are more descriptive of the learning experiences that students are provided with. The choice or utilization of such strategies is influenced by the philosophy and goals of the institution and the curricular track that has been adopted.

The researcher informed the students that they will be learnt by using SPICES model to write a descriptive essay, as in the following:

a) Student-centered

In this step, the researcher showed the students what to learn, the students identified educational resources available to help, and gave activities to help them understand and remember the material.

b) Problem-based

In this step, first the students brainstorming ideas about the topics prepared by the researcher, then they listed facts/ problems based on what they know from the topics to build a solution which one of the topics they will choose and prepare themselves to compose a descriptive essay.

c) Integrated

As stated in the previous chapter that Integrative learning requires students to blend perspectives. In this stage the students were stimulated to integrate their learning by reflecting on theoretical information encountered elsewhere in the course. Related information could also be made available in the session for reference or revision.

d) Community

In this step, the students were taught in community facilities, the researcher divided the students into several groups, and they discussed with their group mate about the topic related to descriptive essay.

e) Elective

As the explanation in the previous chapter that elective is the special study which allow each student choices in the precise content of their course, and the opportunity to learn how to study in greater depth. The main content of an elective with a core is determined by the outcomes the students must achieve by the end of the course. After 4 meeting through a variety of topics were appreciated by students, informally they reported an increasing interest

in practicing as a result and formally gave their opinion about SPICES learning model by completing the questionnaire.

f) **Systematic**

In this step, the researcher applied PAF (Presentation, Application, and Feedback) process in teaching,

1. P (Presentation) the researcher gave motivation, information transfer, and test for understanding.
2. A (Application) the researcher asked the students to practice to compose a descriptive essay and brainstorming about descriptive essay.
3. F (Feedback), the researcher pointed out important strengths, pointed out areas for improvement, and suggested ways to improve.

Methodology

This research used quasi experimental design which involved two groups, namely experimental group and control group. It was intended to test the hypothesis concerning the difference of two scores. The experimental group received treatment using SPICES learning model while the control group received treatment using Contextual Teaching Learning (CTL) model. CTL is the current model being used in that school. The control group was needed for comparison purposes to see whether teaching by using SPICES model effective or not to enhance the students' writing skill.

Writing test was intended to find out the students' prior knowledge and the initial skill before being treated using the SPICES model and to know how far is their skill and achievement after being treated using the SPICES model.

Findings

In this study, the researcher focuses on the improvement of students' achievement in five components of writing. It is parallel with Perkins (1990: 75). He revealed that the students' writing should fulfill the five significant components in writing. The five components are content, organization, vocabulary, language use, and mechanics. The result in findings indicate that both the experimental and control groups have a significant increase in five components of writing after being taught writing for four meetings. However, the experimental group's result is higher than that of the control group.

To maximize the application of SPICES model, the researcher used several strategies like realia and brainstorming strategy.

This research proved that the use of SPICES learning is very helpful in teaching technical writing like descriptive skills. This model creates interest in the subject for the students. They become more creative in writing. Besides, the students can also get many advantages, the model makes the learning easier, it makes them free to choose a topic which they want to develop to be an essay, gives them wider ideas to be written.

Conclusion

The use of SPICES learning model can improve the students writing skill of the tenth grade students of Madrasah Aliyah DDI Lil Banat Parepare significantly. Furthermore, the use of this model also helps the students to construct the words to be a qualified essay and as the result, the students are able to write systematically and finish their writing task fast.

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Title

The Effects Of Cooperative Learning Techniques And Sociological Learning Styles On
Academic Writing Ability

Author

Mardiana

Abstract

The objective of this research was to find out the effects of cooperative learning techniques and sociological learning styles on English academic writing ability. This research was experimental using a 2 X 2 factorial design conducted at English Education Department of UIN Alauddin Makassar in 2011. The data were collected through an academic writing test and Sociological Learning Styles Inventory. The data analysis and interpretation indicated: (1) The English academic writing ability of the students who learned through CWRG-SE technique and through CS technique without interaction with learning styles did not show any significant difference; (2) The English academic writing ability of the students who preferred GBSB and who preferred GBSI without interaction with learning techniques did not show any significant difference; (3) There was an interaction effect between cooperative learning techniques and sociological learning styles on the English academic writing ability of the students;

Keywords: *cooperative learning techniques, sociological learning styles, academic writing, and experimental*

Introduction

Based on the preliminary study conducted by the researcher, it was found that the problems in writing English at English Education Department of UIN Alauddin Makassar were writing and researching ability as well as the bureaucracy that should be endured by the students. The main problem was then considered as the biggest obstacle was the limited ability of scientific writing in English related to the thesis content ranging from the

preparation of the background to the writing techniques. As a result, many of those who do not think for the long term and then offense by using the shortcut ways to solve those problems. Students are often found quoting other works in part or whole by simply changing the location of the study and researcher's name of the previous thesis. This is commonly referred to plagiarism as a kind of thefts or copyrights infringement, or more commonly known as copy-paste conducted by students. This informal interviews conducted by the researchers to 20 students who are undergoing coaching thesis on Monday, December 20, 2015.

Practically, it had not found so far a clear formulation dealing with the scientific writing learning techniques used by lecturers in classes with courses supporting thesis writing. Based on the observations conducted by the researcher, there was a variation performed by teachers on subjects Writing. Some of them implement learning strategies that refer to product writing with classical learning model. These methods were classified as conventional ways because students were asked to write (Harmer, 2004: 4) on the sentence to discourse level on the topic that had been determined by the lecturers. For teachers who apply the writing proces, the steps carried out start with planning to editing, but the treatment was still in the classical with the lecture method (Ghaith, 2002; Gillet, 2010; Wardani, 2007; Akhadiyah, Arsjad, and Ridwan, 1996; and McCrimmon , 1984). They did not apply groups or pairs teaching strategy on the course so it looked low interaction among the students in the class.

To respond this issues, the lecturers as facilitator are expected to solve the problems with increasing their creativities by pursuing various innovative breakthrough in the use of methods and techniques for appropriate writing learning. In addition, teachers also need to direct the student's mastery of language skills to be applied in real situations contextually. Some innovations in the field of language teaching methodology have been conducted and published in various journals teaching languages to assist language teachers to improve their services to accommodate the students' learning needs in the class. Two fundemental things assumed as the cause of problems in the preliminary observation were the use of cooperative learning model and the use of student learning styles that have not been optimized. On the basis of the description, it is necessary to conduct a series of studies focused on the students' problems in scientific writing in English that happens to English Education Department of UIN Alauddin Makassar.

