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The 6th
LIA RESEARCH COLLOQUIUM

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Editor's Note

Greetings! Herman Melville once quotes "We cannot live only for ourselves. A thousand fibers connect us with our fellow men; and among those fibers, as sympathetic threads, our actions run as causes, and they come back to us as effects."

This quote applies for the Classroom Action Research we have been conducting so far passionately. We cannot do the research alone as we need others as subject of the research, collaborator or even as samples and motivators. Those people around us – the students, fellow teachers, superiors, subordinates and also friends- help us build up our stance of the research. Through Classroom Action Research, we do something important to intervene the teaching and learning process with the expectation that our action will yield better quality of the outputs. The quality of the outputs that we have created then will return to us as benefits taking various positive forms. Your presence in this colloquium is one of the positive forms that returns to you.

Through this colloquium, we also try to vibrate the spirit of conducting the Classroom Action Research so more and more teacher-researchers can take part in the future. It is our hope that LIA research colloquium will become a legacy for our future generations and will last for ages.

The sixth LIA Research Colloquium committee has received 72 full papers out of 76 incoming abstracts. We would like to thank all presenters both plenary and parallel presenters and all teacher-researchers who have gone the extra mile conducting action research and writing the report. Dhammapada once said that "you are what you think. All that you are arises from your thoughts. With your thoughts you make your world". Let's make our world a better place for people to grow and create a beautiful resonance.

Warm Regards,

Angela NP
Editor in Chief

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Expanding Research on ELT in the Information Age

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Abstract

Recent advances in science and technology have offered immense and virtually endless opportunities for research on English Language Teaching (ELT). This paper presents some suggestions on how to conduct more dynamic and innovative research on ELT in the information age. The first part of the paper discusses suggestions for expanding the research topics in ELT. Three possible expansions are discussed: extending the research subjects, relating the research with culture, and using corpus linguistics. The second part of the paper presents the mixed methods design that can be applied in action research, including in classroom action research. The focus is on the sequential mixed methods where the researcher starts one method after another. Explanations of how to implement the sequential mixed methods in ELT research are presented together with research examples. Consequently, this paper is expected to improve the expertise of the teachers in conducting research.

Keywords: English Language Teaching, Classroom Action Research, Mixed methods design,

1. Introduction

As we are in the information age, advances in science and technology are pervasive in various fields, including in the English Language Teaching (ELT) field. Consequently, researchers in ELT need to take advantage of these advances to produce more dynamic and innovative research. In this case, ELT researchers need to widen their perspectives and to explore new ideas and tools related to ELT or to language acquisition or language use in general. This paper focuses on how teachers can expand their research topics and methods, to eventually produce more dynamic and innovative research.

2. Expanding the Research Topics in ELT

This section discusses some ideas to expand the research topics in ELT, with a special focus on action research (AR). According to Burns (2010, p. 2), one of the main aims of AR is to identify a 'problematic' situation and to see it more deeply and systematically in order to improve it. There are at least three ways to expand the ELT research topics in Indonesia: extending the research subjects, relating the research with culture, and using corpus linguistics.

2.1. Extending the research subjects

If we take a look at some AR papers, we can easily notice that a number of them were written by teachers and the research subjects were the students. This coverage can be extended further because the researchers of educational AR are not only teachers, and the research subjects are not only students. Burns (2010, p. 2) mentions that the participants of AR may include teachers, students, managers, administrators, or even parents. If we consider each group of these participants to be the researchers and the research subjects, there are actually 20 possible permutations. Therefore, the possibility is not just 'teachers conduct research on students', but also 'teachers to managers', 'teachers to parents', 'managers to teachers', 'teachers to teachers', etc. If we consider only teachers as the researchers, there are still five possible research subjects, they are the other teachers, the students, the managers, the administrators, and the

students' parents. When expanding the research subjects, all parties have to realize that the AR does not always mean that there is a problem to solve. AR can also be conducted to augment a situation or a system.

If we see the research settings of educational AR, we can actually extend the coverage even further. In daily activities, teachers do not only interact with students, but also with the main textbooks, additional materials, and notes. These documents can be used as the research subjects. One example of research papers that analyses notes is the paper written by Anita Sinner (2013) which is published at the *International Journal of Research & Method in Education*. The paper is based on the notes or stories written by Bessie Evans about her experience as a school teacher for many years.

2.2. Relating the research with culture

The significant relation between culture and language learning has been realized by many researchers. The Centre for Advanced Research on Language Acquisition, University of Minnesota, states that "neither culture nor language can be fully understood when taught separately from the other" (http://www.carla.umn.edu/culture). The dynamic interaction between language and culture can certainly be noticed in Indonesia, especially in the context of English language learning. In this case, the term 'culture' may refer to a particular country, a particular community, or a particular group. This is in line with the definition of culture according to Judd (2002, p. 10), i.e. "culture can be defined as the system of shared objects, activities and beliefs of a given group of people."

The research theme within language and culture can include various topics. Two topics that are described in the following paragraphs are the topic on the comparisons of concepts or meanings and the idiomatic expressions.

The comparisons of the meanings of words can be seen in the analysis of the translation of cultural bound terms. This case does not only happen between one language to another, but also for the same language which is used by different communities. For example, the *Oxford Advanced Learner's Dictionary 8ᵗʰ Edition* (Turnbull, 2010) mentions that the English verb to *barrack*

in the United Kingdom means to shout criticism, while in Australia it means to shout encouragement. This shows that although a British and an Australian use the same language, they may have a misunderstanding because the same English word can mean differently in these two different countries that also have different cultures.

The translation of cultural bound terms that include different languages with distance culture certainly shows more challenges. For example, the English word *rice* can have three different Indonesian equivalents, i.e. *padi, beras,* and *nasi*, whereas the Indonesian word *anggur* can be related to three different English words, i.e. *vineyard, grape,* and *wine*. Such differences can be related to the different cultures between these two countries. Another example, which is more problematic to explain, is the English word *down*. If we ask an Indonesian who learns English, he/she will translate it as *turun*. However, there are some examples in the English language where *down* cannot be translated as *turun*. The following are some examples from *Oxford Advanced Learner's Dictionary 8th Edition* (Turnbull, 2010): "Have you got me down for the trip (= list my name for the trip)", "at the end of the day, we were £20 down (= lost £20)", and "I'm just going down to the post office (= to a local place)."

If we see the words in contexts, we can observe further differences between one culture and another, especially in terms of idiomatic expressions, i.e. expressions that are considered natural to a native speaker of a language. Bonvillain (2014, p. 38) gives the following example of the English utterances produced by an English speaker and a Navajo speaker:

English Speaker : I make the horse run.
Navajo Speaker : The horse is running for me.

According to Bonvillain (2014, p. 38), the utterance of the English speaker shows that English speakers encode the rights of people to control over beings (in this case, the horse), while the utterance of the Navajo speaker shows that Navajo speakers give all beings the ability to decide for themselves, without the control from others. Therefore, instead of looking only at grammatical errors produced by the students in the class, English teachers in

Indonesia can also explore the students' utterances that can be considered unidiomatic in English due to the different cultural models.

2.3. Using corpus linguistics

The role of corpus linguistics in ELT research and practices has been widely acknowledged in the past several years. Campoy-Cubillo, Bellés-Fortuño and Gea-Valor (2010, p. 3) wrote that research in corpus linguistics has led to the elaboration of better quality learner input and provided researchers and teachers with a wider, finer perspective into language in use. One example of a tool in corpus linguistics that can be used to produce a variety of research is the BNCweb, that can be accessed at http://bncweb.lancs.ac.uk. (Hoffmann & Evert, 2013). The BNCweb is a concordance software that we can use to search the data in the British National Corpus (BNC). The BNC contains approximately 100 million words of text. There are several search functions in the BNCweb that we can use for teaching and research.

The BNCweb helps us to see the data in detailed. For example, if we notice that in some books, the simple future tense is no longer explained by using *shall,* but we might remember that our teachers explained that we use *shall* if the subjects are *I* or *we*. With the BNC, we can run a simple query to check the actual use of '*We shall'*. An extract of the result is shown in Figure 1.

Figure 1 The Search Result of '*we shall*' in the BNCweb

No	Filename	Hits 1 to 50 Page 1 / 100
1	A02 34	In 1991/92 **we shall** need support even more.
2	A04 10	Since art critics have these working assumptions in mind, and it is with their writing **we shall** be mainly concerned, we need to proceed without being distracted.
3	A04 11	**We shall** not look into the myriad issues springing from problems of definition which are vital for philosophers and aestheticians.
4	A04 143	A firm basis for the study of Oriental art came more slowly, and as **we shall** see, some of the differences of approach between East and West still require wider recognition.
5	A04 1026	Generally, art criticism connected with mixed and group exhibitions is commentary from outside, so that **we shall** return to them, with only this brief mention here, in the next chapter.
6	A0D 507	I shall find the body in a jiffy and **we shall** apprehend the guilty party before the day is out.'
7	A0D 550	Never fear, messieurs, **we shall** have this mystery solved in time of nothing at all.

For the result shown in Figure 1, we can run a further search into the distribution, in order to see more details, for example: to know who writes or says '*we shall*'. The result of the distribution is shown in Figure 2.

Figure 2 The Search Result of '*we shall*' in the BNCweb for Age Category

Category	No. of words	No. of hits	Dispersion (over files)	Frequency per million words
60+	5,126,298	303	84/139	59.11
25-34	2,267,024	130	22/66	57.34
35-44	6,726,929	385	87/191	57.23
45-59	7,230,584	378	94/205	52.28
15-24	542,578	13	6/19	23.96
0-14	59,559	1	1/3	16.79
total	21,952,972	1,210	294/623	55.12

Based on the data in Figure 2, we can see that the people who use '*we shall*' are mostly from those at the older age groups. There are 303 hits from the people who are more than 60 years old, while there is only 1 hit from those who are below 15 years old. This means that '*we shall*' is more commonly used by

older people than younger people. Therefore, if we teach teenagers, we may exclude the use of *shall* in the explanation of the Simple Future Tense.

In addition to the Age category, there are also other categories, such as Sex (male or female), Domain (public, business, etc.), Text type (written or spoken), etc. The BNCweb also provides a Collocation function that we can use to see the behaviour of a word in connection with other words, e.g. what words usually go together with or near to the word *teacher*. We can use such information to see the difference between two words that are near synonyms, e.g. *delicious* and *tasty*.

3. Expanding the Methods in ELT Research

In the previous section, we have seen how the coverage of education AR can be expanded, in terms of the research subjects and topics. The expansion of the research can also be conducted in terms of methods used. In this section, the expansion of the methods is directed to the implementation of the mixed methods design. According to Dörnyei (2007), "a mixed methods study involves the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process." Creswell (2009) mentions three general strategies and several variations within the mixed methods design, i.e. Sequential mixed methods, Concurrent mixed methods, and Transformative mixed methods. The strategy that is explained further in this paper is the sequential mixed methods because it is considered the ones that fit nicely into education AR.

In the sequential mixed methods design, the researcher starts one method after another. Within this design, Creswell (2009) mentions the following two possible variations: (1) the researcher can start with a quantitative method in which a theory is tested, and then it is followed by a qualitative method involving detailed exploration with a few individuals, and (2) the researcher can begin with a qualitative interview for exploratory purposes, and then follow up with a quantitative, survey method with a large sample so that the researcher can generalize results to a population. The implementation of these two

variations of the mixed methods design is explained in the following sub-sections.

3.1. From Quantitative to Qualitative

One of the most popular strategies of enquiry in AR is the use of experiments. Teachers usually conduct a quasi-experiment where they divide their students into two groups: controlled groups and experimental groups. The result of this quantitative research is definitely adequate to write a paper. However, to conduct deeper research and to take advantage of the data that have been collected, the researchers can continue their research using the qualitative design. This is particularly important when there are some outliers in the data. Consider the following example.

A researcher is comparing the results of a mind-map technique and a dictionary technique in teaching vocabulary to the students. The following is the tabulation of the difference between scores each student from their pre-test and post-test (the post-test – the pre-test).

No	mind-map	dictionary
1	20	25
2	-5	20
3	45	25
4	25	25
5	25	20
6	20	15
7	20	20
8	15	15
9	-10	20
10	50	20

If we count the mean of each group, we can see that the mean is the same, i.e. 20.5. This can lead to a conclusion that there is no difference between the mind map technique and the dictionary technique in increasing the vocabulary mastery of the students. If the researcher only uses the quantitative method, the conclusion is just that. However, if we see the data in more details, we can see some outliers in the mind-map technique group. There are students who receive very high increase in their scores, and there are also students who

do not obtain any increase. The researcher can opt to continue his/her research by using the qualitative method. In this case, the researcher interviews the students #2, 3, 4 and 10, to find out why some of them are very successful and the others are not. Consequently, the researcher has implemented the sequential mixed methods, where the researcher starts with a quantitative method in which the two techniques are tested, and then it is followed by a qualitative method involving detailed exploration with a few individuals.

3.2. From Qualitative to Quantitative

The other variation of the sequential mixed methods is conducting AR is to start from the qualitative method, and continue with the quantitative method. In AR, especially CAR, teachers try to discover what works best in their own classroom situation (Mettetal, 2003). However, this has resulted in a misunderstanding that CAR is not suitable for dissemination because it is not generalizable to a wider population. Such opinion has been criticised by Cain (2011) who proves that CAR is suitable for dissemination to teachers, working in similar contexts. This means that the quantitative method implemented in CAR has the potential to be generalized to a wider population. Consider the following example.

A researcher is trying to find out the perception of the students towards American English and British English. He interviewed the students to find out their opinions about American English and British English. From there, he creates a list of adjectives that represent the students' opinions about American English and British English. He also makes some interpretations of the results based on the list. In this case, the researcher has conducted the qualitative method. If he wants to see the language attitude of the students in more details, he can create a semantic differential scale questionnaire to be distributed to the students. The questionnaire is based on the adjectives he has tabulated within the qualitative method. This questionnaire is then distributed to his students and his colleagues' students. The result of the questionnaire can be calculated by using statistics. This becomes the quantitative part of the research. Therefore, the researcher has started with the qualitative method and continued it with the quantitative method.

The data from the example above can also be used to compare another variable. The researcher can compare the language attitude of older students and younger students, or male students and female students. The researcher will be able to know whether or not there is a significant difference between the two groups. The statistical calculation does not have to be done by using a paid computer program, such as SPSS. Now it is possible to use MicroSoft Excel for statistical calculations; a practical explanation on this is given in Quirk (2012).

4. Conclusion

Research in ELT has been expanding rapidly in last few decades as a response to the recent advances in science and technology. As we have seen in this paper, the research topics in ELT can be expanded by extending the research subjects, relating the research with culture, and using corpus linguistics. The expansion of the coverage of ELT research can also be seen in the research designs. This paper explains how to implement the mixed methods design, especially sequential mixed methods, in action research, including in classroom action research. Consequently, teachers can have wider options and more profound insights on ELT research.

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Intensifying Young Learners' Foreign Language Development Using Student Language Performance Video

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Abstract

Video recording has been one of the most potential tools that allows numerous benefits in facilitating language learning. To most language learners, seeing themselves performing on video using L2 changes their identity as the user of the language and when they get excited about this they raise their level of confidence instinctively.

This paper will describe a study conducted by a teacher-researcher teaching at LIA Semarang Candi in an attempt to improve the quality of language learning in a children class level 4 in Semarang, by using 'Student Language Performance Video' (SLPV) as the research instrument and this paper will also evaluate its effectiveness in improving students' foreign language proficiency.

The teacher videotaped a variety of her students' activities where they performed in front of the camera using English during class hours and made the videos available for students and parents to watch at home. Parents at home took parts as co-learners encouraging students' intensive learning and participation. Seeing their friends performing well on the video also promotes the near peer role modeling, in which they become more motivated and are able to learn from their friends, and as a result they can improve their own level.

By undergoing continuous actions and as observed through students' progress reports and questionnaires, the result indicated that this language performance video treatment could help improve the students' foreign language competence.

Background

At the outset of the program, the teacher saw the needs to take an action to her class problem in which her students were having difficulty to comprehend the tasks given and she often had to translate the instructions into L1 to get students to understand. This problem might occur as a result of limited exposure to English as children's language learning depends on what they experience. Furthermore, the time available for English language teaching at school is generally very limited. Given this situation, many parents send their children to English courses where they could have more exposure to the language. To cope with this problem, within the 3 hour duration per week (one and a half hour per meeting) she tried to create new learning environment which was fun and at the same time maximizing learning and, as such, offering different kind of learning opportunities. Being inspired by a video project done by Tim Murphy, a US professor, where he made the video recording of the children learning in his class in Nagoya in which parents were also involved in this project, she consulted her class problem to him and sought advice on how to best carry out the similar program for her class. Then finally she, the author, decided to have the Student Language Performance Video (SLPV) program conducted in her class.

Methodology

In conducting the action research, the author applied different methods in collecting the data:

Video

Besides using the video as the research instruments to conduct the SLPV program, the teacher also used it as a way to reflect and discover what works best for her class activities.