Cooperative Writing Response Group and Self-Evaluation (CWRG-SE)

CWRG-SE is a learning technique that combines product and process orientation by relying on a positive response to the results of the writing group (Johnson, 1994: 26; Anthony, 1963). The group writing is a small group consisting of 3-4 people who do the writing learning activities (Medsker and Holdsworth, 2001: 287). The cooperation is intended as a response to the role of cooperation between the 'author' and 'reader' (audience) by providing a response or feedback about the positive sides or the advantages and strengths found in teammates' writing content (Porto, 2001). This writing learning techniques was developed by Porto in 1997 as the result of merging Cooperative Writing Response Group technique developed by Bryan (1996: 188-193) with an additional element of Self-Evaluation developed by Hansen (1996: 188-195).

Cooperative Script (CS)

CS (Lambiotte et al, 1988: 103) was introduced by Dansereau (1985: 209) as "A study method in the which students work in pairs and take turns Orally summarizing sections of material to be learned." The free translation of this definition is a learning technique that sets the students work in pairs and take turns summarizing portions of the materials studied (Newbern et al, 1994; Spurlin et al, 1984: 451-463; & Fuchs and Fuchs, 1998: 57-74). In other sources, it has not been found another definition of CS.

Sociological Learning Styles

Sociological learning styles or commonly called Sociological preferences in learning as a fraction of 5 groups of learning styles was introduced in 1978 by proponents of learning style, Dr. Rita Dunn, director of the Research Center for Learning and Teaching Styles St. John's University. Sociological Learning styles generally is defined as a preference in receiving, processing, and storing information or new knowledge with social orientation of individuals, in pairs, small groups, teams, guided by the teacher (authority learning/figure) or mixtures (Dunn and Dunn, 1998: 47). The term of 'sociological' on the model offered Dunn and Dunn (1978: 54) does not refer to social conditions in the sense or a broad scale, but only related to the tendency of students' options who like to learn by theirselves, or with colleagues, or motivated by a figure or teacher authority.

Research Method

This study applied experimental method with factorial design 2x2. It aimed to find out the influence technique cooperative learning (CWRG-SE and CS) and learning sociological styles (GBSB and GBSI) on the ability of scientific writing in English on 60 samples of the sixth semester students of English Education Department at UIN Alauddin Makassar.

The instrument used to measure the students' ability in scientific writing was writing scientific test developed based on the six components of writing technique (the developing ideas (ideas); structuring or organizing ideas through the process of deductive and inductive reasoning (organization); adjusting argument to the topic or theme (voice); using words in scientific terms (word choice); using cohesive and coherent sentences (sentence fluency); and using punctuation and spelling (conventions). To determine the learning style, it was used 50 items of sociological learning styles Questionnaire with 3 options.

The findings of scientific writing test were obtained by analyzing the correlation between 0.708 to 0.872 that were greater than the r_{table} value with df_{29} and $\alpha_{0,05}$ (0,367). In other hands, all the items being the assessment criteria were declared as valid. For reliability with Cronbach Alfa equivalent to KR-20 on SPSS is 0841, greater than the 0411 Alfa table at df_{17} and $\alpha_{0,05}$ or the 18th items of the instrument were reliable. For learning styles questionnaire, 10 out of 60 items were invalid on the value r_{table} with df_{59} at $\alpha_{0,05}$ (0.2523) – they are the number 14 (0.099) 15 (0.113) 16 (0.172) 17 (0.047), 18 (0.149) 27 (0.083) 30 (0.058) 37 (0.158) 38 (0.210), and 39 (0.213) so that 50 items were still valid. The reliability value with Cronbach Alpha was 0.929 – it was far from the Alfa table 0.2763 at df_{49} and $\alpha_{0,05}$ or the 50 items of the instrument were quite reliable.

The data was analyzed using descriptive statistical calculation of frequency distribution (f), mean (\bar{X}), and standard deviation (SD); and inferential factorial ANOVA or General Liner Model to test the effect of the variabels with 2 x 2 factorial design (main effects and interaction effects) at the significance level ≤ 0.05 or 95% valid level. The analysis of factorial ANOVA was conducted after testing normality and homogeneity data. If the analysis showed an interaction, then the test was continued with Tukey test to see which treatment was superior. The data were analyzed using SPSS (Statistical Packages for Social Sciences). The results of the data analysis were presented in tables and graphs if it deemed necessary.

Findings And Discussion

Data Description on Group and Subgroups

The mean scores for CWRG-SE group (A1) were 2.67 with a standard deviation of 1.01; CS CS (A2) with a mean of 2.73 and standard deviation of 0.96; GBSB (B1) with a mean of 2.75 and standard deviation of 0.97; and GBSI (B2) with a mean of 2.65 and standard deviation of 0.99. The mean scores for CWRG-SE suppgroups combines with GBSB (A1B1) was 3.48 with a standard deviation of 0.62; CS combined with GBSB (A2B1) with a mean of 2.02 and standard deviation of 0.66; CWRG-SE combined with GBSI (A1B2) with a mean of 1.87 and standard deviation of 0.56; and CS combined with GBSB (A2B2) with a mean of 3.44 and standard deviation of 0.63.

The Findings of Analysis Requirements Test (Normality and Homogeneity)

The normality test criteria through Lilliefors accepted H_0 if the probability score was $Lo > \alpha 0.05$, and rejected H_0 if the probability score was $Lo < \alpha 0.05$.

H_0 : Data derived from a population of normal distribution

H_1 : Data dis not come from populations with normal distribution

The findings of normality test at the significance level and db30 for the group and db15 for the group and for subgroups by using SPSS obtained data as follows:

Tabel 4. The Findings of Normality Test

Groups	Db	Kolmogorov-Smirnov ^a	Value α	Range	Conclusion
A1	30	0,200	0,05	$0,200 > 0,05$	Distributed normally
A2	30	0,560	0,05	$0,560 > 0,05$	Distributed normally
B1	30	0,050	0,05	$0,050 \geq 0,05$	Distributed normally
B2	30	0,200	0,05	$0,200 > 0,05$	Distributed normally
A1B1	15	0,200	0,05	$0,200 > 0,05$	Distributed normally

A2B1	15	0,002	0,05	$0,002 < 0,05$	Not distributed normally
A1B2	15	0,130	0,05	$0,130 > 0,05$	Distributed normally
A2B2	15	0,200	0,05	$0,200 > 0,05$	Distributed normally

^a Lilliefors Significance Correction

Lavene test was used to test the homogeneity of the data. The criteria for decision-making based on the magnitude of the probability value compared to the value $\alpha 0,05$. If the probability value was greater than or equal to the value of $\alpha (\geq 0.05)$, we concluded that the data came from populations with the same variance or homogeneous. Results of homogeneity test in SPSS with 3 variants of the following data: (a) the value of the probability variant learning techniques CWRG-SE (A1) and CS (A2) was $0.775 > 0.05$; (b) the learning styles variant GBSB (B1) and GBSI (B2) was $0,829 > 0,05$; and (c) 4 groups factorial variance of learning techniques and learning styles (A1B1, A2B1, A2B1, and A2B2) was $0.839 > 0.05$. It can be concluded that all groups of data derived from populations having the same variant or homogeneous and received the null hypothesis (H_0).

Hypothesis Test Findings

The findings of factorial ANOVA calculation or General Linear Model - Univariate with SPSS were presented in the tables below:

Tabel 5. Descriptive Data among the variants

Depedend Variabel: Writing Ability

Learning Techniques	Learning Styles	Mean	Standard Deviation	N
CWRG-SE (A1)	GBSB (B1)	3,48	0,62	15
	GBSI (B2)	1,87	0,56	15
	Total 1	2,67	1,01	30
CS (A2)	GBSB (B1)	2,02	0,66	15
	GBSI (B2)	3,44	0,63	15
	Total 2	2,73	0,96	30

Total	GBSB (B1)	2,75	0,97	30
	GBSI (B2)	2,65	0,99	30
	Total 1 + 2	2,70	0,98	60

The findings of variant tests between the variables of learning techniques and learning Styles as follows:

Tabel 6. The Findings of ANAVA Test

Dependent Variabel: Writing Score

Dependent Variabel: Writing Score

Variant Sources	The Sum of Squares Type III	Mean db Squares	F_h	Sig. Non-centerd Parameter	Observed power ^b
Corrected Model	34,92 ^a	3 11,64	30,39	0,0091,16	1,00
Interception	438,21	1 438,21	1144,010	0,001144,01	1,00
Learning Techniques (k)	0,05	1 0,05	0,12	0,730,12	0,06
Learning Styles (b)	0,14	1 0,14	0,37	0,550,37	0,09
Learning Techniques*	34,73	1 34,73	90,67	0,0090,67	1,00
Learning styles					
Errors	21,45	560,38			
Total	494,58	60			
Total Corrected	56,37	59			

a. Squares R = 0,619 (Squares Adjustment R = 0,599)

b. Calculated by alfa = ,05

The findings of Tukey test can be seen on the Table 7 as follows:

Table 7. The Findings of Tukey Test

Group Pairs compared	Q_{hitung}	Q_{tabel}	Range	Conclusion
Q ₁ (A1B1 dan A2B1)	9,21	3,01	9,21 > 3,01	Significant
Q ₂ (A1B2 dan A2B2)	-9,91	3,01	-9,91 < 3,01	Not Significant

Q ₃ (A1B1 dan A1B2)	10,18	3,01	$10,18 > 3,01$	Significant
Q ₄ (A2B1 dan A2B2)	-8,95	3,01	$-8,95 < 3,01$	Not Significant

Hypothesis 1 – accepting Ho: $F_h = 0,12$ ($F_h 0,12 < F_t 4,03$); ($0,73 > 0,05$), (students' scientific writing ability in English that learns through CWRG-SE and CS techniques were not significantly different).

In the description previously, the findings described the comparison of scientific writing class findings with two different writing learning techniques and ignore the aspect of sociological tendency of students' learning styles. Learning writing through CWRG-SE technique applied the 'process writing' model and was designed in group learning situations in the small groups (3-4 people) as compared with the CS technique which also accommodates 'process writing' models that is designed in pairs learning situation.

The important thing should be understood among students that there were individual feel more comfort studying in group – other sides, there were also students choose studying in pairs as well as individual. The data showed that hypothesis Ho was accepted and then implicated to the efforts in developing and completing cooperative learning technique especially for CWRG-SE and CS models that should consider other variables if it will be applied in scientific writing course.

Hypothesis 2 – accepting Ho: $F_h = 0,37$ ($F_h 0,12 < F_t 4,03$); ($0,55 > 0,05$), (there was no differences between students' ability of scientific writing in English between those who prefers to GBSBd and GBSI).

It indicated that sociological learning style preferences intended as an approach to learning that relate to students' sociological dimension predisposition factors. The findings showed that the students' sociological learning style preferences were also not a single variable that affects the ability of scientific writing in English at the Department. It was explained by the utterly rejected the alternative hypothesis that there were differences in students' ability of scientific writing in English between those who prefer to GBSB and GBSI.

The findings above implied that the variables of sociological learning style were not strong enough to be used as the sole factor that determines the success of the students in learning scientific writing in English. Another implication leads to the truth of theoretical

filed by proponents of the learning style that even the learning styles tend to be fixed, especially the factors on physical and environment variables, but the factors in emotional and sociological variables (individual study, orientation in pairs, etc.) There are still opportunities to change along with the person's cognitive development and maturation. Therefore, the understanding of sociological learning styles and the elements were directed toward learning techniques alignment flexibility for grouping aspects of learning that can be arranged so that students feel the justice in acquiring the rights to study.

Hypothesis 3 – rejecting H_0 : $F_h = 90,67$ ($F_h 90,67 > F_t 4,03$); ($0,00 < 0,05$), (Between learning techniques and learning style preferences owned by students, there were interaction effects that result in differences in students' scientific writing ability in English).

The findings showed the interaction between cooperative learning techniques with the sociological learning style preferences that significantly affect students' ability in scientific writing in English. Cooperative learning techniques (CWRG-SE and CS) in relative terms will effectively affect students' writing skills when learning style preferences correspond to the sociological (GBSB and GBSI) they have.

The findings above have not been explained about the group partner of learning techniques and learning styles that was superior to be used in learning scientific writing in English. The findings only give information about whether or not there is interaction between the variables tested. In other words, the adjustment of students' sociological learning styles with the cooperative learning techniques in this study comprises the interaction that takes place on scientific writing teaching and learning activities using English. Interaction in the activities that establish the interaction of physical, psychological, and social between students and faculty. Their interaction relationship has implications on the students' ability in scientific writing in English which also indirectly affect their cognitive development, conative, affective, and psychomotor (not included in the component being measured).

Conclusions

The conclusiong were; 1) the students' ability in scientific writing in English between those who learn through CWRG-SE and CS techniques without elaborating the learning style has not shown a significant difference; 2) the students' ability in scientific writing in English between those who prefer GBSB and GBSI without elaborating with learning techniques have not shown a significant difference; and 3) there was influence of the interaction between

cooperative learning techniques and sociological learning styles of the students' ability in scientific writing using English.

It is suggested that; 1) the learning techniques that are tailored to the students' learning styles of students is a factor which influenced the increase of students' learning achievement. Therefore, there should be training for lecturers in form of refreshment in implementing cooperative learning techniques, as well as other actual and accommodative techniques; 2) workshop for teaching scientific writing that is mainly associated with the students' thesis writing should be held to a unified vision in instruction and assessment and coaching thesis. This was deemed necessary given the constraints in terms of maintaining the lecturers' ego tendency on techniques and scientific writing process for students in accordance with their own background and experience; and 3) it should be considered to form a special team consisting of expert in teaching material design and learning style inventory design that will be able to work together to design a scientific writing learning program centered on students, especially in UIN Alauddin Makassar..