2. Questionnaire

There were 3 questionnaires distributed during the research:

a. Questionnaire I - Polling Questionnaire: distributed at the outset of the program to poll what available technology the parents have at home to be able to watch their children language performance video.

b. Questionnaire II - Getting Feedback from Parents: distributed in term 1 to get parents' feedback in concern with the videos they had watched.

c. Questionnaire III - Giving Response to Parents' feedback and Asking Students' Progress : distributed in term 2 to give response to parents' feedback in the previous questionnaire and get more of parents feedback regarding the videos distributed in the term 2.

3. Documents

Some relevant documents such as students' test results on the progress and promotion test were also collected to objectively evaluate and compare the students' progress when they were given and were not given the treatment.

The Action

A. Setting up the Program with Polling Questionnaire

To begin with, the teacher introduced and involved parents in this program by asking them to fill out a polling questionnaire to find out how to provide the video format that would suit to their available technology they had at home to watch the videos. The first item in this questionnaire asked the kind of video player available, and the result shows all parents had PC/laptop. The next 2 items in the questionnaire concerned with whether they had internet access at home and on what media they could access the internet. Only few parents reported they had internet access and used PC/laptop or Blackberry mobile phones to access the internet. And finally the last 2 items in the questionnaire tried to investigate if parents were familiar with YouTube and whether they had ever watched any videos from the site. These questions aimed to explore the possibility of having the videos uploaded on YouTube and the links to the videos shared to parents. In regard to these questions, very few parents stated they were accustomed to using YouTube.

Based on this result, it was then decided to make the videos in a soft copy format which would be shared by using a flash disk. Flash disk was seen to be the most ideal and practical portable storage device to copy and transfer the video files from the teacher's laptop for its affordability, and yet it also comes in handy. To follow up on this, students were then asked to bring a flash disk when the video recordings were ready.

B. Recording Process.

The materials for the video recording were selected mainly based on those lessons outlined in their course books. The students language performance in the videos comprised the vocabulary, expressions and grammar taught. Normally, from the total of one and a half hour duration the class would discuss the material from the course book first , then they continued the activity on a video camera where they would have to practice and perform what had been learned. This was intended to give students more exposure and reinforcement to the materials they learned in class when they played and repeated these videos at home.

All scenes were taken in class during the class time. The recording of the activities didn't use professional video camera or hire professional cameraman due to limited budget and human resources, the teacher instead employed a not so sophisticated camcorder available at the workplace and took the videos herself and a couple of times with the help of an administration staff working there.

These children had different preferred ways of learning, some were enthusiastic in doing games that includes TPR, some liked singing and reading aloud, and some others were eager to play games with cards and pictures. Therefore, to accommodate all students' learning styles as well as to make students not get bored, activities were designed and modified in such a way that the activity provided in one particular meeting was different from the others, they among others were singing, reading, playing games, conversing in short dialogs, storytelling, discussions, and etc.

In most of the meetings, to prepare these children before doing the recording process, the teacher put them in groups and assigned the material for them to practice individually or together with their peers. Below are some of the procedures of the students' language performance video (SLPV) done:

Singing ABC

This was the first video shot that took place in the second week after the class started where they sang ABC song in the video. There were a few students who were new in class. The objective of this activity is to teach and review the alphabet spelling so students could spell their name correctly when they introduced themselves to their friends.

After the teacher taught the ABC song to the whole class, the students were divided into 3 groups and they practiced the song with their friends in the group. When they were practicing, they also tried to correct each other's mistakes. The teacher moved around the class to give assistance.

Finally it was the time for the first group to perform in front of the camera. The other groups were to wait for their turn. As most of these children liked shouting and enjoyed chatting with their peers, the teacher had to ask them to wait outside the class to minimize the noise while she's doing the recording for the first group inside the class. When they were performing they put their best efforts in front of the camera. However, it didn't go really smoothly, few students at times forgot the pronunciation on some alphabets making the group lose its harmony, so they had to repeat again from the beginning in order to sing in unison and with correct pronunciation.

When they finished they couldn't wait too long to see the result. They were curious to know how they looked like in the video and asked their teacher to show them the result of the recording. As the teacher showed them, most of these children looked happy and few were shy, yet they were all enthusiastic to see themselves on a happy video.

From this first shot, the teacher became more familiar in operating the camera, and she also learned how to manage the class during the recording activity and and thus this served as a lesson to plan the subsequent recording activities.

Describing People
This video emphasized on developing students' oral production in describing people's appearance. Once the class finished discussing the vocabulary of physical appearance and the grammar of comparative adjective, students were divided into 3 groups. They were asked to describe and compare their friends' physical appearance. Each student would try to say 5 sentences about their friends in the group, so they prepared some notes about what they wanted to say and asked the teacher to check them first. Next, they practiced with their peers within each group.

To start the recording process, the teacher asked the groups who had the second and the third turn to wait and continue practicing outside the class. Then the

first group came in front of the camera. These five children stood in line side by side. They in turns, started to speak, describe, and compare their friends using the target vocabulary and grammar taught. Then group 2 and group 3 took their turns and followed the same procedure. They didn't seem to be nervous, in fact, they looked confident and seemed to enjoy talking about their peers. On the whole, these children were getting more relaxed performing in front of the camera.

However, during the shooting of this activity, though the other groups were told to wait outside the class, their voice was audible from inside the class. Therefore, to minimize the noise, once in a while during the recording the teacher came outside the class to tell them to keep their voice low as these children oftentimes didn't realize that their voice when chatting with their friends could distract the activity.

Game - "The Wind is blowing"
This game can actually be used to discuss any kinds of lesson in which students will take turns to answer the teacher's questions. And for this class, the questions were made specifically about the verbs used in a story that they were going to read and discuss on the next stage of the lesson, thus the objective of this activity is to help students comprehend the story by understanding the meaning and the function of the verbs played in the game (infinitive or past tense).

For the preparation, the teacher prepared some cards each containing one basic verb. On the other side of the card, that particular verb was written in the past tense form. While holding the camera, the teacher started to conduct the game, the instruction was explained beforehand. From the total 16 chairs for 16 students in class, one of them was occupied by the teacher, making 1 out of 16 students get no seat and should stand up. One student stood up in the middle of the class and said "The wind is blowing to anyone who is wearing jeans", then those children who were wearing jeans stood up quickly and tried to swap seats with anyone in the room. And the ones who were not wearing jeans should remain on their seat. Some students who were wearing jeans were running here and there around the classroom and they were almost bumped into their friends while trying to get an empty seat. Finally, there was one student who did not manage to find one and so she should stand up in the middle of the class and get ready to answer the question. Then the teacher read the

question "What's the meaning of "meet?" while showing the card for her to see the spelling of the verb "meet". Students could answer the meaning in their L1. Then students were also asked the past tense form of those verbs played. To help with the spelling, the teacher showed students the past tense form of the verb on the other side of the card. The spelling of the verb was also shown in the camera, so later parents when watching the video at home, they could also learn and teach their children these verbs.

Next, the student who stood up in the middle said the "The wind is blowing to anyone who..." again to start the next round. When saying this, students could come up with different phrases such as "The wind is blowing to anyone who is wearing T-shirt, or wearing shoes, wearing a jacket" and etc. The same procedure continued until the all cards were played. This game created a very lively atmosphere in class, these children had fun and they did not even realize that this was part of vocabulary and grammar reinforcement.

Line Drill (learning quantifiers some and any)
The objective of this activity is for students to be able to use the quantifiers "some" and "any", to use "there is" and "there are" and to classify the countable and uncountable nouns in a form of a simple dialog. Before the class, the teacher prepared some noun cards that the students were going to use. On one side of the card it was written "....apples?" or "....juice?" for students to make a question sentence based on the noun written there, for example, "Are there any apples?" or "Is there any juice?" , and on the other side of the card, that particular noun is written "- (apples)" or "+ (juice)". The plus (+) or minus sign (-) before the noun was used to indicate a positive or negative answer for students to come up with, for example, "No, there aren't any apples" or "Yes, there is some juice".

The procedure of the game is as follows:
Step 1 - students form 2 lines, line A and B, facing each other, each student holds a noun card prepared.

Step 2 - each student in line A make a question based on the noun written on their card, for example, "Are there any carrots?"

Step 3 - students in line B answer the question based on the "+" or "-" sign on their partner's card, for example, "Yes, there are some carrots".

Step 4 - students in line B ask a question based on the noun written on their card and their partner in line A take turns to answer (same procedure as step 2 and step 3, only change the role)

Step 5 - students move one step to the left every time they hear the instruction "move" from the teacher or anyone who conducts the activity. By moving, students will have a new partner to ask and answer.

Step 6 - once students move and have a new partner, they repeat the same procedure as step 2 to step 4.

In this recording process, students were divided into 2 groups. As the teacher needed to hold the camera and shoot the activity, one student from each group helped conduct the activity. Prior to the activity, 2 students acted out the dialog in front of the class using the correct grammar and dialog pattern. This served as an example to their friends to get them to understand the flow of the activity. As the teacher turned on the camera, students started the activity. The majority of the students from both groups could follow the grammar rule well. These children did not appear to be worried of making mistakes, in contrary, when they did make mistakes, they still enthusiastically continue the activity. Soon after the recording process being taken completely and the students got back to their seats, together with the teacher, they reviewed the mistakes they did during the recording and they discussed the corrections to those errors.

However, not all shooting process went smoothly, for some activities in which the students had to perform something like singing, acting out a dialog, and doing a mini presentation, the time it took to do the whole shooting process was quite more than half of class duration. Moreover, before the recording process, they did some practice individually and with their peers first and this could take quite long so the time left to do the recording was really tight. In some of their performances these children also asked their teacher to cut and repeat the recording when they were making mistakes in front of the camera. These children at times, in other words, also wanted to look perfect. Consequently, one video shot could actually take more than one shot in the process. To cope with this situation, the teacher occasionally assigned the practice time for the students as homework, so when they had to perform and do the recording in class, they would be ready. Nevertheless, in this respect, the student language performance video (SLPV) has created deep-seated changes for lengthening students' practice time that includes the practice before the

recording process in class or at home, during the recording process, and after the recording process when they watched the videos at home with their parents.

In some videos the teacher also participated to give the instructions to an activity, to give corrections for mistakes, to conduct a discussion, and to co-learn with students and encourage their participation. By doing this, not only she facilitated her students' learning, but she also learned a great deal herself. By watching and repeating these videos, she was able to identify which activities went well and which didn't go as expected, and by reflecting on this she could apply different strategies to execute the subsequent activities better.

Results and Discussion

In an effort to gather feedback from parents and to evaluate how the program was perceived, parents were invited to fill out more questionnaires (written in Indonesian) as the subsequent developments of the first one distributed at the beginning of the project (polling questionnaire).

Questionnaire II - getting feedback from parents

This questionnaire was distributed 2 weeks after the distribution of the videos and parents were to return it by the end of the term. The questions were as follows (translated into English):

Have the videos been watched?
      Yes
      No
2. If the videos have been watched, how frequent these videos are played?
      Once a week
      Twice a week
      Three times a week
      Others. Please specify: ....
3. What is your impression about the videos?
      ....
4. Please give your critics and suggestions for the betterment of these video recordings.
      ....

The first and the second question in the questionnaire aimed to find out whether parents and students had watched the videos and how often they did so at home. Most parents reported they had watched the videos and in regard to how frequent they played the videos at home, the number of parents who chose the

option a (once a week), b (twice a week) and c (three times a week) were fairly the same and one parent opted for the last option, d (others), and described that the videos were played every day.

Next, to find out how parents perceived this SLPV project, the third item asked their impression about the videos they had watched, and the most common response was they were happy and proud to see their kids on the video doing activities in English. Furthermore, they also stated that the videos helped their children memorize the lessons learned in class. And few added they would prefer to hear more songs and other speaking activities in the video.

Finally, in an attempt to design and plan the future video recordings better, the last question in the questionnaire asked parents to give their critics and suggestions to these videos. Some of the critics concerned with the sound quality of some videos which needed to be more clear and their suggestion to improve it. This sound problem was caused by among others; the children's voice chatting with their peers while waiting for their shooting turn outside the class which was audible from inside the classroom when a shooting process was being carried out, and the sound of creaking chairs in class when students were sitting on them during the recording process. Further, they also suggested that this SLPV program should be continued on the next term as they believed this was a good way for their children to memorize English lessons that in turn would improve their language development as well.

This questionnaire result shows that parents had a positive attitude toward this SLPV program and they were being supportive and happy about having their children involved in it. Hence, this result helped the teacher reflect and plan the next video recordings better for the subsequent term.

B. Questionnaire III - giving response to parents and asking students' progress

By the middle of the second term in the semester, the teacher wrote the response to parents in concern with their participation in giving their thoughts in the questionnaire about the SLPV program conducted in term one. Along with this letter, she attached another questionnaire which was to be submitted again by the end of term 2 which is also the end of the semester. This questionnaire was the authors'

next effort to get feedback from parents to be able to evaluate this project from their perspective. Questions were developed as follows (translated into English):

Have the videos distributed since May 5 been watched?
    Yes
    No

If they have been watched, how frequent they were played at home?
    Once a day
    Three times a week
    Twice a week
    Others. Please specify :
    ....

What is your impression about these videos?
....
Please give your critics and suggestions for the betterment of these video recordings
....
How do you see your child's language development since this project was conducted?
    Showed no progress at all
    Showed a little progress
    Showed pretty significant progress
    Showed very significant progress

The first question asked parents whether they had watched the videos that had been distributed since the middle of the second term, and from the total 10 questionnaires received out of 13 sent, all parents stated they had done so. And in regard to how frequent the videos watched, 2 questionnaire respondents reported they watched the videos twice a week (option c), and the number of parents who stated they watched the videos everyday (option a) was twice of those who chose the option c. The remaining number of parents (4 parents) circled the last option d "others" and described they watched the videos once in a while when their children were studying English and when they had some leisure time at home.

The third and the fourth item in the questionnaire aimed to learn parents impressions and their further critics and suggestions about the SLPV program done in term two, this is significant in that some improvement had been made based on their responses they wrote in the previous questionnaire. And most parents identified

the video recordings were good, and in addition to this positive feedback, they also suggested to keep up the good work. Additionally, one parent in particular said that this SLPV program were interesting and inspiring.

However, even though most of the videos recorded in the term two were all about oral practice like reading a story aloud, conversing with friends, and doing small presentations, parents further cited they still wanted to see more of their children's speaking activities in the video and they suggested adding the duration. This short duration problem in the videos occurred due to the time constraint in each meeting, in one and a half hour class time students had to discuss the activities from their course book, then prepare the materials for the recording and practice them, then do the recording process in which there were also quite repetitions in the shooting process even to get one good shot.

Nevertheless, this result shows parents' enthusiasm in watching their children's language performance on video. They appeared to realize the importance of this language performance videoing to their children's language growth. In concern with the students' language development, the last question in the questionnaire was developed to see from parents' perspective on how they noticed their children's language progress since the SLPV program was carried out in the beginning of the semester and continued for over a period of six months. Parents' feedback for this item was quite positive with 70% of the total number stated their children showed pretty significant progress and the balance 30% reported their children had made very significant progress during the videoing program. The detailed result of this item is shown as below.

Table 1.

Question : How do you see your child's language development since this project was conducted?

No	Options	No of Respondents	Percentage
1	Showed no progress at all	0	0,0%
2	Showed a little progress	0	0,0%
3	Showed pretty significant progress	7	70,0%

4	Showed very significant progress	3	30,0%
	Total	10	100%

C. Students' Progress Report Results

To evaluate and examine the effectiveness of this project in improving students language development quantitatively, the teacher tried to observe the students' progress reports of their first semester in level 4 when the SLPV program was being carried out and she compared the scores with those in the students' progress reports in the semester 2 of level 3 before this program was conducted. And the following are the descriptions of the students score comparison without and with the SLPV program conducted:

1. Students' Daily Performance

The students' average of their daily performance score in level 4 showed some improvements with an increase of 0.5 from 3.9 in level 3 and became 4.4 in level 4. Thus, the increment has changed the class predicate from "Good" to "Excellent". This was quite a significant result since all of the students in the class showed an improvement in their language competence as shown in their progress reports. It seems to be of pertinence to what parents wrote in the questionnaire that their children did show a progress.

2. Progress Test (Mid Semester Test)

In this test, the class test result shows that these children in level 4 did really make progress with the class average of 4.3 compared to their test performance in the previous level with only 2.8. The class predicate then changed from "Fair" to "Excellent" with 7 out of 11 students could improve to a significant degree by making a minimum increase of 1.5 point.

3. Promotion Test (All Skills)

In level 3 these children already showed good performance with the class average of 4.2, making the class predicate as "Excellent". And somehow in the subsequent level they could still maintain the "Excellent" predicate with a slight

increase to 4.3 showing a better performance compared to the last level's. However, not all students participated in taking this test as few of them moved to another city and quit the course before the end of the semester.

4. Promotion Test (Oral Test)

This oral test was conducted as part of the promotion test. Taking out the students' scores separately from the whole skills average, it was seen that students in level 3 performed really well in this test with the average score of 4.0 making the class predicate "Good". And compared to their score in level 4, there was an increase of 0.5 in average showing that they could move to 4.5 with the class predicate "Excellent".