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Title

Exploring Policymakers` and English Teachers` Perceptions and Interpretations in Makassar
towards Curriculum 2013 (A Mixed-Design Study)

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Abstract

The study investigated the policymakers` perspectives and English teachers` perceptions and interpretations regarding the reform of Curriculum 2013 (K-13) as a replacement for the previous curriculum. The participants were three policymakers and eleven English teachers from four different schools around Makassar, South Sulawesi. To ensure methodological triangulation, this study employed a mixed design, combining the collection and analysis of quantitative and qualitative data, including classroom observations, interviews, and document analysis. From the policymakers` perceptions, the results revealed that K-13 was launched as a result of the failure of the previous curriculum, the anticipation of demographic and economic growth, and other benefits offered within the reform. Teachers perceived the reform to be lack of guidelines in the sense that teachers were lack of references to have comprehensive understanding of the curriculum in order that they could implement it well in their classrooms. They also suggested the difficulties around

administrative matters, and considered these to be more important than providing genuine lesson plans for their classrooms. As a result, they tended to focus more on fulfilling the administration than the implementation of the curriculum itself. Furthermore, the teachers pointed to the difficulties around designing lesson plans, teaching and learning processes, and the assessment of K-13.

Keywords: *Policymakers` and English Teachers` Perceptions and Interpretations, Curriculum 2013*

Introduction

The initial frame of this research was mainly on how the senior secondary school English teachers in Makassar viewed the ELT curriculum of 2006 (which is commonly called as KTSP 2006, and henceforth “KTSP”) and what exactly the government expected to happen with such curriculum at the level of implementation. The focus was then routed to the new curriculum which is called Kurikulum 2013 or 2013 Curriculum (henceforth “K-13”).

This research thoroughly examined perceptions and interpretations of English language teachers about the K-13 which are regulated by the government in response to the quality improvement of the teaching in Indonesia. As both curricula were newly regulated, different perceptions and interpretation was believed to emerge among teachers as the main stakeholders of curriculum development and its implementation. Some may believe that KTSP has been prescribed as it is in the attachment of the decree, while others maintain their conception that it needs development. In the case of the K-13, the teachers would have the relatively similar mind frame of the previous curriculum. The different perspectives among teachers in perceiving of what is intended by the government of KTSP and its succession of K-13 will lead to different interpretations and will normally end up with a question of a mismatch in the level of implementation.

Misperceptions about a revised curriculum among teachers are not without reasons. One working example for such misperceptions is what had happened in KTSP 2006. As it was the newly revised curriculum in 2006, KTSP provides “a new paradigm with which to create a working mechanism regarding curriculum decision-making in schools” (The Ministry of National Education, 2006:2). However, in the implementation of KTSP, it requires the presence of qualified educational personnel in all regions who are able to put the curriculum documents into practice. As a consequence, educational personnel in general, and

teachers in particular, will have greater flexibility in assigning curricula at the classroom level. The teacher's role in curriculum decision-making at individual schools will require a greater level of expertise. Teachers with qualified training and teaching experience were assumed able to carry out the curriculum for students who are individually different. Therefore, transferring the power of responsibility from the central government to local government in decentralization context, in general, and national curriculum reform, in particular, need time for all related stakeholders, in this case the school teachers, to accept the change with appropriate knowledge and skills.

Problems of various kinds arising from curriculum implementation have been recognized as inevitable, and therefore the implementation is inherently more complex than what people can anticipate (Brindley and Hood, 1990; and Fullan&Stiegelbauer, 1991). This complexity can be perceived from several aspects, with stakeholders at different levels interpreting the curriculum policies differently than as originally conceived. First, policymakers produce policies with good intentions, but unforeseen and often unwanted results may occur as the policies are interpreted by the local implementing institutions. Second, as the policy interpreters, middle-level administrators may have their own interpretation of the policies. Third, the implementation may also be confounded by the resistance of the primary stakeholders, i.e., the teachers (Williams et al., 1994). Teachers may view the revised curriculum either negatively or simply differently than as was the intent of the policymakers (Karavas-Doukas, 1995), or view the innovations favorably but not incorporate the curriculum changes into their day-to-day classroom teaching for various reasons (Gahin and Myhill, 2001).

Studies of the impact of curriculum implementation on educational outcomes tend to adopt three different approaches (Snyder et al., 1992). First, the fidelity perspective determines "the degree of implementation of an innovation in terms of the extent to which actual use of the innovation corresponds to intended or planned use and to determine factors which facilitate and inhibit such implementation" (Fullan and Pomfret, 1977:340). Second, the mutual adaptation perspective (Berman and McLaughlin, 1980) studies how the innovation has been adapted during the process of implementation. The third perspective shifts its focus from studying the implementation and adaptation of proposed curricula to studying curriculum enactment. Studies with this last focus have examined how a curriculum is shaped through the evolving constructs of teachers and students (Paris, 1989). These three

approaches have been used in the fields of general education and of language education to explore the effects of curriculum implementation on both teachers and students.

Some issues regarding the new revised curriculum has been identified, namely: (a) a mismatch of teachers' perceptions and interpretations with the government's intention on the new revised curriculum is inevitable; (b) qualified educational stakeholders in all regions who are able to develop KTSP, to deal with K-13 and to put the curriculum documents into practice is required; (c) transferring the power of responsibility from the central government to local government in decentralization context needs time for all related stakeholders to accept the change with appropriate knowledge and skills then back to centralization in 2013; (d) there must be large constraints teachers encounter in their attempts at implementing the KTSP and mindset constraints in implementing K-13; and (e) the questions of how the intended curriculum interpreted and implemented by the English teachers so far.

Among the issues stated previously, this research only focused on describing the policymakers' perspectives on the issues of the school curriculum reform from KTSP into K-13 and English teachers' perspectives and interpretations towards the policy with special reference to ELT program at senior secondary schools in Makassar. To be more specific, this research is carried out to understand what perceptions the teachers have and how they interpreted the curriculum policy in their teaching practice.

Research Method

Since the purpose of this research is to understand issues associated with the policy design and teachers' policy perceptions, interpretations and implementation of K-13 with special reference to ELT program at the targeted senior secondary schools in Makassar, this research applied a mixed-method design. A mixed-method design is an approach that incorporates the collection, analysis and combining of quantitative and qualitative data in a single study (Creswell, 2005). For this study, the type of design selected was an explanatory mixed-method or a two-phase model in which the researcher first collects a small portion of quantitative data and followed by a large portion of qualitative data (quan-QUAL). This design enables the researcher to refine or elaborate the findings from the initial quantitative data through an extended and in-depth qualitative exploration of key issues which arise (Creswell, 2005).

Some questionnaires were developed to be used in collecting quantitative data as this instrument is quite efficient to get a broad understanding of the perceptions and

interpretations of K-13 (Walen and Fraenkel, 2001). Then, the quantitative data were complemented by the collection of qualitative data from the participating teachers, giving depth to the study. In addition, qualitative data (Mertens 1998; Bogdan and Biklen, 2003; Guba and Lincoln, 2005) were collected through classroom observation, informal discussion after each observation and interviews.

Moreover, this research was conducted for 19 months from October 2012 to April 2014 in the four targeted senior secondary schools of the K-13 implementation in Makassar and involved three policymakers at different levels and 11 English teachers. Then, the data about policy design of the progressive shift of the curriculum from KTSP into K-13 had been obtained from three policymakers; whereas, the data about perception and interpretations of the curriculum have been obtained from 11 senior secondary school English teachers.

Next, interviews were conducted through face-to-face interaction which ran for approximately an hour per interview per person. Across the interview, the following broad thematic areas were covered:

Teachers' perceptions about the K-13

Teachers' interpretation about the policy of the K-13

In-depth interview were also used to collect the primary data from the key informants of policymakers. The aim is to clarify the conceptions and intentions of reforming the KTSP into K-13. This is also to see the congruency of the intended and the enacted curriculum at the implementation level. The other technique was documentation by collecting relevant documents from various sources. The documents ranged from government regulations relevant to the research focus and samples of K-13 stuffs.

The validation of the data can be obtained by checking the credibility, dependability, transfersability, and comfirmability. In addition, the data collected from respondents, informants, and documents were analyzed using 'flow model' (see Figure 3.1) proposed by Miles and Huberman (1984).

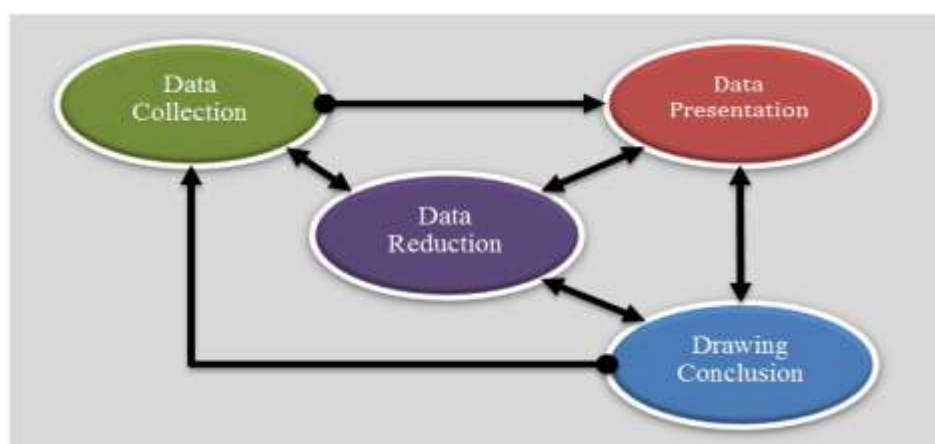


Figure 1 Flow Model (Miles and Huberman, 1984)

Findings and Discussion

The findings from the teachers' survey questionnaire results were the teachers' interpretations on some parts of the K-13. The key concepts which were elaborated into key questions in the survey questionnaires are: (a) the difference between SK and KI; (b) the ways to develop achievement indicators from KD; (c) synchronization of factual learning materials as part of Scientific Approach and materials of ELT in official textbooks; (d) views of Scientific Approach; and (e) views of Authentic Assessment. Table 5.12 below summarizes the key data about the teachers' interpretation of some parts of K-13.

Table 1. *Key Data Summary of Teachers' Interpretation of K-13 from the Survey Questionnaire*

Key Concepts	Emergent Interpretation
Differences between KI and SK	Different in Focus; Difficulty level; Lesson plan; Outcome Competence; Basic Competence; Assessment; Teaching approach; Teacher roles; World change
Developing Achievement Indicators and Sequencing KI in Lesson Plans	Bases: KD, Materials, Syllabus, Student Achievement, Scientific Approach, Class Level, Learning Activities, Skills, Models of Learning, Material Difficulty Level, Learner Competence Orders: Easier to Difficult; Material contain spiritual competence; Following syllabus, class level, Scientific Approach
Dealing with	Maginary and imaginary text type

‘Facts’ in English Learning Materials	<p>Texts, sentences, pictures become the phenomena observed or questioned</p> <p>Students know the kinds of text;</p> <p>Not much in Textbook, needs to find authentic materials from magazines, newspaper or in the internet, familiar to students’ life, contextual teaching and learning</p> <p>Have to explain material based on facts on phenomena</p> <p>Facts or phenomena are authentic materials, suitable with the students’ needs</p>
Valuing Scientific Approach in ELT Practices	<p>Learning steps to make lesson easier to learn</p> <p>Problem based learning</p> <p>Adapted scientific procedures in learning</p> <p>Approach in learning using scientific orders and a good breakthrough in approaching learning</p> <p>An approach emphasizes modern pedagogical dimension in learning using scientific steps. The main activity takes 5-steps explained in the former question.</p> <p>Learning to adopt scientific to develop knowledge use scientific model</p> <p>An approach emphasizes modern pedagogical dimension in learning using scientific steps</p> <p>Approach that highlight the dimensions, observation, reasoning, discovery validation and explanation of truth</p> <p>Analyzing, asking, correlating</p>
Appraising Authentic Assessment in ELT Practices	<p>Efforts to measure competences through learning and teaching process, assignments and testing system</p> <p>Real assessment for all domains</p> <p>Measurement of intellectual accomplishments through observation, portfolio, and tests.</p> <p>Creative and varied ways of assessing</p> <p>Tasks-Based assignment</p> <p>Measuring real learning outcomes in attitudes, skills, and</p>

knowledge.

Integrated real life assessment for all learning outcomes and process domains

Measuring learning outcomes based on real outcomes in attitudes, skills, and knowledge

Measurement of intellectual accomplishments that are worthwhile, significant and meaningful

Real assessment that consist of spiritual, cognitive, and psychomotor achievements

The shift of KTSP into K-13 is not a rushed change and this study refuses the sound political arguments that “changing the minister will change the curriculum”. This refusal was based on the findings and discussions in the previous chapters. The study concluded the main findings based on the research questions posed earlier about the issues behind the curriculum reform from KTSP to K-13, especially the perceptions and interpretations the and policymakers and teachers have on K-13 in ELT

The issues underlying the curriculum change from KTSP to K-13 are concluded to be relatively similar to the issues in any curriculum changes in Indonesia. For the K-13, the issues are the failure of the former curricula, the anticipation on the world projected of Indonesian demographic and economic circumstances in the future, and the benefits offered within the curriculum change.

Although it has been proved in this study that the curriculum change from KTSP to K-13 is not a rushed decision, the study concludes that the Indonesian government has failed to work efficiently and effectively within the estimated time or in the planned schedule. This will become a negative precedence and a scapegoat for the unwanted failure of K-13 in the future.