From the descriptions above, it appears that students in level 4 with the SLPV program generally had better language performance compared to how they performed in the previous level before the project was being conducted. This view is illustrated by the summary of the overall students' performance in both levels as below:

Table 2
Summary of Students Performance in Level 3 and Level 4

	Level 3 (before SLPV project)	Level 4 (with SLPV project)
Daily performance	3.9 / Good	4.4 / Excellent
Progress Test	2.8 / Fair	4.3 / Excellent
Promotion Test (Final Test - All skills average)	4.2 / Excellent	4.3 / Excellent
Promotion Test (Final Test - Speaking)	4.0 / Good	4.5 / Excellent

D. Parents Interview

Parents of these children at the end of semester 1 in level 4 came to school taking their child's report and returning the questionnaire distributed earlier. In this moment, besides consulting their child's language learning matters with the teacher, some parents also talked about how excited they were when watching their kids performing on the video. They added that not only their children felt happy and motivated seeing their friends performing on the video but also parents got wowed when they saw other children showing their foreign language ability and their confidence in front of the camera. As a result, this incited them to encourage their child to be able to perform better. This case made it obvious that the SLPV program allows the near peer role modeling to take place and thus, initiated their language growth.

Conclusion

The journey has come full circle and and it is time to return to the original question raised in this study about the SLPV program which was aiming to improve students' language development by intensifying their learning through making video recordings of their activities in class for them to watch at home with their parents.

Having seen the results of the questionnaires in which parents were quite positive toward the program and supported by the students' progress report data that showed students' escalating results with this program, it seems plausible that this program was proven to be effective in enhancing students' foreign language development.

This program lends the classroom activities to home experience that reinforces language learning by offering more exposure to English as well as creating a memorable learning experience for the students. The process is equally as important as the goal, in which the time spent to do the language practice before, during and after the video recording has made it significant for these children's foreign language growth. Furthermore, this research is seen truly rewarding with the video artifacts left that show a milestone as an important facet in the students' language learning history.

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Seeking Possibility to Implement Three Learning Features: Improving TOEFL Preparation Class

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Abstract

The three learning features: fun learning, learning how to learn, and learning more than just English are adopted by LIA in the process of teaching and learning but rarely found in TOEFL preparation program. Target oriented, achieving individual TOEFL score, and having abundant materials to master in limited meetings are TOEFL Preparation program's characteristic. Commonly, teacher holds the central role as a controller who lectures, explains grammar and controls all classroom activities (Harmer, 2011). This teacher-centered learning doesn't allow students to take an active part thus there is no room for Student-Student (S-S) interactions as the class itself, simply put, doesn't allow particularly the first feature to take place. Moreover, teachers argue that such cooperative interactions take time to be applied in the TP classes. However, the previous research suggests that cooperative learning results in increased efforts among students, more positive interpersonal relationships, and improved mental health when compared to purely individualistic learning (Johnson, Johnson, & Holubec, 1994).

Thus, this classroom action research paper demonstrates the attempts to implement the three learning features, highlighting S-S interaction and cooperative strategies which are suitable to apply in TP classes to bring especially fun learning as one of the learning features of LIA in TOEFL Preparation class. These strategies applied in the sections of Listening, Structure and Written Expressions as well as Reading, are expected to maintain motivation and to improve performance. The Classroom Action Research was conducted using teacher's journal, interviews and post questionnaires. The results show that students show positive perspectives on the TP Program after the treatment of learning features.

Keywords: *The learning features, fun learning, learning how to learn, learning more than just English, S-S interaction, cooperative learning structures, competitive individual learning.*

1. Background

LIA's TOEFL preparation test - program aimed to prepare students to reach high score in TOEFL test for academic or promotion purposes in LIA attracts mostly adult students (college students and employees). Recently the increasing demand of TOEFL preparation course can be seen through the soaring number of students enrolled. The trend toward this program is even higher than that of the general English program. This program should have advantages which enable it to compete.

In the TOEFL classroom, as observed, a one-way communication, where students often do the exercises individually and teacher lectures, creates boredom and in the long term, this affects students' motivation. Teacher, in the context of TOEFL Preparation course -often holds the role of controller, where he/she is in charge of the overall activities (Harmer, 2007). Lecturing style is chosen due to the nature of the preparation course itself which mostly about structures and grammar to master, individual target scores to achieve, time limitation and abundant material. The competitive characeristic in reaching the target test score individually justifies the teacher's choice as controller, thus competitive individual learning takes place. There is very little room for interaction between students to discuss and share thoughts in problem solving. Sometimes also the class is taken for granted because the teacher doesn't have to prepare much for the interactive activities.

How can teacher improve learning and teaching in the TP class? Indeed, LIA has three learning features distinguishing it from others: Fun learning, Learning how to learn and Learning more than just English. These features are the product "diferentiation" (borrowing the economics term) which make the clients confide in LIA. In fact, as LIA's unique and advantageous features, the three learning features are rarely felt in TP class.

The first learning feature – fun learning – demands more attention in the TP program due to its characteristic of competitiveness. Fun learning can be achieved through an interactive learning and teaching. As asserted by Brown (1994) that the

interaction is the heart of communication and it is what it's all about. Furthermore the theories of communicative competence emphasize on the importance of interaction as language is used by human beings in various context to negotiate meaning or in other words to brainstorm ideas. This stressed on the importance of students – students interaction in creating fun learning experience. Furthermore, Slavin (1990) suggested that cooperative learning could promote a more effective interaction among each member of the group. This is strengthened by Johnson & Johnson (1999) who recognized the necessity to integrate cooperative learning and competitive individual learning. However, some teachers argue that the cooperative learning structures take time to be applied in such preparation class like TP. The risk in applying those structures is many materials would not be discussed thouroughly. Obviously, a formulation of lesson plan modifying the cooperative learning structure or using S-S interaction activities to meet the characteristics should be considered in manifesting the learning features of LIA.

The features of learning how to learn and learning more than just English also rely on teacher's professionalism in giving what is needed by students to reach good performance and giving more to enrich students' knowledge. Teacher should find a balance in juggling his/ her role in the teaching and learning process between facilitator, resource and controller.

There are two objectives of this CAR, the first is examining the appropriate S-S interaction activities in TOEFL Preparation class, especially in TP 2. Second, it investigates the students' perspective of the three learning features in TP preparation class.

2. Theoretical Framework

2.1 Fun learning: Individual Learning Vs Cooperative learning in TP

Teaching a night or weekend class of TOEFL Preparation program is somewhat a challenge. The serious and silent athmosphere of the classroom is a potential threat of sleepiness for both teacher and students. The problem of monotonous teaching and learning activity creates boredom and lack of

motivations among students. The class operated in one way communication mainly, teacher lectures and students listen, especially in discussing structures and grammar or mainly questions and answers. The abundance of material as well as the responsibility to reach certain target individually occupy teacher and students, then those factors lead to the role of teacher as controller (Harmer, 2007). Teacher controls all the activities. The teacher centered pattern of communication (T-S) does not encourage students to assume an active participatory role and does not foster the development of interaction (El Karfa, 2007). Individual learning is the pattern in such preparation class.

The TOEFL Preparation program is one of the ESP programs of LBPP LIA. Therefore, the three learning features of LIA which are fun learning, learning how to learn and learning more than just English should have been adopted by the program. Focusing on the first learning feature – fun learning, and the aspect of student-student interactions, Brown (1994) asserted that the interactive principles such as intrinsic motivation, where students interact and satisfy their deepest drive of fullfillment and self-actualization will develop the self reward system (intrinsic motivation). All elements of communicative competence are involved in human interaction and this is one of the interactive principles of communicative competence. Strengthening this, Shumin (1997) stated that interactions among students complement the affective factors in foreign language learning. Self-esteem, empathy, reduced anxiety, and improved attitude and motivation are all fostered when students are engaged in genuine interaction. Compared to individually competitive learning, group work promotes S –S interactions and learner's responsibility and autonomy as noted by Brown (1994). However, if pair work or group work is set to bright up the atmosphere, but the interaction is not really intensified thus the experience of fun learning is not achieved. The cooperative learning is appropriate to apply in intensifying group work due to its principles known as PIES (Kagan and Kagan, 2009) which are; Positive Interdependence, Individual Accountability , Equal Participation and Simultaneous Interaction. Cooperative learning can be defined as working together to accomplish shared goals (Smith, 1995). Thus, in the interactive class, group work using cooperative or collaborative learning is promoted as both enhancing more

effective interactions among students. Furthermore, research has shown an advantage for cooperative learning (as opposed to individual learning) on such factors for example promoting intrinsic motivation, heightening self esteem, creating caring and altruistic relationship, and lowering anxiety and prejudice ((Oxford 1997: 445) cited in Brown, 1994). Cooperative learning yields increased efforts among students, more positive interpersonal relationships, and improved mental health when compared to purely individualistic learning (Johnson, Johnson, & Holubec, 1994). However Johnson & Johnson (1999) also recognized the necessity to integrate cooperative learning and competitive individual learning. Therefore, finding a balance in using cooperative learning principles and competitive individual learning really fits the characteristics of TP class, where students could cooperate and learn in fun way to help each other as they also have the individual mastery over the materials because they have to reach the test score individually.

In designing the appropriate lesson plan to accomodate the learning features especially fun learning in TP program, teacher should pay attention to two points as follow:

a. Teacher 's role

It is obvious that in order to ease interactions to happen in the classroom, teacher has to shift the roles from the controller to facilitator or resource, though some control should be exercised to maintain time and classroom management. Moreover, Littlewood (1981) asserts that the teacher who shifts from the dominant role as the source of knowledge and begins to empower students has even more responsibilities, including roles as coordinator, manager, organizer and adviser; all these roles of the teacher who oversees a learner-centered classroom make him or her a facilitator.

When teacher relinquish the controlling role and recognize students' contributions to the learning process, teachers and students become collaborators in the learning process (Lynch 1996). Harmer (2011) explains that if students take some responsibility for themselves and they become the "doers" or agent in the class, it means that they will have some decision making power, which leads to

students' autonomy – referring to the need to feel choice and control in one's behaviors (Deci and Ryan, 2000). If students feel they have some influence over what is happening, rather than always being told exactly what to do, they are often more motivated to take part in the lesson. This is corroborated by Bruner (1973) that learning is most effective when the learner is the initiator of learning process. However, (Brown 1994) suggested that control is still needed to impose by teacher in the phase of planning where teacher plans how a technique will be conducted in the classroom, and the time allotment for activities. Therefore Brown (1994) also concluded that even in the most cooperative of the interactive class, the teacher should maintain control on classroom management.

b. Selecting the appropriate cooperative learning structures or S-S interaction technique

Since TOEFL Preparation Program is a program with intensive nature - Time limitations and abundant materials – thus it requires selecting brief and mastery structure of cooperative learning or collaborative learning. Competitive learning atmosphere should be built also since TOEFL preparation class' objective is individual score.

Cooperative learning has Positive Interdependence and Individual accountability as its principles (Kagan and Kagan 2009). Slavin (1995) simply put the principles in this quote:"No one can be a free rider, and it would be foolish for a group to ignore any of its members". Thus every member of the group should master what their team has achieved in discussion.

2.2. Learning how to learn

The learning feature of learning how to learn in the TP class is about learning the strategies needed for TOEFL test. In other words,Learning strategies is what the TP class about. Thus this is not the feature to focus on. However, teacher should be aware of his/her role as a resource and a facilitator to enable students learn this learning strategies in order to improve their performance. Teacher should also accomodate students' learning style by using variations of technique in the teaching and learning process.

In Listening Comprehension, students learn to scan information and skim. They also learn the test strategies like focusing on the second speaker. In the Structure and Written test, students learn the strategies to analyze the sentences as well as the grammar. Then learning reading strategies like scanning and skimming, context clues etc could be done in the Reading Comprehension section.

2.3. Learning more than just English

The third learning feature, learning more than just English is really the easiest feature which could be perceived by students. In TOEFL preparation program, the content of the problems talk about geography, biology, science, history etc. By doing the exercise, the students gather information which is "more than just English". This broaden their knowledge.

The most appropriate role for teacher here is being a resource (Brown, 1994). Teacher could give more background in some information they absorb. For example; giving the background of who Richard Wagner is, or about the French Revolution. This, of course needs preparation in advance. However, the preparation is quite rewarding when students could receive more than they expect.

Regarding this feature, teacher could use student's curiosity. Butler (1977) said that most people have an innate curiosity about things and ideas, people and events. Manipulating this curiosity, teacher could tap students knowledge about the topics in the exercise or reading passage. Give the students space to share or simply ask questions. Curiosity will make fun learning situation as well, when teacher tells stories or uncommon fact about the topic.

The three learning features if perceived by students, they would be expected to raise students' motivation. The better learning motivation is attributed to better students' performance. Picture 2.3.1. depicts the relations.
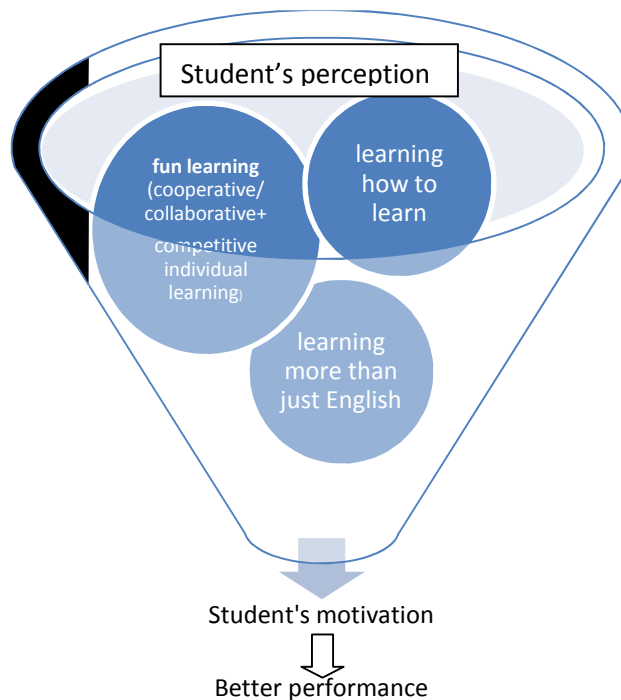
Picture 2.3.1 Framework

3. Research Method

3.1. Data Collections

This one cycle Classroom Action Research took place in TOEFL Preparation Program (TP) 2 of LBPP LIA Semarang Candi (Banyumanik Extention). There were 10 students in the class, 5 males and 5 females. They studied on Saturday class at 09:00 to 13:00 in room 102. Purposive Random Sampling is used in this research since the TP 2 students are considered having better / sufficient proficiency thus they can have less guided activities than the lower level. The research was conducted in term 2/ 2013, started on April to June 2013. Though treatments were done in the following weeks to the end of the term, due to practicality, the treatments reported were conducted in the third and fourth meeting, week 3 and week 4. One cycle CAR was considered sufficient.

The modes of data collection are preliminary observations, and questionnaires also post interviews by the end of the term. Teaching log and observation notes were used to keep track of the sessions' flow.

3.2. The Research Cycle

The research design used is the Classroom Action Research. Action research is practitioner research aimed at improving one's own practice (McNiff, Lomax, and Whitehead 1997). Furthermore, There are 4 (four) steps of Classroom Action Research (Kemmis and Taggart, 1988 as cited in Burns, 2010) :

3.2.1. Planning

Identifying problem or issue in the classroom and developing a plan of action to make improvements in a special area of the research context are in the first cycle of the action research. Here, the writer should consider the type of investigation which is possible to deal with the realities and constraints of the classroom as well as the potential improvements possible to be applied.

The problem of the research is the boring and monotonous TP class, thus teacher should find a way to improve the teaching and learning. The treatment to be implemented here is the application of the three learning features. Therefore, lesson plans were created to accomodate 3 learning features (focusing especially in the first feature-fun learning). There are 3 lesson plans detailed in the appendices, since there are 3 sections in TP class: Listening Comprehension (appendix C), Structure and Written Expressions (appendix A) and Reading Comprehension (appendix B). The lesson plan adopted the pattern of Engage, Study and Activate (ESA) by Harmer (2011). In the Engage phase, students are given activities to engage them on the topic which will be discussed. Then the presentation will be conducted in Study phase. Skills practice will be done in Activate.

3.2.2. Action

This cycle consists of interventions in the teaching situation exercised over a certain period of time. The interventions are 'critically informed' as questioning assumptions about the current situation and planning new and alternative ways of doing things.

The interventions used in this research are activities involving students-students interactions to create fun learning, learning how to learn and also learning

more than just English. The treatment is also changing teacher's role and the teacher-centered class to students-centered class. The treatment was applied mostly the whole meeting sessions except for the first two sessions, however, for this research only 3 lesson plans are reported.

3.2.3. Observation

Observing and documenting systematically the effect of the action, context, and opinions of those involved are in this cycle. Data is collected in this phase. Observation notes and jounals are used to document the intervensions. Further data support is gathered through questionnaires and interviews.