The perception of the English teachers towards the curriculum change from KTSP to K-13 in English language teaching mainly leads to two main trends. The first trend is coming from the teachers who mainly look at the curriculum change as a positive, innovative, and creative change in the English teaching practice for the future of Indonesia. The change also gives impact to the transformation in the way teachers and students viewed the English learning from traditional view of learning to a modern pedagogic dimension. The second trend viewed the curriculum change as a superficial and conceptual change, and would likely

to have the same effects with the previous curriculum changes. Both the trends in teachers' perception seem to be in line with the knowledge and the teachers' belief system towards the change. The knowledge and belief system that the teachers have will be linked to their experiences on the implementation of the previous curriculum.

The interpretation of the teachers towards the curriculum change from KTSP to K-13 in ELT practices leads to two types of interpretation. The first type is the correct and comprehensive interpretation when dealing with the general concepts in K-13 in ELT practices. However, towards the applicable concepts, the teachers tended to interpret the concepts partially according to the teachers' level of understanding and procedural knowledge and the convenience of the application offered by the changing elements.

Therefore, the perception and interpretation the teachers have on K-13 in relation to the ELT practices are postulated to be in line with their knowledge and beliefs, mindset in teaching practice, government policy demands in teacher administrative tasks, and disregards their individual capacity to better create new learning atmospheres for students as highlighted by K-13.

Conclusion

Policymakers' perceptions, the results revealed that K-13 was launched as a result of the failure of the previous curriculum, the anticipation of demographic and economic growth, and other benefits offered within the reform. Teachers perceived the reform to be lack of guidelines in the sense that teachers were lack of references to have comprehensive understanding of the curriculum in order that they could implement it well in their classrooms. They also suggested the difficulties around administrative matters, and considered these to be more important than providing genuine lesson plans for their classrooms. As a result, they tended to focus more on fulfilling the administration than the implementation of the curriculum itself. Furthermore, the teachers pointed to the difficulties around designing lesson plans, teaching and learning processes, and the assessment of K-13.

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1 – 2

The Regulation of the Ministry of National Education Number 24 Year 2006

Title

Students' Need on English Language

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Abstract

The objective of need analysis is to find the students' needs, wants, necessities, and lacks in learning English. This study also wants to know how important of English language for their future, what difficulties they face, and what they want in the learning process. Therefore, the results of this study also make the lecturer easy to compose the suitable materials for the students.

The population of this study is the students of biology department of FKIP UMPAR which consists of two classes. Where class A consists of 20 students, and class B consists of 20 students. In this study, the researcher will use class A as the sample. It means, the sample take based on cluster random sampling. The kind of this study is classroom observation which conducted in to three steps. The first step was classroom observation for all of the students. The second step was giving questionnaire for them. The last step was interview. The instruments used are questionnaire and interview. The result of the instruments analyzed by descriptive analysis.

Based on the result, the researcher found that more than 83% of the students likely study English for once in a week. In the learning process, they also interested in Vocabulary class. They do not really like composed a paragraph and reading comprehension. They think that mastering vocabulary is better that composing idea.

Key Words: *Need analysis, students' needs, learning English.*

Introduction

A. Background

Need analysis in a language program is often viewed simply as identification of the language forms that the students will likely need to use in the target language when they are required to actually understand and to produce the language. Need analysis procedure may involve interview with the students to determine perception of their major language difficulties, observation of students in class, and also need analysis by questioner.

Need analysis can be distinguished between subjective and objective. Objective need as derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. Subjective the cognitive and affective needs of the learners in the learning situations, derivable from information about affective and cognitive factors such as personality, confidence, attitudes and learners wants or need.

The aims of a need analysis are thus to determine the types of situations in which lectures will be using English, the tasks and activities they are expected to carry out or take part in English, and their exiting language skills or abilities with respect to those tasks.

B. Problem Statement

Based on the background above the researcher think that the lecturer of English language should compose the suitable materials for the students. Therefore, in doing this research, the researcher formulated a research questions, as follows:

“How important the need analysis of English language subject conducted at education of biology department?”

C. Objective of the Research

Based on the background of need analysis, this particular study aimed at finding out:

1. To find out the important of English for biology students.
2. The difficulties experienced by biology students on English language subject.
3. To determine the suitability between English materials and the students' need.
4. To determine the ability of the English that the students' need to improve for future.

D. Significance of the Research

Based on the objectives stated above, the researcher tries to find the suitable materials for the biology students in learning English. Basically, significance of the research is divided into two parts of the significance; they are theoretical significance and practical significance. In the theoretical of significance, the researcher expected, this research gives successful

information generally to teaching of English especially for the learning and teaching English process. In practice significance, there are five significances expected by the researcher, such as:

1. For the education world, the result of this research to be consideration in developing materials.
2. For English lecturers, the result of this research is expected as a way in varying materials, so they can make this research as one of their references to improve teaching process. Additionally, it is a useful and meaningful contribution in repairing the quality of teaching process in classroom.
3. For students, the result of this research is expected to make them enjoy in learning English. It also can motivate the students to study English.
4. For curriculum designers, the result of this research is expected to be a reference in composing and developing the curriculum.
5. For the next researchers, the result of this research is expected to be meaningful information and to give motivation for the next researchers in creating another research concern to English for Specific Purposes.

Review of Related Literature

A. The Concept of English for Specific Purposes (ESP)

We have defined ESP as an approach to course design which starts with the question ‘why do these learners need to learn English?’ but it could be argued that this should be the starting question to any course, General or ESP. All courses are based on a perceived need of some sort. Otherwise why would English find its way on to a school or college timetable: someone at some time must have decided there was a need for it. What then, in the terms of our definition, is the difference between ESP and General English?

The answer to this very reasonable question is ‘in theory nothing, in practice a great deal. It is often argued that the needs of the general English learner, for example the schoolchild, are not specifiable. This is an assumption that owes more to institutional inertia and the weight of tradition than to any reality, but it is a powerful force nevertheless. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort.

What distinguishes ESP from General English is not the *existence* of a need as such but rather an *awareness* of the need. If learners, sponsors and teacher know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. Thus, although it might appear on the surface that the ESP course is characterized by its content (Science, Medicine, Commerce, Tourism etc), this is, in fact, only a secondary consequence of the primary matter of being able to readily specify why the learners need English. Put briefly, it is not so much the nature of the need which distinguishes the ESP from the general course but rather the awareness of a need. (Chusnul et. al. 2011)

This being said, we would still maintain that any course should be based on an analysis of learner need. This is one way in which ESP procedures can have a useful effect on General English and indicates once more the need for a common approach. The answer to the analysis will probably be different, but the questions that need to be asked are the same. Nevertheless, for the time being, the tradition persists in General English that learner needs can't be specified and as result no attempt is usually made to discover learners' true needs. Thus if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis since it is the awareness of a target situation-a definable need to communicate in English-that distinguishes the ESP learner from the learner of General English.