3.2.4. Reflection

In this cycle, reflection, evaluation and description of the action's effect take place giving the explanation of what has actually happened and understanding the issue clearer. Further cycles and research could be considered in this phase.(Kemmis and McTaggart, 1988, pp. 11-14, cited in Burns, 2010, p. 19).

4. RESULTS

This part of the paper discusses the results and findings of the observations and reflections of 3 lesson plans conducted in the one cycle of the classroom action research and also the discussions of the interview's responses.

4.1. Student Profiles

There were 10 students altogether in the TP 2 Saturday class. Their age range between 20 to 30 years old. Eight students are university students and two students are university lecturers. They have good proficiency, except for one person who is weaker than others and one who is better than others. The student profiles are detailed on the table:

Table 4.1.1. Student Profiles

Student	Age (year)	Occupation	Traits	Proficiency

A (f)	23	Fresh graduate	Phlegmatics Sanguine	Good
B (f)	21	student	Cholerics	Good
C (m)	21	Student	Sanguine	Good
D (m)	20	student	Sholerics	Good
E (f)	28	lecturer	Cholerics melancholy	Fair
F (m)	22	student	Phlegmatics Sanguine	Good
G (f)	22	student	Melancholy	Good
H (m)	21	student	Cholerics Melancholy	Very good
I (m)	30	lecturer	Melancholy	Good
J (f)	23	Fresh graduate	Sanguine	Good

4.2. Lesson plan 1

The three learning features would be implemented in the first lesson plan through interactive activities like cooperative learning structure and S-S interaction activities, learning the strategies of the test and also learning more than just English. Lesson plan 1 was applied for the Structure and Written Expressions of unit 9; Parts of Speech; Adjectives and Adverbs.

a. Engage 1

In the Engage phase, the activity was aimed to lead students into the topic, to motivate them and to tap their knowledge. The online quiz of adjectives and adverbs, Grammar Blast on the www. eduplace.com was choosen. Since there were only 9 students in the class, they made 3 groups of perfect 3. They were group 1, 2 and 3. Group 1 were C,D,G. Group 2 were A,E,H and Group 3 were B,F,IThe students were asked to stand up. They were at first surprised, and reluctantly stood up. Teacher made 3 circles on the floor to the left corner of the class, called the "Correct" corner and 3 more circles on the floor to the right of the class, called the "Incorrect" corner. Students then made a small circle in the middle of the class, as the first group read aloud the quiz on the tablet. Other groups listened and then they all discussed to solve the problem. After 30 seconds, teacher asked the first group in turn to utter the anser. Other groups listened, then teacher called "Corners!" and students of other groups went to the corners. Since there were only 3 circles on the right and on the left, only the students who could

manage to get to the right corner would get the score for the group. The first round was conducted quite well. Group 3 won higher score than group 2. Then group 2 became the reader, and group 1 and 3 went to corners. This procedure was done for 6 times. The winner was group 3.

Overall, the activity went smoothly. At first, the students were surprised because before they had never done a game involving physical movement. They interacted well in discussions. Face to face communication was done without difficulty since they were all standing up. The running to the corners invited laughter and enthusiasm to compete. It was a morning class thus it made a good exercise and also a good ice breaker for students anyway. Reading the problem exercised their listening comprehension as well. No students became a free rider, there was positive interdependence in the groups.

Teacher acted as facilitator and resource as she facilitated the learning. Students seemed to enjoy the activity though some commented that they were too old to run and seize the circle. If this is the problem, physical activity in corners could be eased by simply providing two different colored paper, for example red for correct and green for incorrect.

b. Study 1

After the Engage phase, came the Study phase where teacher is no longer holding the central role. The activity in this phase was student-centered. Since the Structure and Written Expression of Adjectives and Adverbs has long explanation, Jigsaw structure was choosen as the strategy. Students, in the previous grouping, were given chunks of the structure to be presented later on to the class. Teacher asked them to teach their friends later on about their part since Aristotle said that teaching is the highest form of understanding. Hence, they read individually first then discussed their part before teaching. Seating arrangement was circle to ease the students to have face to face interactions. Teacher rounded up to provide help. Some students asked questions. Limited time was given.Then each group presented their part, one by one explained their part however there were no question posed. Thus to confirm comprehension, teacher asked students to ask

the teacher about the explanations which was not clear yet. Students did not ask question.

In general, the engage phase was quite well. Student-student interactions could be found in the presentation preparation discussion as well as in the teaching/ presentation session. The students in group helped each other in providing satisfactory explanation for others. The high achievers really helped the lower achievers. Teacher carefully watched the sharing process and praised the students for their explanations.However, there were no questions from students raised inquiries about whether students understood their friend's explanation or perhaps they were busy preparing their part to present. This needs to be confirmed.

The teacher's role in this phase is enabler, which facilitates students' learning and give them autonomy, not dependence, and helps students to recognize their own self satisfaction in doing something well (Brown, 1994). Thus it is expected that students will raise intrinsic motivation. The second learning feature could be exercised in this phase, where students learn the strategies of the test.

c. Activate 1

The last phase, Activate, is the time for practices and exercises. Still in circle formation, but in pairs (2,2,2,3) students were asked to do a number individually, then they moved the book to the person on the right. Then they discussed shortly about their friends' answer with their pair/ group. Then the teacher asked them to do the next number, and then they moved the book again and discussed once more. If they found out that they had different answer from their pairs, they would discuss the reason of the difference. This is modified Rally Table from Kagan's structure, combined with pair check and think pair share when later the students could change pairs. There was quite intensive student-student interactions in the discussion since students were curious to know their friend's answer and the reason.

Here, teacher should really exercise control over time. Due to abundant exercises to be done, discussion should be brief, yet if there were no difference in answer, teacher could skip the discussion's time. In this Activate time, by the end, (supplementary exercise) students did the exercise individually. Beside saving time, it is expected that students will have mastery over what has been studied cooperatively (self assessment).

4.3. Lesson Plan 2

For Reading Comprehension section, unit 16, Finding Specific information, Answering Why, Which and How was choosen as the lesson plan example.

a. Engage 2

In the Reading Comprehension, the graphic organizer of star diagram and gallery walk were used in the motivating phase to engage students on the reading passage and to introduce the type of questions. The star diagram was chosen since it accomodates 5 Wh questions since the objective of the lesson is to find specific information (Why, which and How). As there were 10 students in the session, teacher grouped them into 3 groups. Group 1 are D, E and J. Group 2 are A, B and I, and Group 3 are C, F, G and H.

Teacher gave out 3 reading passages then asked students in group to discuss and fill in the star diagram with their questions of What, Why, Which and How (Students made the questions) concerning the reading passage. Then the groups exchanged the diagrams and answer the questions. After they had finished answering, the star diagrams were posted on the wall, then groups did the gallery walk to compare and check. The class discussed the diagrams.

For this activity, S-S interactions (simultaneous interactions) took place in the process of making questions, answering questions and discussing questions and answers. The teacher exercised control over the activity's time but acted as facilitator to the whole activity to ease the learning. Due to time limit, the reading passages were short and students could create the questions quite easily. The gallery walk enabled students to learn more about the questions and answer since

there were 3 reading passages. They were enthusiastic to move around and check the star diagram of other groups.

b. Study 2

Teacher had students in groups read the sample reading passage and the sample problems of TOEFL. Time was given for them to read individually first and then to discuss. Then teacher explained the scanning and skimming as reading strategies to find specific information. Those reading strategies actually had been done by students in the Engage phase. Teacher checked students' comprehension. If the strategy is not really complicated, to save time, teacher could take the role as resource who is actively providing knowledge to students. Thus the T-S interaction is sometimes needed in the TP class to some extent because sometimes students feel the need to have teacher as reliable resource.

c. Activate 2

A simple game requiring S-S interactions was selected to activate students in doing exercises. It was Challenge game. It is not cooperative learning structure. However, besides modifying the cooperative learning structures, inventing meaningful S-S interactions activity is valuable in TP class, as long as it promotes the interactions. There are rooms for creativity and improvements.

In the game, first, students were asked to do the exercise individually. Then they were grouped (to save time, the grouping was the same as previously formed groups) and discussed the answers. Then those teams tossed for the turn. The first turn team chose the team they challenged. The first team asked other teams to answer questions (they found those questions were difficult or tricky). If the challenged team could not answer the question correctly, thus the challenger got the score and the challenged team would get the score if their answer correctly.

The students enjoyed to discuss which questions to be posed to other teams. They discussed the difficulty of the questions as they shared their comprehension on the reading passage. The game was varied in the second round of the exercise by using monopoly money or pins.The students were more

enthusiastic as they tried to collect more "money" or pins. Though at first teacher should be careful in using money for this activity because of cultural and personal belief of betting and gambling. There should be an explanation that this is just for fun and not learning to gamble. Teacher was a facilitator of the learning activity and a resource to provide the correct answer as well as additional infomation on the reading passage. Teacher also allowed time to discuss interesting points or facts about the reading passage by tapping students knowledge on that topic. The fun learning situation was achieved.

4.4. Lesson Plan 3

This lesson plan is one of the treatment examples in the Listening Comprehension section. Unit 4, Short Conversation: Understanding Special Expressions, Suggestion and Uncertainty.

a. Engage 3

The Snowball (Kagan, 2009) was used to tap students' knowledge on the expressions of suggestion and uncertainty. Since there were 8 students in the class which was very suitable for this kind of activity. Teacher gave 4 pieces of red colored paper to A,C,G,H (group 1) and 4 pieces of white colored paper to B,D,E,I (group2). The types of expression were in red colored paper, while the expressions were in white colored paper. Teacher made a line then the students with red colored paper stood on the right and the students with white colored paper stood on the left. Then students wadded the paper and threw to the opposite side of the line randomly. They exchanged the paper thrown. Then students rounded up to find the match of the paper they got and checked with the teacher.

The activity involved S-S interactions when students have to find the correct match for the paper they get. Discussions took place when they searched. Standing up enabled them to move freely and face to face communication happened. This helped to bring the fun learning atmosphere. Simultaneous interactions could be observed when they tried to find the correct match for their paper from one person to another. The teacher acted as facilitator when she gave

instructions of the structure. When the students checked with the teacher, she acted as resource.

b. Study 3

A clip from youtube was played to learn the expressions. To save time, the grouping was the same as in the first phase. Student watched and listened to the clip and teacher asked the comprehension questions. Students were given time to think and discuss the answers. Numbered head together (Kagan, 2009) was choosen as a technique in the comprehension questions.

In the discussions to find the answers of the questions, students (sitting clustering in 2 circles) interacted. Individual accountability could be assessed through Numbered head together as each student was called to answer the questions. Teacher acted as facilitator for this activity. Group 1 collected more scores than group 2.

c. Activate 3

This phase required motoric movement of operating chopsticks to get numbers of question on pieces of paper. Students in groups as formed previously, raced to get as many question's numbers as possible by using chopsticks estafet game. There were four on four, thus the first students took the paper then passed to the second student then to the third student and the last to the fourth student. This estafet builds team work. The group got more paper would get better chance to win the competition.After all numbers were taken by the groups, they did all the listening exercise individually, but focusing on the numbers they got before. Next, they discussed the answers. Then they shared the answers and provided explanation. They acted as sage / expert on certain numbers. Group 2 getting more correct numbers to answer won.

The activity went merrily when students tried to operate chopsticks. S-S interactions took place from getting the number to discussing the answers. Once again teacher's role is the facilitator and also the resource in confirming the answers

C. Questionnaires and Interviews

The questions asked in the questionnaires are classified into 4 categories. First is about students' motivations and pre/ post treatment, second is about students' perceptions on the first learning feature: fun learning (cooperative learning), third is about students' perceptions on learning how to learn, the fourth is about the students' perceptions on learning more than just English There were only 8 students in the end of the term as the 2 resigned due to their schedule problem. Thus, only 8 students responded the questionnaires. The questions posed are open ended questions as those kind of questions considered the most expressive to convey the students' opinion on what have been done in the class. To probe the questions further, teacher also conducted interviews based on the questions posed before. The results will be elaborated as follow.

The questions to know student's motivation and competition are :

Question	Summarized answers
1. What is your motivation in joining TP program in LBPP LIA?	- To get high TOEFL scores. (5) - To gain better proficiency in English. (1) - To get a good job. (1)
2. Do you think competition is important in this class?	- Yes, competition will motivate students to reach better performance. (4) - Yes, the competition will make students work harder. (3) - Yes, because reaching the highest score possible is the aim. (1)
3. Do you think that learning competitively will motivate you to learn harder?	- Yes, this made me enthusiastic in learning (5) - Yes, because I want to reach the highest score in TOEFL. This motivates me to learn harder (1) - Not really. I have already been motivated to learn harder. (1) - Yes, I don't want to be left behind.(1)

The questions on the pre treatment and post treatment

Question	Summarized answers
1. What do you think about the TP teaching and learning in the first meetings?	- Nothing's special. I was a bit sleepy. (3) - The students did the questions

	individually then the lecturers explained the right answers. (2) - They were quite boring, no interactions. (1) - They were plain and made me sleepy. (1) - It was one way communication and I couldn't ask freely what I didn't understand because I was shy to ask to the teacher and I haven't known my friends yet. (1)
2. What do you think about the TP teaching and learning after that?	- It was more attractive and interesting. Students know each other better.(4) - We did exercises in group so we can help each other.(2) - The groupwork was helpful and I like the games. They were all interesting. (1) - It was lively and I can understand better. (1)

The questions on cooperative learning/S-S interactions to know students' perception of the first learning feature: fun learning:

Questions	Summarized answers
1. Do you think that learning cooperatively (in group work) is important in preparing better result in TP?	- Yes, because through learning cooperatively, we can share knowledge (5) - Yes, because group work will make fun learning situation (2) - Yes, but it will take longer time (1)
2. Do you think that you can share knowledge with your friends in doing exercise cooperatively?	- Yes, we can share knowledge with our friends (3) - Yes, after doing the questions individually, we can share the answers.(3) - Yes, I can ask my friends if I don't understand or my friends ask me (2)
3. Do you think fun games involving group work could be applied in TP class?	- Yes, for sure (5) - Yes, it helps the comprehension and overcomes boredom (2) - Yes, I can't see why not.(1)

The questions regarding the second learning feature: learning how to learn are:

Questions	Summarized answers
Do you learn TOEFL test strategies better in the program?	Yes, of course (5) Yes. There are strategies of the test in the book and the teacher explained well. (1) Yes. I gained better score in my mid test than before. (1) I'm not sure. I'm confused about the vocabulary. (1)
Do you learn how to read/ listen more effectively (reading and listening strategies) in the program?	Yes. I learn some reading and listening strategies (3) Yes. I can understand better. (2) Yes. The teacher gave explanation (2) Maybe. (1)

There is only one question concerning the last learning feature: Learning more than just English.

Question	Summarized answers
Do you think you gain knowledge beside English in this classroom?	- Yes. I gained more knowledge from reading passages (4) - Yes. I got more knowledge from the material and the teacher's explanation. (2) - Yes. I got a lot of information from the discussions. (1) - Yes, I learn about learning cooperatively and friendship (1)

How effective the treatments in improving students' performance? Only 6 students did both the mid test and promotion test. From that mid test results, it is shown that three students reached 500, and 3 students reached ≥ 450. Three students managed to raise the score in the promotion test, one student got the same score and two got decreased scores. The detailed is listed in the table 4.1.2. Students' performance.

Table 4.1.2. Students' performance

Student	Mid test score	Final test score	Spread
B	440-460 = 450	450 – 463 = 457	7 (+)
C	467-480 = 474	480 – 497 = 489	15 (+)
D	473-483 = 478	453 – 470 = 462	16 (-)
G	497-513 = 505	510 – 523 = 517	12 (+)
H	517-537 = 527	520 – 533 = 527	0
I	506-520 = 513	490 – 503 = 497	16 (-)

5. DISCUSSIONS

Mostly, students' motivations to enroll in the TOEFL test is to get high scores. From the interview, it was revealed that students were informed about TOEFL test as requirements in enrolling for higher education and applying for jobs. These motivate them to enroll and set the individual target of achieving certain score. The individual test score really matters for them thus they perceived the competition is important to motivate them to study harder. This point emphasizes on the importance of combining cooperative and competitive learning as asserted by Johnson and Johnson (1999) as the integration is very suitable with the TP program's characteristics.

The first meetings were considered boring and unattractive. If this condition persists, the effect would be unproductive for motivation and performance. Thus, the treatments were applied. This is different from the meetings after or in the treatments, where students do the group works highlighting S-S interactions or using modified cooperative learnings structures. They felt that doing the group work help their learning better. The learning activities were more interesting and fun. The differences before and after treatments could be felt by students positively. They can differentiate easily due to the contrast of learning atmosphere.

Regarding the fun learning features, students think that learning cooperatively is very important for them because it helps them to share knowledge. One student felt more comfortable to ask questions in group work than to ask teacher repeatedly. The group work lowers affective filter. From further interview, all students like learning cooperatively, however one student noted that learning cooperatively takes more time than learning individually. Sharing knowledge or helping each other were perceived in the activities. Thus the aim of the cooperative learning is achieved. The students all agreed that such fun and interactive activities –referred as games- should be applied in the TP class to bring fun learning.

Most students felt that they learn the test strategies in the program well, from the book, discussions and teacher's explanation. Reading and listening

strategies were perceived positively by students. Thus the second learning feature could be felt by students in the program. This is as expected because learning the learning strategies is what TP program is about.

This third learning feature as expected, was responded positively by students. They all thought that they got knowledge beside English in the program from reading passages, teacher's explanation and discussions. One student noted differently that she learned about learning cooperatively and friendship.

From the performance shown, 50% of students experienced better performance in TOEFL score. However, the decreasing score could not be attributed solely to the ineffectiveness of the treatment, as situational factors on the date of the test matter.

6. Reflection and Conclusion

Overall, the treatments using 3 learning features in 3 sections of the TP program in one cycle classroom action research went quite successfully. Students felt that they experienced fun learning, learning how to learn and learning more than just English in a more interactive class. Thus interactive activities such as cooperative learning structures and other S-S interactions are suggested to be used in the classroom to prompt fun learning. Those activities should consider the characteristics of competitiveness and time management. Therefore, in creating lesson plan for TP program, teacher should emphasizes on individual work first, before moving to group work to cover individual mastery. There are rooms for creativity in creating or modifying fun, interactive yet brief activities suitable for TP programs. Teacher should also recognize and find the balance of his/ her role in the class as facilitator, admistrator, resource, enabler and to some extent as controller, since control over time management is necessary. Note to allocate sufficient time for discussions, or the activity is not meaningful. Playing the roles, teacher indeed is in control of the learning features.

Competitions should be nurtured between groups to raise motivations, though on the other hand, group work should be intensified to help the lower achiever to catch up and lowering the affective filters thus it brings comfort for the lower achiever to inquire more and the higher achiever to be more confident. This

is in line with PIES principles of Kagan. Positive interdependence, Individual Accountability, Equal participation and Simultaneous interactions principles should be reflected on every productive cooperative learning. There are limitations of this action research which need betterment. One limitation from is the non ideal number of students for cooperative learning structure as Kagan suggested 4 people in a group. There are still plenty of improvements should be made on the program to maintain students' motivation and improving their performance. It should be recognized though that learning features are standards, and only teacher's professionalism could meet them.

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Appendices

Appendix A

Lesson Plan 1

Level   : TP2

Section   : Structure and Written Expressions

Lesson   : Unit 9, Parts of Speech; Adjectives and Adverbs

Stages	Purposes	Procedures	Cooperative Learning Structures/ Techniques	Interactions
Engage	To tap students' knowledge on adjectives and adverbs	T. asks students to do a quiz online on adjectives and adverbs Grammar blast: www.eduplace.com	Modified Corners	S-S interactions
Study	To read and present the Adjectives and Adverbs	T. asks students to read and discuss the structures in groups. Then students are asked to teach other students about the part they have learned	Jigsaw and sage	S-S interactions
Activate	To understand the adjectives and adverbs	T. asks students to sit in circle. Students are asked to do the problem individually, then they have to move the book in circle, then they discuss shortly about their friends' answers then they repeat the procedures by doing the next problem.	Rally Table and pair check	S-S interactions

Appendix B

Lesson Plan 2

Level   : TP2

Section   : Reading Comprehension

Lesson   : Unit 16, Finding Specific Information, Answering WHY, WHICH, and
HOW

Stages	Purposes	Procedures	Cooperative Learning Structures/ Techniques	Interactions
Engage	To lead students on the topic and type of questions	T. uses a star diagram graphic organizer as a guidance in scanning specific information.	Graphic organizer gallery walk	S-S interactions
Study	To explain scanning and skimming	T. asks students to read discuss scanning and skimming and the example of the problems in TOEFL test. Then teacher explains the strategies and checks the comprehension	Pair work	S-S interactions T-S interactions
Activate	To find specific information (scan) of why, which and how	T. asks students to work on an exercise individually. Then teacher teams up students. The team/ group challenges other teams to answer certain questions. If the challenged team can not answer the question thus the score belongs to the challenger team.	Challenge game	S-S interactions

Appendix C

Lesson Plan 3

Level   : TP2

Section   : Listening Comprehension

Lesson   : Unit 4, Short Conversation: Understanding Special Expressions, Suggestion and Uncertainty

Stages	Purposes	Procedures	Cooperative Learning Structures/ Techniques	Interactions
Engage	To tap students knowledge on expressions of suggestion and uncertainty	T. gives half of the class the expressions and half of the class the type of the expressions	Snowball	S-S interactions
Study	To learn the expressions	T. uses a video and asks students to discuss the comprehension questions.	Numbered head together	S-S interactions
Activate	To understand the special expressions of suggestion and uncertainty	T. asks the students in group to take the numbers on a piece of paper with chopstick (requiring team work). Then the group focuses on answering the numbers it gets and shares with other groups. Other groups agree or disagree with the answer.	Chopstick estafet and sage	S-S interactions

Interruption: Killing the Conversation or Triggering the Conversation?

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Abstract

The action research which is entitled "Interruption: Kill the conversation or Trigger the conversation?" is aimed to find out whether interruption will kill or trigger the conversation between students in CV-4 class and to analyze types of interruption student use, obstructive or supportive. The research is conducted in 2 cycles. The method of this research is inductive method by implementing purposive sampling technique. The instrument used to collect data is video recording and transcribed them by using orthography. That was adopted from Silvermann (1998). The theories that are used to analyze the data are Conversational Analysis from Levinson (1983), Yule (1986), Psathas (1995), Hucthby and Wooffitt (1998), Silvermann (1998), and Liddicoat (2007), the turn taking system is analyzed by using theories from Levinson (1983) and Yule (1986), and the interruption theories are taken from Zimmerman & West (1975) James and Clarke (1994) which are supported by Tannen (1994), Li (2001), Murata (1994), Zhao and Gants (2003), and Yang (1996). The finding of the action research shows that the interruption strategy, either obstructive or supportive, is successful in triggering the students to involve in conversation. The success can be seen from minimum silences, pauses and gaps during the conversation that can be resulted in effective turn-taking management.

Key words: turn-taking management, holding the floor, taking the floor, giving a turn, interruption, supportive interruption, obstructive interruption, silence and gap.

I. Background

Conversation is the most prevalent uses of human language (Liddicoat : 2007:1). A conversation involves two persons or more. People converse in order to express feelings, thoughts, messages and jokes. However, conversation in English needs extra efforts to make the conversation occur accordingly, especially for students who learn English as a foreign language. They have to use different skills to comprehend utterances spoken by their partner, such as listening abilities, word choice and sentence structure. These prerequisites may hinder students to express their ideas fluently.

The hindrance may occur in a form of silences, gaps, and turn-taking system. One person may dominate the conversation over the others. Psathas (1995: 11) states that conversation is dialog, not monolog. It is a partnership, not an individual affair. It is listening as well as talking. Hucthby and Wooffitt (1998:14) also clarify that the aim of conversation is to discover how participant understand and respond one and another in their turn of the talk. Furthermore, Conklin (2009:16) states that good conversation is the give and take the talk. A person who converses well also listens well.

For English learners, conversing fluently is the aim to acquire after several times practicing English in particular institution. They are willing to spend time and money to continue to higher level in order to achieve fluency. It is also the objective of the CV program. CV (Conversation) class is a program which is provided by LBPP LIA to help students gain ability in formal or informal setting of conversation. There are 6 levels, starting from CV-1 until CV-6. The lessons are designed systematically, from the easiest level until the most difficult one. The higher the level, the more fluent they are expected to speak.

However, the problems appear during the learning process. Some students find difficulties in expressing their ideas, thoughts and messages while some others are expressive. They become silent most of the time when they converse with fluent students. Yule (1996, 72-73) states silence happens when one speaker turns over the floor to another and the other does not speak. Silence indicates hesitation for one student and dominance by another. Hesitation and dominance will influence the production of utterances Hesitation may show unconfident and shyness while dominance will show power and over-confidence. These will result in one speaker will talk all the time while another will keep silence.

To avoid dominance in conversation, one strategy that can be used is through interruption. West and Zimmerman ((1975) define interruption as the second speaker starts talking when the first speaker is still talking. Esposito (1975) in Tannen (1994) further describes that interruption occurs when speaker A cuts off more than one word of speaker's B unit-type. Interruption is a small part of turn-taking management. Levinson (1983:296) defines that turn taking is the distribution of talks across two or more participants. Turn-taking management is a set of rules or conventions which determine who talks, when, and for how long. In result, conversation can run well.

In conclusion, to decrease gaps or silences and to increase fluency, a classroom action research is conducted to CV-4 level by implementing the use of interruption strategies. The research is expected to benefit in improving the fluency of students' speaking ability after they implement interruption strategy. Therefore, there are two problems that need to find out (1) Will the interruption kill or trigger the conversation, and (2) What types of interruptions do the students use. At the end, it is hoped that interruption will trigger the conversation not kill the conversation whatever types of interruptions the students use.

II. Theoretical Framework

To analyze the data collection, the researcher uses the Conversational Analysis (CA) as the fundamental theoretical framework because turn-taking system and interruption are parts of it. The references about CA are taken from Levinson (1983), Yule (1986), Psathas (1995), Hucthby and Wooffitt (1998), Silvermann (1998), and Liddicoat (2007). They agree that Conversational Analysis (CA) studies the order/organization/orderliness or social interaction, particularly those social actions, that are located in everyday interaction, in discursive practices, in the saying/telling/doings of members of society.

2.1 Turn taking

One of the features that are studied in CA is turn-taking system. According to Levinson (1983:296), turn taking is the distribution of talks across two or more participants. In the distribution, it is not merely random. It operates in accordance with a local management system. Local management system is a set of rules or conventions which determine who talks, when, and, for how long. These rules govern the participant in speech event to distribute turn taking. In result, conversation can run well. Yule (1996:71) also states that turn-taking is an analogy with floor which can be defined as the right to speak. Having control the right to speak is called turn.

The system, which is operated on the turn unit, has three rules. Firstly, one speaker speaks first. Then he stops and gives turn to the next speaker to speak. The next speaker must speak next. Secondly, the next speaker has the right to speak after the first speaker stops speaking although the first speaker does not give signals to the next speaker to speak. Thirdly, when the first speaker stops and the next speaker does not take his turn, the first speaker can continue his speech.

2.2 Interruption

The small part of turn-taking system is interruption. Zimmerman & West (1975), stated that interruption is violation in conversation; which happens when the second speakers prevents the first speaker from finishing his or her words. In this case, the second speaker starts talking when the first speaker is still talking.

Interruption is considered a violation of turn-taking system. As suggested by Sacks *et al* (1974:700), that the turn taking rule is organized as follow; (a) one party talks at a time, and (b) speaker change recurs.

James and Clarke (1994:232) also state that interruption occurs when one person initiates talk while another person is still talking. In other words, interruption happens to prevent the first speaker from being able to finish what he or she wants to say. Meanwhile, Černý (2010) defines interruption as an initiation of simultaneous speech which intrudes deeply into the internal structure of a current speaker's utterance.

To make it short, interruption is an initiation talk done by the speaker in order to cut the other speaker's utterances from finishing what he or she wants to say. Interruption occurs as a signal of turn-taking system in conversation. It has three purposes (Yuliawati:2009).

a. To take the floor; getting a turn to talk.
b. To relinquish a turn; having control of a turn.
c. to yield as a turn signal; taking over the conversation

There are two types of interruption, supportive interruption and obstructive interruption based on Tannen (1994), Li (2001), Murata (1994), Zhao and Gants (2003), and Yang (1996).

2.2.1   Supportive or cooperative Interruption

Yang (1996) states that cooperative interruptions occur when one speaker wants to support or reinforce the main speaker's point without disrupting the main speaker's continuation. She also identifies cooperative interruptions are indicated in a form of short commentaries or clarifying questions. According to Murata in Konakahara (2012), supportive interruption firstly is indicated when an interrupter joins the current speaker's utterance by providing a word or a phrase that the speaker is searching for or by completing the speaker's utterance for them. Zhao and Gants (2003) convey that cooperative interruption may indicate agreement or

support, help finishing the utterances thought by the speakers, ask for clarification and elaboration.

2.2.2   Obstructive (intrusive) Interruption.

According to Murata (1994) in Li (2001), intrusive interruptions pose threats to the current speaker's territory by disrupting the process and/or content of the ongoing conversation. In line with Murata are Anderson and Leaper (1998:225-252). Some of the studies in this category measured what were called "successful" interruptions whereby one speaker stops talking as a result of another speaker's incursion.

According to Li (2001) an interruption is judged successful if the second speaker cuts off the first speaker before he or she finishes a complete utterance (more than the last word of the utterance), and the second speaker continues to talk until he or she finishes an utterance, whereas the first speaker stops talking abruptly. Tannen (1994:63-65) states that obstructive interruption occurs when the speakers involve in high involvement and high considerateness. Zhao and Gants (2003) use the term disruptive interruption that has functions to show disagreement, rejections, or simply disinterest and those geared toward subject change.

2.3   Backchannels, Silences, and Gaps

In conversation, backchannel signal is essential especially if one speaker intends to extend the turn. Backchannels may indicate that the partner is listening. These types of signals ('uh-uh', 'yeah', 'mmm') provide feedback top the current speaker that the message is being received and also indicate that the listener is following, and not objecting to what the speaker is saying. Tannen (1994) also states that assent terms such as, 'Yes', 'Okay', 'Uh – huh', 'Right' are used to make clear to the speaker that the listener has taken in and understand the previous message.

In alternating the turns, it is possible that silence, the absence of vocalization, occurs. Levinson proposes three kinds of silences. The first term is a gap. A gap is silence, which occurs when the next speaker does not rapidly take his turn after the first speaker stops. The second term is a lapse. A lapse is silence, which occurs when the next speaker does not take his turn, so that the first speaker takes the turn again. The third is significant (attributable) silence. It is silence, which occurs when the next speaker does not take his turn, which should be taken.

III.   Research Method

The methodology employed in the research is Conversation Analysis. The method of conversation analysis is inductive. The method is made for recurring patterns across many records of natural conversation (Levinson:1983). This research uses the technique of purposive sampling. Purposive sampling refers to a technique of collecting data that has certain purposes. The researcher uses her judgment about which respondents to choose. The researcher picks only those who meet the purposes of the study. It means that the samples are able to support the research. The other sampling that have the same features are ignored.

The instrument used in this research is video recording in 2 cycles. The first cycle is used as an observation and the second cycle is used as a result. The video recording, then, is transcribed into the form of orthography which is adopted from Silvermann (1998). (See appendix 1). The data are collected from CV-4 students in LBPP LIA Cirebon. The researcher borrowed this class since she didn't have her own CV-class. The data were taken on May 23, 2013 and June 4, 2013.

The procedures to collect data are as follow:

3.1 Planning

Before the researcher decided to conduct a research, she discussed with the CV-4 class teacher, Mr. Tatang Suherman, about the problems that he encountered with the students. He explained that the class seemed to be in a gap, 50 % students

are confident enough when they practice their English while other 50 % seemed to be silent as a result of non-confidence. Then, the researcher proposed to use his class for a research in 2 cycles. He agreed.

3.2   Action

Considering the class atmosphere above, the researcher underwent the following action research that was divided into 2 cycles. There are 12 students registered on the attendance list, but there were 9 students who are attended the class. During the first cycle and the second cycle the class was attended by 6 different students. There were only 3 students who attended the first cycle and the second cycle.

3.2.1 The first cycle

On the agreed day, May 23, 2013, the researcher went to CV-4 class. She greeted the class and the class welcomed her warmly. She explained that they would like to have fun activities. The activities that they would do were beyond the book. They would do a simple kind of 'DEBATE' activity where they need 3 participants in each group. Here are the detail actions:

a. The researcher divided the class into group of 3. The students choose their own role to be an affirmative person, an opposition person, and an opportunist person.
b. They chose a topic.
c. Each group would discuss different topic.
d. Each person prepared a note. While note-taking they may browse information using internet connection.
e. The topic must not be discussed with their partners.
f. They are given 15 – 20 minutes to gather some information.
g. During debate session, each person may interrupt whenever they want. The other person from different group also may interrupt. The researcher didn't tell details on how and when to interrupt.
h. They were given 10 minutes to debate.

On the first cycle, the class was attended by the following students:

Student Name	Initial	Age	Occupation	Personality
Hepy	Hp	22	A playgroup teacher	Attentive, a bit fluent, confident enough.
Silvia	S	21	A college student	Silent, introvert
Dike	D	21	A cashier at Cafe	A little bit silent, unconfident.
Montisa	M	29	A lecturer of Law	Talkative, fluent and confident.
Rizky	Rz	23	A sales contract	Enthusiast, confident, fluent enough
Hendry	Hn	23	A medical doctor	Confident, fluent enough

The complete transcription can be checked on *appendix 2* (group 1) and *appendix 3* (group 2).