The most thorough and widely known work on needs analysis is John Munby's *Communicative Syllabus Design* (1978). Munby presents a highly detailed set of procedures for discovering target situation needs. He calls this set of procedures the communication Needs Processor (CNP). The CNP consists of a range of questions about key communication variables (topic, participants, medium etc) which can be used to identify the target language needs of any group of learners.

The work marked a watershed in the development of ESP. with the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designer had to do was to operate it. However, *Communicative Syllabus Design* proved to be a watershed in quite another way. By taking the analysis of target needs to its logical conclusion, it showed the ultimate sterility of a language-centered approach to needs analysis. It illustrated, in effect, not how much could be learnt from a scientific needs analysis, but rather how little.

The answer lies in the first of our questions about needs analysis: what do we mean by needs? ‘In the language-centered approach, the answer to this question would be the ability to comprehend and/or produce the linguistic features of the target situation’, for example the ability to understand the passive voice. Thus what the CNP produces is a list of the linguistic features of the target situation. But there is much more to needs than this.

B. Target Needs

In the first instance, we can make a basic distinction between *target needs* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn. We shall consider *learning needs* later, but even within the category of *target needs* we can identify further divisions under the general heading of need.

1. What are target needs?

Target need is something of an umbrella term, which in practice hides a number of important distinction. It is more useful to look at the target situation in the terms of *necessities*, *lacks* and *wants*.

a) Necessities

We can call ‘necessities’ the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a businessman or-woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features-discoursal, functional, structural, lexical,-which are commonly used in the situations identified. This information is relatively easy to gather. It is a matter of observing what situations the learner will need to function in and then analysing the constituent parts of them. (Chusnul et. al. 2011)

b) Lacks

To identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learners know already, so that you can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner’s lacks (Hutchinson, Waters and Breen 1987).

c) Wants

It can be seen from this analysis that objective and subjective views of needs can, and do, conflict, with a consequent de-stabilizing effect on motivation. What should the teacher do in such a situation? There can be no clear-cut answer. Each situation must be judge according to the particular circumstances. What is important is that the ESP course designer or teacher is aware of such differences and takes account of them in materials and methodology. There is little point in taking an ESP approach, which is based on the principle of learner involvement, and then ignoring the learners' wishes and views.

2. Gathering information about target needs

It follows from the above account that the analysis of target needs involves far more than simply identifying the linguistic features of the target situation. There a number of ways in which information can be gathered about needs. The most frequently used are:

Questionnaires,

Interviews;

Observation;

Data collecting e.g, gathering texts;

Informal consultations with sponsors, learners and others.

In view of the complexity of needs which we have seen, it is desirable to use more than one of these methods. The choice will obviously depend on the time and resources available. It is also important to remember that needs analysis is not a once-for-all activity. It should be a continuing process, in which the conclusions drawn are constantly checked and re-assessed.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. Detailed procedures for gathering information are beyond the scope of this book. The simple framework below outlines the kind of information that the course designer needs to gather from an analysis of target needs.

A target situation analysis framework

Why is the language needed?

-for study;

-for work;

-For training;

-For a combination of these;

-For some other purpose, e.g. status, examination, promotion

How will the language be used?

-medium: speaking, writing, reading, etc;

-channel: e.g. telephone, face to face;

-types of text or discourse: e.g. academic texts, lectures, informal conversation, technical manuals, catalogues.

What will the content areas be?

-subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;

-level: e.g. technician, craftsman, postgraduate, secondary school

Who will the learner use the language with?

-native speakers or non-native;

-level of knowledge of receiver: e.g. expert, layman, student;

-relationship: e.g. colleague, teacher customer, superior, subordinate.

Where will the language be used?

-physical setting: e.g. office, lecture theatre, hotel, workshop, library;

-human context: e.g. alone, meetings, demonstration, on telephone;

-linguistic context: e.g. in own country, abroad.

When will the language be used?

-concurrently with the ESP course or subsequently;

-frequently, seldom, in small amounts, in large chunks.

In view of what has been said earlier in this chapter about needs and wants, it is clear that interpretations of needs can vary according to the point of view of the particular respondent. ESP, like any educational matter, is concerned with people, and as such is subject to all the vagaries and foibles of human behavior. For example, in analyzing the needs of students, it would be normal practice to ask both the lecturers and the students about their English needs. There may be a tendency on the part of the lecturers to exaggerate the need for English, since English-medium instruction is often considered to have higher status. The lecturer, in other words, has a personal investment in giving the impression that the level of English needed is high. The students, on the other hand, may give a much lower indication of the need for English, because they know (or would prefer to believe) that it is not really necessary. They might consider their interest to lie in English for their future employment, for social purposes or even in not having English at all.

3. Learning needs

Till now we have considered needs only in terms of target situation needs. We have been considering the question: 'what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?' using our analogy of the ESP course as a journey, what we have done so far is to consider the starting point (lacks) and the destination (necessities), although we have also seen that there might be some dispute as to what that destination should be (wants). What we have not considered yet is the route. How are we going to get from our starting point to the destination? This indicates another kind of need: learning needs.

To understand what is meant by learning needs, let us look a little more closely at what happens in the analysis of target situation needs. In looking at the target situation, the ESP course designer is asking the question: 'what does the expert communicator need to know in order to function effectively in this situation?' this information may be recorded in terms of language items, skills, strategies, subject knowledge etc.

What the analysis cannot do, however, is show *how* the expert communicator *learnt* the language items, skills and strategies that he or she use (smith, 1984). Analyzing what people do tells you little, if anything, about how they learnt to do it. Yet, the whole ESP process is concerned not with *knowing* or *doing*, but with *learning*. It is naïve to base a course design simply on the target objectives, just as it is naïve to think that a journey can be planned solely in terms of the starting point and the destination. The needs, potential and constraints of the are going to have any useful analysis of learner needs.

In the target situation they may need, for example, to read long, dull or complex texts, but their motivation you do so may be high because:

- they like the subjects in general;
- examinations are looming;
- job/ promotion prospects may be involved;
- they may be going on to do very interesting experiments or practical work based on the texts;
- They may like and/or respect the subject teacher or boss;
- They may be very good at their subject, but poor at English.

For all manner of possible reasons learners may be well motivated in the subject lesson or in their work, but totally turned off by encountering the same material in an ESP classroom. The target situation analysis can determine the destination; it can also act as a

compass on the journey to give general direction, but we must choose our route according to the vehicles and guides available (i.e. the conditions of the learning situation), the existing roads within the learner's mind (i.e. their knowledge, skills and strategies) and the learners' motivation for traveling.

4. Analyzing learning needs

To analyse learning needs, we can use a similar checklist to that used for target situation analysis:

A framework for analyzing learning needs

Why are the learners taking the course?

- compulsory or optional;
- apparent need or not;
- are status, money, promotion involved?
- what do learners think they will achieve?
- what is their attitude towards the ESP course? Do they want to improve their English or do they have to spend on it?