3.2.2 The second cycle

On the second cycle, June 4, 2013, the class was attended by 6 different students from the first cycle. There were 3 same students who came that day. These 3 students seemed enthusiastic and welcomed the researcher warmer than the first cycle. The other 3 students seemed curious what they did previously. Therefore, the researcher asked them to share what they did with her. After they understood, the researcher told them that they would do the same activities but there would be different strategy. Here are the details:

(1) The researcher pre-taught on how and when to interrupt. Here are the strategies.

Backchannels expressions	Agreement expressions	Disagreement expressions	Ask questions or repetition
Emmh	Yes	I disagree	What do you mean?
Yeah	I agree with you	Nonsense	Excuse me, can you..?

Really	I couldn't agree more	I don't think so	Why?
Yes	That's right	I doubt it	Can you give me example?
I see	You can say that again	I get your point, but	Repeat words, phrase or sentence
OK	Of course	I'm not sure	Others

(a) Elaborate the agreement or disagreement expressions by the reason.
(b) State their point of ideas.
(c) They may interrupt before their partner finished their utterances.

(2) To avoid misperception that interruption is impolite, the researcher told the students that interruption may show that they are listening and understanding the topic their partners speak.
(3) After the students agreed, the researcher gave certain topics as an exercise before they did the real discussion. The researcher checked whether they used the above expression to interrupt.
(4) After the students seemed to practice well, the researcher instructed the following activities:
  (a) The researcher divided the class into group of 3. The students chose their own role to be an affirmative person, an opposition person, and an opportunist person.
  (b) They chose a topic.
  (c) Each group would discuss different topic.
  (d) Each person prepared a note. While note-taking they may browse information using internet connection.
  (e) The topic must not be discussed with their partners.
  (f) They are given 15 – 20 minutes to gather some information.
  (g) During debate session, each person may interrupt whenever they want. The other person from different group also may interrupt.
  (h) They were given 10 minutes to debate.

On the second cycle, the class was attended by the following students:

Student Name	Initial	Age	Occupation	Personality

*Hepy	Hp	22	A playgroup teacher	Attentive, a bit fluent, confident enough.
*Dike	D	21	A cashier at Cafe	A little bit silent, unconfident.
*Montisa	M	29	A lecturer of Law	Talkative, fluent and confident.
Sri Ningsih	Sn	36	An admin staff	Enthusiastic, cooperative, a little bit unconfident
Putri	Pt	18	A High School graduate	Enthusiastic, not fluent
Ruby	Rb	16	An 11 grader of senior high school	Very fluent but introvert

* The first 3 students attended on the first cycle but the other 3 did not. The complete transcription of the second cycle can be checked on *appendix 4* (group 1) and *appendix 5* (group 2).

3.3 Observation

In this phase, the researcher observed the involvement and the attitude of the participants during their preparation and conversation. During preparation on the first cycle, the students discussed the topic they would talk. Then, the researcher reminded them they were not allowed to discuss the topic they would tell but they may use the internet connection to get some information. Then, they seemed to enjoy this activity. After 10 minutes, the researcher prepared to record their conversation using video recorder. Once they were ready, they sat face to face, and started to talk. Everyone seemed to enjoy the conversation although they found vocabulary difficulties. Some of them looked confident and dominated the conversation while some of them were eager to involve in the conversation with many difficulties.

3.4 Reflection

At this point, the researcher analyzed the data collection from the observation. The data were recorded by video. After they were recorded, the researcher transcribed the conversation by giving the symbols of orthography that was taken

from Silvermann (1998). The researcher also asked the students to write down their feeling after they did their conversation on the first cycle. She would like to know the response from the students, positive or negative since this was the first time they conducted this 'debate' activity. If the response would be positive, she would continue for the second cycle. Then, the responses were positive. The researcher implemented the second action because she would like to know whether there were any improvements in their speaking ability. To see the responses, check to appendix 6.

IV. Result and Discussion

4.1   Result

In this phase, the result of data collection on the first cycle and the second cycle will be analyzed based on not only types of interruption, supportive or obstructive interruption, but also the occurrence of turn taking management, silences, gaps and pauses.

4.1.1 Cycle 1

Take a look the following conversation. This conversation was taken from cycle 1 group 1.

Figure 1.1

T1	M:	Hey, we meet again in ourrr:: class in CV-4 tonight. We want talk about some topic. It's a social media impacts on teenagers. So, we know that our teenager in Indonesia (.2) Indonesia is one of e:: (.3) one of the population… the big population. So..ehm… our teenagers use social media (.2) Example the facebook // or twitter // or::: whatever.
T2	D:	hm …. Hm…

T3	M:	And (.1) I think (.1) all of us // realize that
T4	D:	Yes
T5	M:	Social media - facebook or twitter have e:: many impacts. That can be good impact, positive side or negative side. So, tonight (.2) we will discuss about it (.3) So, who want to talk the opinion first?

Based on the occurrence of the turn taking management, M still dominates the conversation (T1 and T5). She did the opening session of the discussion. While she was introducing the topic, D gave backchannel signals (T2 and T4). She interrupted M by short commentaries 'hm' between the utterance 'facebook' or 'twitter' and said 'yes' between the utterance 'us' and 'realize' (T3). It indicated that D supported M but didn't intend to take floor, since she knew that M still yielded the floor. D waited until M finished her turn. Although there were pauses occurred in M's speech but D didn't take over the turn until M gave the turn signal by saying 'Who want to talk the opinion first?' She wanted either M or S to take over the floor.

Here is the continuation of the conversation from figure 1.1.

Figure 1.2

T6	D:	Emm:: I think facebook, you can meet friends (.2) old friends (.2), friends from school, junior high school or senior high school etcetera. And then (.2) we can to make a business from social media like (.1) kind of clothes, shoes, trousers and many more and then em:: (.4) to celebrate party wedding on facebook and share. About:: from message // and
T7	M:	Okay // but Dike. I think when you talk about:: the post about the shoes the post about the bag or anything. I think teenager is:: doesn't - doesn't think too much about that things (.1) se::selling the::the:: accessories there because teenager just thinking about life about school::the school not thinking too much about the job. How about your:: // opinion?
T8	S:	e:: // I think e:: (.2) facebook and twitter or social media. People can meet anyone the:: they want on social media if e:: but social media give negative impact if abuse the function by people who don't have responsibility (.1) example:: (.4) the people (.2) make the fake account

> and then (.2) description (.1) attract teenager (.2) being trapped to do sex and abuse can make the teenager girl pregnant.

After M gave the turn signal (T5), D took over the turn (T6). There were some pauses that indicated her hesitance. It showed that D felt unconfident because she realized that she made grammatical mistakes. But she kept talking until she made the longest pauses around 4 seconds. It indicated that she got lost with further ideas. No one initiated to interrupt until she prolonged her utterance 'about'. M interrupted D before the utterance 'and' by saying 'okay' and continued to disagree D's opinion by using conjunction 'but'. D seemed to relinquish her turn and M took over the floor right away. After that, M didn't seem to give D a turn to speak because M gave the turn to S.

S got her turn after she interrupted M by short turning signal "ee::' (T8) before M finished her expression "How about your opinion" (T7). S seemed to be more hesitant than D and less confident than D as well. She did many pauses and longer silences than D did. No one appeared to interrupt. S has responsibility to be an opposition person who should encounter D's opinion. However, she didn't fluently express her ideas. Therefore, it resulted in the next conversation (Figure 1.3). The conversation seemed to be in a gap. No one seemed to give new ideas. There were only short commentaries that were completed by one and another although the teacher (T12 and T14) had tried to break the gap.

Figure 1.3

T9	D:	But::: I think it's e::: depend on the people who make facebook Not all of them // not all of them make negative doing (.2)
T10	M:	// depend on//
T11	S:	e:::: (.2) I think you talk the:: ( )
T12	Tr:	What do you want to say?
T13	S:	*apa::: tuh tadi*:::: on // shop // online shop e::: (.5)

T14	Tr:	// online shop // So, in your opinion is it good or bad?
T15	S:	bad:::: bad :::::: e:::

The next turn taking, from T16 until T48, showed insignificant management. There were many lapses, around 16 times from T10 until T25, especially during the conversation between S and M. M then took her turn again because there were gaps and lapses. The allotted time to conduct the conversation was 10 minutes but it resulted in 48 turn takings. The allotted time was spent too much on silences, gaps and lapses done by D and S. Therefore, it can be stated that the conversation failed because the turn taking systems were not effective.

Then, if it is compared to group 2, the turn taking management is different from group one. See figure 1.4 below.

Figure 1.4

T1	Hn:	Hello, we are from the CV four. We will discuss about national examination in high school, the positive (side) and the negative (.2)
T2	Rz:	Will //
T3	Hn:	Would, what do you think about the positive from the national examination, (especially) in Indonesia.
T4	Rz:	Well:: in this year, two thousand and thirteen, the system is very complicated and ( ). So, it has many advantages for the students because they can't cheating with the others, maybe they'll have to study hard to graduate so it will keep the quality standard of the now graduated student and the next graduate student and then // ee::// the standard
T5	Hn:	This is the first point, the first point?
T6	Rz:	Yeahh:: //

From the beginning of the conversation, Hn and Rz tried to compete the turn (T1 and T2). Rz tried to take over the floor when Hn indicated silence for about 2 second by saying 'will'. Rz used obstuctive interruption because she cut Hn's utterance one sentence away. Hn cut Rz' utterance (T3) and continued to talk. But,

Hn didn't give Rz a turn by cutting Rz's chance to speak. Hn tried to control his own turn. Hn continued his introduction section. Once Rz got a chance to speak she took over the turn and control her turn until she got lost by saying 'ee::' Hn tried not to give Rz a further turn, therefore, he interrupted Rz (T5). Rz answered by prolonging her utterance. Both Rz and Hn used obstructive interruption.

On the other hand, since nobody gave a turn signal to Hp, she initiated herself to interrupt Rz. She wanted to get her turn. Once she got her turn, she didn't give others to take the floor. She took over the floor after interrupting Rz (T7) and kept talking. She was supported by Hn. Hn used repetition 'examination' (T8) to interrupt and overlapped by Rz who said 'yes'. Hp kept taking her turn and continued her argument (T10). Rz tried to avoid silence by saying 'oooh' between utterance 'days' and 'it's not' to indicate that she listened and understood Hp's ideas.. Hp didn't relinquish her turn to Rz although Rz interrupted Hp by backchannel signal 'yeah' (T13). See figure 1.5 below.

Figure 1.5

T7	Hp:	Hmm:: yeah::mention, you about the student will be not cheating because is the type of examination so:: so::// examination test is twenty types, right?
T8	Hn:	examination.
T9	Rz:	Yes.
T10	Hp:	It makes the student confused. I think the student thought, the student thought about, after three years they have studied hard, tired, just decided by three, three, days // it's not, it's not, fair for students, I think.
T11	Rz:	Oooh::
T12	Hp:	Three years students have learned, have studied hard // tired. It doesn't // make sense
T13	Hn:	yeah//

The rest of the conversation showed similar turn taking management. The distribution of the talk spread accordingly. The conversation consisted of 71 turn-takings where everybody triggered to talk. It can be seen that there was barely silences, gap and pauses that indicate hesitance and non-confidence.

Based on the implementation of interruption strategy on cycle 1 group 2, the researcher considered that the strategy was successful enough in triggering the students to get involved in conversation. Therefore, she decided to take second action on another day in the hope that there would be significant improvement of speaking ability.

4.1.2 Cycle 2

The following conversation was opened by Rb. She didn't attend the previous session on cycle 1. She is very fluent with good grammar but she is not confident enough. On the other hand, D and Hp attended the previous session and they seemed eager to do the activity. The result can be seen on the following:

Figure 2.1

T1	Rb:	Well, I know that television has many impacts on children. It is:: it can be good, it can be bad. What do you think?
T2	D:	So, I think, impact, we as: even television, not all the program on TV is good for children, maybe like the children watching program TV in the middle and don't have (activity at home), they watch attractive at home with their friend, maybe fighting and then there is something (wrong) about motorcycle and program like sinetron, a murder, or the bad watch//
T3	Rb:	So, they can make such as they're cruel?
T4	D:	Yes, cruel, from television meniru?
T5	Rb:	imitate//
T6	D:	imitate the program from TV with the:: her lingkungan apa?
T7	Rb:	environment//
T8	D:	environment,

Although this was the beginning of the conversation, D seemed very confident. She expressed her ideas better than the previous conversation (T2) regardless her grammatical error. She didn't show hesitance although she found vocabulary difficulties (T4 and T6). There were barely pauses and silences in her utterances. D always wanted to continue her turn especially when Rb interrupted D

(T5). Rb interrupted D to help a word searched by D. Rb didn't take over a turn. She gave a chance for D to finish her turn. D was so eager to talk that she almost ignored Hp. Hp didn't find any turn signals from either D or Rb. Therefore, she took over a turn after Rb gave short agreement 'yes' (T15).

Figure 2.2

T15	Rb:	Yes
T16	Hp:	ee:: you say:: you say (laugh) not all the program is (.3) bad. It mean ee:: they're ee::the television have program for children, right? So, I think the television inform information is about, is like education, healthy, social, give knowledge for us, for children, for adult. So, I have a positive:: the positive point. One is the children can get knowledge from TV, example movie for children, like 'finding nemo', ee:: it's give ee:: when the children watch the movie they're ee:: they can be ee:: more attractive ee:: rasa ingin tahu?
T17	Tr:	curious.
T18	Hp::	What?
T19	Tr:	They are curious.
T20	Hp::	They are so curious. So, I think it make the children more creative. Oh, once again, once again, like that.

Hp seemed to hold her turn. She didn't seem to relinquish the turn to another although she found difficulties with vocabulary (T16). It can be seen that Hp looked more confident and more fluent compared to her previous conversation in cycle 1. She barely put silences and pauses (T16, T31 and T39). What is more important to be seen is D. She showed her significant improvement by taking her turn whenever possible especially when she was interrupted (T28, T30, T35 and T37)

Figure 2.3

T28	D:	When the children want to watching "cherrybelle", it's not good, maybe there is some 'pacaran'?//
T29	M:	relation,
T30	D:	There is a relationship in the 'sinetron' and then fighting at school? So, the teenager maybe, the teenager fighting at school because look at the TV //
T31	Hp:	It's job for parents. The parents can choose the program with the best

		program for children.
T32	D:	But, I think not all parents guide the children.
T33	Hp:	laugh
T34	Rb:	Now, TV is also present with parental guidance. Pro:: apa ee:: parental guidance setting, so parents can also set which program TV that can be watched by children.
T35	D:	What if the children and //
T36	Hp:	What? What?
T37	D:	How if the children angry when the parents move the bad program when the // Yes change the program when they are watching the bad program?
T38	Tr:	change the program
T39	Hp:	the parents, the parents can:: can give the good communication to the children until the children, until the children know that is bad. If the communication is easy, gently, so the children is know about that.
T40	D:	But, if the children watching TV, they not, will be, will be lazy at the study for 'ngerjain PR'? doing homework,

The student who didn't attend the previous session but seemed eager to get her turn in conversation is Sr (Figure 2.4). Sr and M tended to take the floor but they were successful in holding their turn although they interrupted each other. M who is very confident and fluent was always triggered to talk whenever she was interrupted (T25 and T29). Sr also was triggered to take her turn if M showed hesitant with her utterances 'it's:: it's ee::'(T25). She took over M's turn right away by expressing her disagreement 'but' then Sr tried to give Pt a turn but Pt didn't take it. This is called a gap. Therefore, M took a turn by saying 'it's a risk' (T27) and she yielded her turn although she was interrupted supportively by Tr (T28) who was trying to help M with a word she was searching for 'derita". Since Pt remained silence and there was no sign that Pt would take a turn, Sr interrupted M again by disagreeing expression 'but' and ended by turning signal 'How about you?' to Pt (T30). Pt remained silence, then, M took a turn and yielded her turn. She avoided silences in conversation. (T31)

Figure 2.4

T24	Sr:	I think studying in college just spend time, sometimes the lecturer didn't dome, so the //

T25	M:	I think, it's not, I don't know. I think it's not the reason why people don't go to college because we should admit that in the college we can meet anyone, we can spend ee:: we an spend our, we can spend our brain, brain? We can meet other people with other link, so it's:: it's e: //
T26	Sr:	Sorry, how about if the worker won't studying in college, how manage the time for studying but they're busy, sometimes the lecturer didn't come. What do you think?
T27	M:	It's a risk. I think it's a risk, derita, in Indonesia.
T28	Tr:	misery
T29	M:	I think it's about willingness. I think it's about someone's will to have more degree not in title's thing but in the knowledge thing, knowing people's thing ee:: spread the::: spread the link or anything. It's important. It's not about the lecture come or not or when lecturers didn't show their face, they can go to the library, they can study by theirself //
T30	Sr:	But I think studying in college just get degree not knowledge. How about you?
T31	M:	Ehm:: when::when:: I think when:: it's not about degrees. I think, I don't know. I'm the person who believe with the process. I'm the person who believe that when you want to achieve something, you want to work hard and college is the answer if we:: It's not about the degree, it's about the process.

4.2 Discussion

From the result of data analysis, it can be analyzed as the following;

Firstly, it can be stated that the conversation from cycle 1 group 1 didn't work smoothly because the turn-taking management seemed to fail. One person (M) dominated the conversation while the two others (D and S) tended to get lost although they had tried to avoid silence. There were gaps during conversation. Gaps happened because a participant didn't take her turn to talk. D and S barely initiated to interrupt because they were unconfident.

Secondly, the conversation that was taken in cycle 1 group 2 showed significant turn-taking management. Each person struggled to get a chance to speak, moreover when they were interrupted by their partner. Most of them use obstructive interruption because they cut their friend utterance in the middle of the

sentences but no one felt obstructed. On the other hand, they seemed to enjoy the conversation although at first, Rz seemed to refuse to interrupt when the researcher explained the procedure to carry out the conversation.

However, when the conversation took place and each person interrupted each other, they were triggered to talk more and tried to take over the floor. It can be concluded that this group's conversation work well because the distribution of the turn taking management spread was in balance. Besides, it was barely pauses and silences that indicated hesitance. Everybody was confident and triggered to talk

Last but not least, there are very significant improvements done by most of the students who joined the conversation during cycle 2 by group 1 and 2 by using interruption strategy, especially D and Hp. They showed significant improvement on the second cycle. The interruption strategy was considered very successful in triggering the students to converse. Either obstructive or supportive interruption the students use can be used to avoid silences, pauses, and gaps in conversation. The turn-taking management seemed to work smoothly although they didn't create the conversation first. Everybody involved and got her turn to talk significantly despite the fact that one particular student still dominated the conversation.

V.   Conclusion and Suggestion

5.1   Conclusion

It can be concluded that the implementation of interruption strategy, supportive or obstructive, is successful in triggering the students to involve in conversation. The improvement can be compared from the conversation in cycle 1 and cycle 2. During the first cycle done by group 1, they could make 48 turn taking in 10 minutes. There were silences, pauses and gaps that influenced the flow of the conversation. On the other hand, group 2 could produce 71 turn taking in 10 minutes. It happened because the researcher didn't explain how and what for they use interruption.

However, on the second cycle, after the researcher described how to interrupt, what to say, and why to interrupt, there were significant changes. The significant changes could be observed from equal number of turn taking system. They could produce between 44 and 46 turn taking system. Another indicator to measure successful conversation could be seen from the decreasing number of silences, pauses and gaps. Silences, pauses and gaps occur because students were not confident as a result of domination by fluent student.

5.2 Suggestion

Based on the successful result of this action, the researcher would like to suggest teachers at LBPP LIA especially in LBPP LIA Cirebon to implement the interruption strategy to improve speaking ability for CV classes. This activity has some benefits. First, it is very beneficial in minimizing gap between fluent students and silent ones. The interruption will trigger the silent student to involve in conversation. Second, it can minimize teacher speaking time. The average time between students and teacher can be around 10% : 90%. Third, it can decrease and finally eliminate the feeling of unconfident because what the most important is utterance production.

However, the researcher realized that she didn't emphasize on the use of correct grammar because she considered that it can be carried out for the next action research. She put interruption strategy as action research to minimize the gap between fluent and silent student and to improve confidence. She expected that after these problems are solved, she could continue on how to teach students speaking with good grammar.

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Transcription Symbols (Adapted from Silvermann:1998:197-198)

T : Letter T indicates turn taking

// : Overlapping talk or interrupting talk

(.4) : Numbers in parentheses indicated elapses time in silence in tenths of a   second.

(.) : A dot in parentheses indicated a tiny gap, probably no more than one-tenth of a second

:: : colons indicate prolongation of the immediately prior sound.

(   ) : empty parentheses indicate the transcriber's inability to hear what was said.

(word) : parenthesized words are possible hearings.

? : indicates rising intonation

. :Falling intonation

, : Flat or slightly rising intonation.

Appendix 2

Cycle 1 group 1

Topic   : Social media impact on teenager's life.
Speakers   :

    a. Montisa (M) : 29 years old, a lecturer of law.
    b. Dike (D)   : 21 years old, a cashier in 'Café and Resto'.
    c. Silvia (S)   : 21 years old, a semester - 8 college student of economy.
    d. Teacher (Tr)

T1	M:	Hey, we meet again in ourrr:: class in CV-4 tonight. We want talk about some topic. It's a social media impacts on teenagers. So, we know that our teenager in Indonesia (.2) Indonesia is one of e:: (.3) one of the population… the big population. So..ehm… our teenagers use social media (.2) Example the facebook // or twitter // or::: whatever.
T2	D:	hm …. Hm…
T3	M:	And (.1) I think (.1) all of us // realize that
T4	D:	Yes
T5	M:	Social media - facebook or twitter have e:: many impacts. That can be good impact, positive side or negative side. So, tonight (.2) we will discuss about it (.3) So, who want to talk the opinion first?
T6	D:	Emm:: I think facebook, you can meet friends (.2) old friends (.2) friends from school, junior high school or senior high school etcera. And then (.2) we can to make a business from social media like (.1) kind of clothes, shoes, trousers and many more and then em:: (.4) to celebrate party wedding on facebook and share. About:: from message // and
T7	M:	Okay // but Dike. I think when you talk about:: the post about the shoes the post about the bag or anything. I think teenager is:: doesn't - doesn't think too much about that things (.1) se::selling the::the:: accessories there because teenager just thinking about life about school::the school not thinking too much about the job. How about your:: // opinion?
T8	S:	e:: // I think e:: (.2) facebook and twitter or social media. People can meet anyone the:: they want on social media if e:: but social media

give negative impact if abuse the function by people who don't have responsibility (.1) example:: (.4) the people (.2) make the fake account and then (.2) description (.1) attract teenager (.2) being trapped to do sex and abuse can make the teenager girl pregnant.

T9 D: But::: I think it's e::: depend on the people who make facebook
Not all of them // not all of them make negative doing (.2)

T10 M: // depend on//

T11 S: e:::: (.2) I think you talk the:: ( )

T12 Tr: What do you want to say?

T13 S: *apa::: tuh tadi*:::: on // shop // online shop e::: (.5)

T14 Tr: // online shop // So, in your opinion is it good or bad?

T15 S: bad:::: bad ::::: e:::

T16 Tr: Do you::: do you have a facebook account?

T17 S: Yes.

T18 Tr: Why?

T19 S: e::: (.4) not:::: (.3) // but (.4)

T20 Tr: // not all but,

T21 M: = She has a facebook to keep in touch with her boyfriend miss

T22 S: Oo::::: no:::: okay//

T23 M: She has a long distance relationship // a long distance relationship to send email

T24 S: // no // *buka kartu* // no e:::::

T25 All: laugh (.3)

T26 M: No::: I don't know because I::I:: just read about em:: one research
They said that the contribution:: of the:: rise of pregnancies one of them is by violence happen in social media (.) I think em:: // violence

T27	Tr:	// violence by social media? How?

T28 M: When people have a fake account, e:: we::: we already know that teenager is em:: people or person who can be:: *apa namanya*, *merayu*? flatter with the boy who haven't they come because em:: teenager:: *juga* was:: people and when (.2) someone is position, in the level position, it's very easy to get closer to her life. It's easy to sayy:: about someone understand about her life, when actually they don't. And when a girl, a teenage girl, have a trust or have fake in someone (.2), someone they actually ee:: actually know about in facebook, so, they can meet up and the boy can do anything with the teenage girl. And I think we have already see the news in the television about the kidnapping in teenage girl. Do you agree with me?

T29 D: Yes.

All: laugh

T30 D: but I emm:: to:: May I ask // something? Why teenage girl emm:: using the reason about the::// *asusila*

T31 M: // sure // what? // bad norm

T32 D: about sex from facebook, may be from handphone orr:: //

T33 M: we're not talking about sex things on facebook, but you know, when:: in our age, even in our age, when we trust people, trust boy, in our age, mine twenty nine, and you twenty one // when we trust people or we trust boy, we have (fake) in his, we believe in him, we have a believe, in a strong believe, we can do anything he want, right?

All: laugh

T34 D: Yes.

T35 M: It happen to us (.3)

T36 Tr: What do you mean? What do you mean we can do anything he wants?

T37 M: emm….

T38 Tr: You mean (.) if I were a boy, if I were a boy, and I ask you to give me a new TV or a new handphone, will you give me? Something like that?

T39   M: No:: no::

T40   Rz: something like:: make meeting // and then finally // she'll be raped,
            she'll be killed, stole the organs, eyes:: or:: hearts

T41   Tr: // oh // Is it that far?

T42   Rz: in television=

T43   S: I think, we don't trust eass:: easily to someone when we just know him
            or her.

T44   D: about your opinion?

T45   M: I don't believe in myself actually. I don't believe in teenage girl. I don't
            care about a teenage boy but I care about a teenage girl because
            they:: they:: they:: have, they will have receive anything impact, lose
            her whatever things there orr:: pregnant, right? // I think social media
            have a bad impact to me.

All: laugh

T46   D: So, nothing positive? And your opinion?

T47   M: What is your opinion, Sil?

T48   S: silence

end of the recording

Cycle 1 group 2

Topic   : National Examination in High School
Speakers   :

    a. Hepy (Hp)   : 22 years old, a playgroup teacher
    b. Rizky (Rz)   : 23 years old, a sales contract
    c. Hendry (Hn) : 23 years old, a medical doctor

T1   Hn: Hello, we are from the CV four. We will discuss about national examination in high school, the positive (side) and the negative (.2)

T2   Rz: Will //

T3   Hn: Would –what do you think about the positive from the national examination, (especially) in Indonesia.

T4   Rz: Well:: in this year, two thousand and thirteen, the system is very complicated and ( ). So, it has many advantages for the students because they can't cheating with the others, maybe they'll have to study hard to graduate so it will keep the quality standard of the now graduated student and the next graduate student and then // ee::// the standard

T5   Hn: This is the first point –the first point?

T6   Rz: Yeahh:: //

T7   Hp: Hmm:: yeah::mention – you about the student will be not cheating because is the type of examination so:: so::// examination test is twenty types, right?

T8   Hn: examination.

T9   Rz: Yes.

T10 Hp: It makes the student confused. I think the student thought, the student thought about, after three years they have studied hard, tired, just decided by three, three, days // it's not, it's not, fair for students, I think.

T11 Rz: Oooh::

T12 Hp: Three years students have learned, have studied hard // tired. It doesn't // make sense

T13 Hn: yeah//

T14 Rz: Then –then- I think it'll –from what you said it will bring (   ) fro the next student in the next //

T15 Hn: examination

T16 Rz: because they will know, oh I will emm:: I must really get study really, really, hard because the national examination is not easy and I can't ask to the other people, so I will study hard and the teacher will be:: prepare // the student // study really, really, hard (.) of course

T17 Hn: // the student //

T18 Hp: Yes:: but, ee:: the:: pelaksanaan? The:: okay. Let's talk about quality //

T19 Hn: Let me ask you. How about the exam not ee:: about the lesson non UN? I think in Indonesia ee:: maybe the student rom IPA // science, there is ee:: and then there is some history, pelajaran history,

T20 Rz: science //

T21 Hp: There is some history from, Okay, I think Indonesia underestimate quality of the study, the learn, because they just do:: the teacher and the school how make the student pass the (.1) exam //

T22 Tr: the test

T23 Hn: not make a good quality, have ee:: //

T24 Hp: (clap her hand). I agree // The teacher is not creative, is not creative, to make student //

T25 Hn: brilliant //

T26 Rz: of course //

T27 Hn: okay. The conclusion is knowing of the curriculum just maybe something emm:: example, the exam, the national examination is English, English exam, just writing, the teacher is underestimate about the speaking and listening, just how make the student pass the:: writing. I think like that. Indonesia is negative (   ) program

T27 Rz: Hmm, I agree again. From the negative point we can make solution, right? We can tell the teacher that do not do that //

T28 Hn: okay //

T29 Rz: the teacher, the government must be gave (   ) or in *bahasa diklat* to the teacher how to make they pass national examination with this type

and then in the sometime, in the sometime, they can make the student //

T30 Hn: brilliant //

T31 Rz: get the:: (.3) the (.1) high quality in education that we get//

T32 Hn: What's the positive side?

T33 Rz: (laugh). They will get the same standard, the hardness, the task of ( ). I my generation there is no (.3) mm:: different //

T34 Tr: When is your generation? //

T35 Rz: hmm:://

T36 Tr: When did you graduate?

T37 Rz: two thousand and // eight

T38 Tr: 2008 and:: Is it different from // ?

T39 Rz: the other propvince

T40 Tr: Oh, okay.

T41 Rz: now:: but now in:: // in Indonesia have one same, the same- ee:: // the hardness of the test //

T42 Hn: standard // the test //

T43 Hp: Okay. It's okay about the standard but the examination in high school:: Let's talk about quality. I::I learn from television, the examination, the paper is::is very easily cracked // right? //

T44 Rz: yes:: // yes //

T45 Hp: It's make the student confused because when ee:: menghapus?

T46 Hn&Tr: erase

T47 Hp: when they erase the answer, it's easily scratch. It's makes worry –this makes worry student ee:: (.3) paper distribution from schedule, distribution not good. It's not distribution //

T48 Rz: I agree with you. And then from UN, we can learn something good for student. That government, I think it's a mistake of the government because they have minimum budget for that ee:: //

T49	Hp:	Not. It's not. It's not about minimum budget. It's about ee:: it's very big. I think two:: two // billion, twenty billion, right? For the program national examination in high school. But, it's a mess.
T50	Hn:	billion //
T51	Rz:	Yes. They wrong:: they choose the wrong of ee:: in Indonesia is penerbitan. So:: // publishing company. So:: the government must be take good (policy) that in the next year, they will, the best quality of paper.
T52	Tr:	publishing company
T53	Hp:	It's about ee:: about different type of examination test, about twenty types. I think is the:: the government is don't have trust with the student//
T54	Rz:	of course. In reality, the cheat is really happen in my classroom.// Yeah, yeah, of course. Because I'm a special in SMA 2 –in the science class. In my:: my class, there is so much champion in a different skill, like speciality in Mathematics, physics, and then Indonesia language, English language, the champion of olympiade. And then they told me, because it is UN and we must graduate in the same time this year so we will help you. I just //
All:		laugh
T55	Hp:	No. It is confused // I have seen in TV the winner of olimpiade is failed in the UN because //
T56	Rz:	ooo::
T57	Hn:	They didn't , focus on the Olympics. Can I ask // to you about //
T58	Hp:	from what I said, 3 years decide by 3 days //
T59	Hp:	Interruption? Hold:: hold. He wants ask.
T60	Hn:	Can I ask you? You said that Indonesia have::, this year, standard in all province. Yes. Yes. I think I have negative concept because rural and urban school, it make increase the stress of the student, the teacher, maybe. You said, you said, SMU 2 is in big city. Maybe it's not a problem UN. UN is simple. It can 100% pass. How about the rural?
T61	Tr:	rural school, you mean?
T62	Hn:	Yes, rural school. They just minim for the study, the minimum of the teacher. They have no internet, maybe ya? How about this? It's a big

problem in Indonesia. We can make,maybe, I think ee:: UN is penting apa? Ee:: important, UN is important, but maybe, the government can make more kebijaksanaan.

T63 Rz: wisdom //

T64 Tr: policy //

T65 Rz: polis //

T66 Tr: policy

T67 Hn: policy. Okay, like that, maybe. How about this? International school make a standard the rural –makes a standard- so the goals is just pass the exam but can't make the student have wawasan luas?

T68 Tr: broaden knowledge.

T69 Hn: They can after high school ready to enter university or ready to work. It's not just pass the test, It's just a nilai, yes value.

T70 Hp: Yes, yes, but//

T71 Rz: The point is make student brilliant. It's not about national examination but make the student brilliant.

end of the recording

Appendix 4

Cycle 2 group 1

Topic   : Television impact on children.
Speakers   :

- a. Ruby (Rb)   : 16 years old, a student of 11 grader of SMA.
- b. Dike (D)   : 21 years old, a cashier in 'Café and Resto'.
- c. Hepy (Hp)   : 22 years old, a playgroup teacher..

T1   Rb: Well, I know that television has many impacts on children. It is:: -it can be good, it can be bad. What do you think?

T2   D: So, I think, impact, we as: even television, not all the program on TV is good for children, maybe like the children watching program TV in the middle and don't have (activity at home), they watch attractive at home with their friend, maybe fighting and then there is something (wrong) about motorcycle and program like sinetron, a murder, or the bad watch//

T3   Rb: So, they can make such as they're cruel?

T4   D: Yes, cruel, from television meniru?

T5   Rb: imitate//

T6   D: imitate the program from TV with the:: her lingkungan apa?

T7   Rb: environment//

T8   D: environment,

T9   Rb: I get your point. So, because they are in the stage of finding their identity, so:: what:: what:: anything they:: they watch can be their example //

T10 D: example of? //

T11 Rb: can be as theirr:: can be as their example to //

T12 Tr: a model.