How do the learners learn?

- what is their learning background?
- what is the concept of teaching and learning?
- What methodology will appeal to them?
- what sort of techniques are likely to bore/alienate them?

What resources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teachers' knowledge of and attitude to the subject content;
- materials;
- Aids;
- opportunities for out-of-class activities

Who are the learners?

- age/sex/nationality';
- what do they know already about English?
- What subject knowledge do they have?
- What are they interest?

- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the cultures of the English speaking world?

Where will the ESP course take place?

- are the surroundings pleasant, dull, noisy, cold, etc?

When will the ESP course take place?

- time of day
- every day/once a week;
- Full-time/part-time;
- Concurrent with need or pre-need.

Methodology

A. Need Analysis Method

This study is a kind of descriptive research that applied quantitative method in data analyzing. Data analyzed and tabulated by using Microsoft Excel.

B. Setting of the Study

This analysis conducted at biology department of FKIP UMPAR . It is located on Jalan Ahmad Yani KM. 6 Parepare. The researcher spend eight months in conducting this study. A month for observation, four months for treatment and test, two months for analyzing data, and the last a month for finishing the report.

C. Population and Sample

The population of this study is all of the students of the second level of Biology department of FKIP UMPAR in the academic year 2015/2016. Where class A consists of 20 students, and class B consists of 20 students. In this study, the researcher chooses class A as the sample. It means, the sample take based on cluster random sampling as the technique.

D. Procedure of Collecting Data

In data collection, the researcher was use questionnaires and interview. In this research, the researcher use three kinds of test, and it formed like the simple forms of multiple choices. The test will measure the student's opinion, difficulty, what actually they need. The tests consists of 3 items of multiple choice, 10 items of observation checklist, 8 items of questionnaires and 6 items of interview.

E. Technique of Analysis Data

In data analysis, the researcher analyzed data by using frequency formula. Its means that the researcher pays attention about the students answer and determines how many percent of students choose every choice in the paper. Beside that the data also tabulated by using Microsoft Excel.

Findings and Discussion

This chapter deals with the result of data analysis. It is describing into different graphs. The first figure shows the result for question checklist, the second describes the questionnaire, and the third is focus on the result of the interview.

1. Question checklist

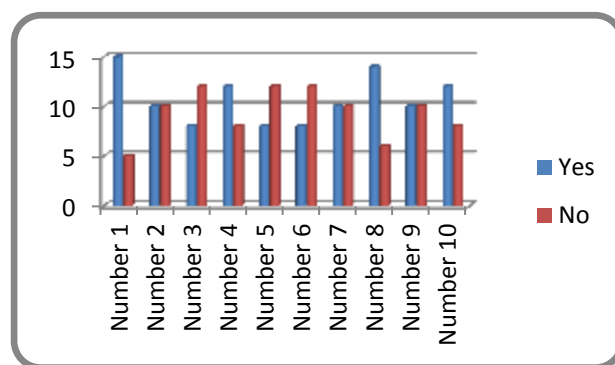


Figure 1. The Description of Question Checklist

Based on the chart 1 above, question number 1 shows that 50% of the respondent stated that learning English is difficult, in other side, 50% stated it is not difficult. Number two indicates same opinion. In number three, more than 50% of the respondents said that the English material given in the classroom was not suitable with their department. This is the main point of this study. Next to number four, most of the students argue that the learning process in the classroom is not effective. Moreover number five, they are stated that the material given by the lecturer was difficult to comprehend. Next to number six, most of them said that they are not interest with the materials. In other side, number seventh focus on time allocation in learning process. The result shows that half of the respondents are agree about the time allocation. Question number eighth concern about the available references. Most of the students argue that during the learning process, the supporting references are quite enough. Number nine ask about the problem in learning English. Fifty percent of their answer indicates that they are solving it based on the lecturer solution. The last point of this

chart is about the role of the lecturer in helping their problems. Most of them realized that the contributions of the lecturers are really appreciated.

2. Questionnaire

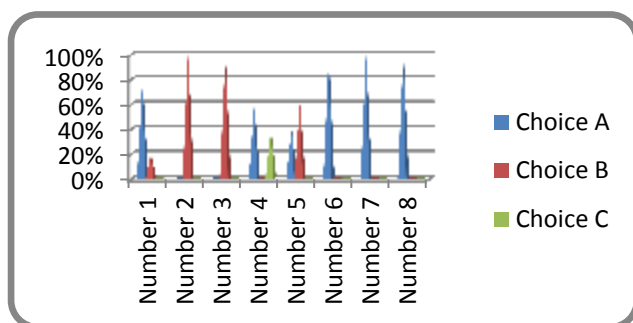
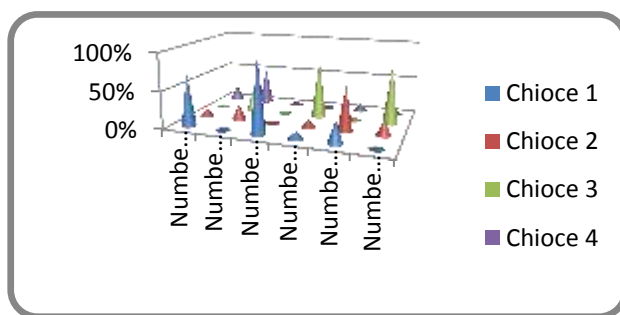


Figure 2. The Result of Questionnaire

This second figure deals with the result of eight numbers of questionnaires. Each number offers three choices.



3. Interview

Figure 3. The Result of Interview

Conclusion and Suggestion

A. Conclusion

English is very important for students of Biology department to develop their career as a teacher candidate. Especially in speaking ability it will very useful in workplace/school. They need many of vocabulary based on their major to fluent their speaking. Unfortunately, their environment is not support them. Especially, the media and the method at the campus are not adequate. Therefore the students need take an English course to make them focus in learning English based on their need. The English course has a good environment because the student will be more motivated to practice their English every time. Finally the English learning acquisition of the students will be effective and support their career later.

B. Suggestion

Based on the conclusion above, the researcher would like to present some suggestion as follows:

1. For the educational policy, the result of this research may be useful information for the education government in case constructing the curriculum. Also in composing the national examination (UN).
2. For the English lecturers, the result of this research indicates that the lecturers of English at Biology department have to find the suitable materials to the students. They also have to apply need analysis first before implementing the available curriculum at the campus. It is better if need analysis conducting in every year for different new students.
3. For the students, it is suggest to motivate their self to study more about English and realize how important English for their future. As we know that the output of English subject are really important for their future career, especially in teaching process.
4. For curriculum designers, the result of this research is expected to be a reference in composing and developing the curriculum.
5. For the next researchers, the result of this research is expected to be meaningful information and to give motivation for the next researchers in creating another research concern to English for Specific Purposes.

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