T13 Rb: they can be a model to //

T14 D: a program for children // maybe

T15 Rb: Yes

T16 Hp: ee:: you say:: you say (laugh) not all the program is (.3) bad. It mean ee:: they're ee::the television have program for children, right? So, I think the television inform information is about, is like education, healthy, social, give knowledge for us, for children, for adult. So, I have a positive:: the positive point. One is the children can get knowledge from TV, example movie for children, like 'finding nemo', ee:: it's give ee:: when the children watch the movie they're ee:: they can be ee:: more attractive ee:: rasa ingin tahu?

T17 Tr: curious

T18 Hp:: What?

T19 Tr: They are curious.

T20 Hp:: They are so curious. So, I think it make the children more creative. Oh, once again, once again, like that.

T21 D: I think, not all the children have, want to know about the knowledge, because the parents at home, maybe not:: memperhatikan? attention to children when the children watching the TV // maybe

T22 Hp: The point is, children under 5 years:: 5 years is have to guide by their parents. So, when the children watching movie, watching TV, is have to guide by their parents. Ee:: the parents give know about the bad or not, so, like that.

T23 Rb: Yes, I agree with Miss Hepy because children also need to open their mind to do work, not only in the house and play traditional game. They also need to find many information, and because not all TV programs are good for children, parental guidance is needed.

T24 Hp: Because children brain is excellent, is:: that:: ee:: they can catch faster:: they can catch faster. With watching they listen, I mean the children's brain are excellent. They can catch faster with watching than listening.

T25 D: Oo:: how if the children always want to watch the cartoons, not get the knowledge?

T26 Hp: the cartoon (.2) is not always bad, right? The point is parents is have to guide the children when they're:: when they want to see the TV.

SILENCES (0.10)

T27 M: Sinetron?

T28 D: When the children want to watching "cherrybelle", it's not good, maybe there is some 'pacaran'?//

T29 M: relation.

T30 D: There is a relationship in the 'sinetron' and then fighting at school? So, the teenager maybe –the teenager fighting at school because look at the TV //

T31 Hp: It's job for parents. The parents can choose the program with the best program for children.

T32 D: But, I think not all parents guide the children.

T33 Hp: laugh

T34 Rb: Now, TV is also present with parental guidance. Pro:: apa ee:: parental guidance setting, so parents can also set which program TV that can be watched by children.

T35 D: What if the children and //

T36 Hp: What? What?

T37 D: How if the children angry when the parents move the bad program when the // Yes change the program when they are watching the bad program?

T37 Tr: change the program

T38 Hp: the parents, the parents can:: can give the good communication to the children until the children, until the children know that is bad. If the communication is easy, gently, so the children is know about that.

T39 D: But, if the children watching TV, they not, will be, will be lazy at the study for 'ngerjain PR' –doing homework-

T40 Rb: I agree because TV is addictive and how to prevent them from bein addictive to the TV program?

T41 Hp: I think is the TV impact fro children is positive. The global is positive. SO, the point is that the job:: the parents have to choose schedule for children, when the children have to work, have to move, hate to watching movie. I mean, have to play with other friends, like that. The point is good communication for parent.

T42 D: So, the solution is, parents have to guide the children // when if the children want to watching TV.

T43 Hp: Yes

T44 Rb: So, the impact of TV can be good or bad for children. What we need is parental guidance. So, the children can absorb the benefit of TV and can't get the bad influence of TV.

T45 Hp: Yes. The solution is parental guidance.

end of recording

Cycle 2 Group 2

Topic : The importance of studying in college.
Speakers :

    a. Montisa (M) : 29 years old, a lecturer of Law
    b. Putri (Pt) : 18 years old, a high school graduate.
    c. Sri N (Sr) : 38 years old, a

T1 M: Good afternoon, ladies. So, now, we want talking about ,discuss about, the importance of studying in college. Studying in college is important or not. So, let's share your opinion. Who's first?

T2 Pt: ee:: (0.5) the importance of studying in college is positive point , is positive because it's very important. Lecturer can add science to achieve ( ). Next point, we should going to college because college make us a smart person. So, we can increase our knowledge. That the third, make some friend in college. The solution is as, we are prepare to go to college first before work.

T3 Sr: Hm::: I couldn't agree MORE //

T4 Pt: Why?

T5 Sr: because studying in college not important, just spend time and MONEY

T6 Pt: but we:: we:: if we rajin apa?

T7 Tr: we are diligent

T8 Pt: If we are diligent (.5) //

T9 Tr: why don't //

T10 Pt: why don't we //

T11 M: go to college

T12 Pt: go to college

T13 Sr: Hmm:: because my reason, we can get knowledge by experience in life. We can be success such as employer, like Bob Sadino, Ciputra, Muryati Sudibyo. They are not going –studying- in college.

T14 Pt: But we:::can::: see the emm::SBY college::: college?//

T15 M: Yes //

T16 Pt: SBY then (.10) as president, president they college?

T17 Sr: But ehmm:: we can:: we can get much money not by studying in college, just hard work and have skill to do everything for job, and we can get study at home by internet, science book and reading book and (   ) if we ehm if not mistake –if I'm not mistaken- if we have much money we could buy degrees not studying and going to college //

T18 Tr: What do you mean?

T19 M: What do you mean we can buying degree?

T20 Sr: If I'm not mistake ee:: I heard we can buy –bought- degrees if I have much money just twen:::ty million we can get degrees.

T21 M: I think //

T22 Sr: I think //

T23 M: It's a person, a person is a stupid reason if you're too much money, have much money- to buy degrees. Realize that degrees is important but it shows the low brain (.1) low attitude if you think that you can pass the degrees with buying something. It's the first one. Then, I think, I think (.1) can you imagine that ee:: we are, we are a girl ya ladies, ee:: sometimes or one day we can marry someone then having a children, then can you imagine your husband is passing away before you then you're just depend on his money and you don't have any skill, you don't have a degree, you don't have a title, what would:: what shouldyou do in this condition? You can't do anything without degree, if (.2) if you have, if you're going to school, if you're going to school or college. I think even you have condition like that you can do something better.

T24 Sr: I think studying in college just spend time, sometimes the lecturer didn't dome, so the //

T25 M: I think, it's not, I don't know. I think it's not the reason why people don't go to college because we should admit that in the college we can meet anyone, we can spend ee:: we can spend our, we can spend our brain,   brain? We can meet other people with other link, so it's:: it's e: //

T26 Sr: Sorry, how about if the worker won't studying in college, how manage the time for studying but they're busy, sometimes the lecturer didn't come. What do you think?

T27 M: It's a risk. I think it's a risk, derita, in Indonesia.

T28	Tr:	misery
T29	M:	I think it's about willingness. I think it's about someone's will to have more degree not in title's thing but in the knowledge thing, knowing people's thing ee:: spread the::: spread the link or anything. It's important. It's not about the lecture come or not or when lecturers didn't show their face, they can go to the library, they can study by theirself //
T30	Sr:	But I think studying in college just get degree not knowledge. How about you?
T31	M:	Ehm:: when::when:: I think when:: it's not about degrees. I think, I don't know. I'm the person who believe with the process. I'm the person who believe that when you want to achieve something, you want to work hard and college is the answer if we:: It's not about the degree, it's about the process.
T32	Pt:	then ee:: then ee:: college makes us // pintar
T33	M:	studying in college is not important because // if // no
T34	P:	I think college is important //
T35	Sr:	No // if I have skill, I have ability we can ee:: we can be success such as employer can do a good job, must not studying in college.
T36	P:	Yeah. It is depend on //
T37	Tr:	Depend on what?
T38	P:	Depend on what?
P & M :		laugh
T39	Sr:	because we can get knowledge at home by internet ee:: reading book and ee:: we can get knowledge by other people.
T40	M:	Hmm:: I don't know. It's about the perception without //
T41	Sr:	Studying in college is spend money.
T42	M:	Spend money??
T43	Pt:	But studying in college can make us a smart and mencapai cita-cita.
T44	Tr:	Toa achieve our ideal, to achieve what we want.
T45	M:	I think it's about:: it's about the perception. Why? If you want to be someone's, someone work in the em:: who work in:: if you want to

achieve something special like you want to work in the Ministry of Foreign Affairs, you want to be a Diplomat, you can't work, you can't achieve that without college. If you want to go, if you want to go the overseas, if you want to meet some people with, from other country, if you want to go to school abroad, overseas, you can, you cannot achieve those things without college. It's about the perception and it's about the willingness. Do you realize, do you realize that many, many, many people in our country is a degree, they have, they have a sarjana thing but they don't have a job, they just increase, they just increase unemployment in our country and increase the violence, increase the bad things happen. How did, how do you think about that?

T46 P: ee:: I think that degrees ya important

end of the recording

Appendix 6

Students gave comment after conducting a small 'debate'. Here are their comments.

1. I think this discuss is great because can make practice our English conversation.
2. This discuss will make us have idea or other information about the topic of discussion.
3. After discussion in English CV, make me sure that I can go to overseas or talk with foreign people.
4. We underestimate about the structure/grammar.
5. There is a person always/or more active. So it's difficult to syop his/her talk.
6. Little nervous in front of camera.
7. I think the discussion is interesting.
8. I feel relieved after tell my opinion.
9. I love this debating. We can open our opinion in this classroom.
10. It can make the student to be able to give opinion about the topic.
11. It makes them have open mind.
12. They can be fun when they share and discuss information.
13. They can get a lot of information
14. The student must have learn how to discuss intelligently and not follow their emotion.
15. The program is great because we can talking more about our opinion that usually just inside the head,
16. The topic that I choose it's very nice, make me strong about talking my opinion. That's why I choose.ha..ha..ha..
17. I over thought about my topic, So, I don't get topic from the other group. Exactly I'm so nervous about talking my opinion.
18. So, I hope the program will still going, because it will make me brave to talking with English in many topics.
19. After I go home I still thinking my speaking.

Integrating Social Media in Classroom:
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LBPP LIA Depok

Todo F.B. Sibuea
LBPP LIA Depok

Abstract

At LBPP LIA, the last level in English for Adult program is High Intermediate (HI) 4 and for a long time this level has given many difficulties to its class teacher and students alike. The difficulties of this level stem from the fact that it is the last level in EA program which students have to complete before they can complete English for Adults program at LBPP LIA. To pass HI 4, students have to pass its final test which consists of Written Test (WT), a combination of multiple choice exam and essay writing, and Oral Test (OT), a PowerPoint presentation. Teaching students and covering the lessons in student book are not big problems but the big challenges are guiding students in Essay writing and preparing them for their Final Test. All these are multiplied with the fact that HI 4 teacher and her/his students can only meet twice a week with duration of 105 minutes/one session and they need to achieve positive result in just two and a half months. This is simply not enough for the class teacher to finish text book materials, to prepare students for their final test and to guide them in writing their essays, which will be the material for OT. Fortunately, an alternative approach presents itself in the form of email and social media (Soc-Med) on internet. A HI 4 teacher used emails and soc-meds (Facebook and Posterous) extensively as mediums of engaging his students in their learning, preparation for final test and doing essay consultation. The efforts of using internet as the bridge to cross the time and space between the teacher and his students successfully produced an encouragingly positive result.

Keywords: Facebook, Posterous, Classblog, Social Media, Blended Learning.

I. Background

LBPP LIA offers various English programs and one of them is English for Adults (EA), which is divided into 3 levels and each level is divided into 4 sub-levels. The last levels in EA program are HI 3 and 4 which are particularly very challenging because they demand time, energy, and efforts from both the teacher and students sides to achieve the ultimate goal of completing EA program. Since a lot of hopes and expectations are placed on these levels, they become great burdens on both of the class teacher and students.

The lesson materials in HI 3 and 4 are topic based, ranging from China's economic expansion to Educational problems in US. With lesson's contents as equal as university level, teaching them to students who are mostly at High School level can be convoluted. Since each lesson emphasizes the Reading, Writing, and analytical skill (less on Listening and Speaking skill), the output products take the form of essay writing, mini presentation, or group discussion/mini debate. With five lessons in HI-3 and three lessons in HI-4, class teacher has no real problems to cover them for students. The problems in these levels, however, are how to teach the lessons to students, prepare students to pass the final test in each level, especially at HI-4, and to prepare their final assignment of HI 4.

To pass HI-3, students have to take Promotion Test which is based on the lessons in Student Book. The test consists of two types: Written (WT) and Oral Test (OT). The WT takes form in Multiple Choice (MC) type (60 items=60 points) and Essay Writing (EW) (40 points). As to HI-4, the test materials comes from student book but its difficulty increases with small difference it the format of Final Test. Though the test format of HI-4 is similar to HI-3, its OT has a little twist because it is in the form of PowerPoint presentation, replacing the interview model of HI-3. The presentations are based on essays, written by students under direct supervision of class teacher. So, HI-4's teacher must supervise students' essays and she/he have to regularly meet students for essay

consultation. To make matter more complex, the scoring in WT weighs more on EW than MC. This means that the Writing section HI-4 Final Test will play a dominant role in deciding students' final score. If students score in Essay Writing is low, they cannot pass HI-4, especially if the MC section is also low.

These matters of teaching HI-3 and 4 are further compounded with limited time for face-to-face interaction, since the class teacher and students meet only twice a week (every Monday and Wednesday and for only 105 minutes per session). Obviously, it is hard to expect the class teacher and his students to be able to get optimal result, for they have few opportunities to interact outside class schedule. On one side, students are too busy with school activities, so they have little time to consult their class teacher at English Course. On the other side, the class teacher is only around during his teaching schedule. As a result, HI-3 and 4 carries constant difficulties to both class teacher and students and the problems are formulated as follow:

- Covering all lessons in HI 3 and 4 textbook right on schedule.
- Preparing students for the final test of HI 3 and 4 (written and oral).
- Guiding and supervising essay writing (in HI 4).
- Preparing students presentation (oral test of HI 4).

Luckily, 2 social medias and 3 computer softwares overcame the problems in the hands of the class teacher and his HI-3 and 4's students.

Procedure

There have been numerous researches done on using internet to support teaching learning activities in EFL and those researches have yielded dramatic improvement in teacher-students interaction and brought out positive learning progress. However, most of the researches focused on using blogs (Jati and Herini, 2006; Soares, 2008) and soc-net for teaching a specific skill of language, such as, writing, speaking, or reading (Kho and Chuah, 2012; Bhattachary and Chauhan, 2010; Millington and Smith, 2012; Wu and Hsu). On the other side, there are a few researches about integrating blog and soc-net to support students learning outside classroom or to extend teacher-students interaction. One notable effort to optimize internet power for extra teaching learning interactions has been pioneered by Salman Khan who creates videocasts on

teaching Maths and uploads them into his YouTube channel; Khan Academy (Khan, 2011). Now the channel has garnered millions of views and gained praises from educational world (Noer 2012), even drawing support from Bill Gates (Thompson 2011). Khan's success inspires the researcher to try out similar thing with a HI 3 and 4 class and prove whether the integration of blogs and soc-net in the classroom can really improve students' performance and enhance teacher-student interaction.

Blending socnet/socmed with classroom activities benefits both students and teacher. For instance, it allows peer collaboration among students. A student who has a problem with a lesson may post her/his question and expects a classmate to give answer. Another way, students may share opinions about what they have learned and her/his friends will reply with their own opinions. This way, students will have a wonderful discussion which can improve their comprehension of classroom's subject. Class teacher can also start a discussion in FB group by asking a question which any student can answer. If a teacher provides students with videocasts or audio podcasts, he helps his students to be an independent learner outside classroom who can manage the pace of their own learning (Pinkman 2005). The benefit of videocasts/podcasts is to allow students to review their lessons anytime they want (Ronchetti 2009). The videocasts/podcasts will stimulate students further if they are authentic, made by teacher him/herself, making attractive to students' needs.

To extend teacher student interaction beyond classroom, the teacher would optimize two soc-med websites as mediums for sharing teaching medias; podcasts, docs, and media files; and engaging students outside classroom. For this purpose, the teacher selected FB and Posterous (recently defunct) to support his plan. FB was chosen because it was, and is, the most popular soc-net which the teacher and his students were active in. With FB group and its message channel, the teacher would share doc. files, videos, news or notifications, and give essay consultation with students. On students' side, FB would be a channel to ask questions regarding their study. Although FB facilitates multi media sharing, it has limited capacity (max. 20 MB). For larger files, the teacher used Posterous blog which supported 100 MB files of any kind;

videos, audio files, docs and photos. Moreover, Posterous accepted embedded link from another website. For instance, the class teacher could create an online quiz on a website which could be embedded to class blog at Posterous. This allowed students to do online quiz right on class blog and got the result instantly. The most important benefit of Posterous was that it was completely free of charge and free of ads.

To support soc-meds, the class teacher had to fill them with contents that would support students in their study. Therefore, the teacher utilized three great computer softwares--Keynote, Audacity, MPEG Sreamclip--to create audio/video podcasts. The podcasts would be about the lessons in HI-3 and materials for the preparation of HI-4's final test. The teacher used Keynote (a presentation software) to create teaching slideshows which were exported into video podcasts and were enhanced using MPEG Streamclip. In addition, the teacher made audio podcasts (MP3) using Audacity (an open source audio editing software). Audacity was also used to modify audio files for TOEFL preparation test. Then, the teacher's uploaded his audio/video podcasts into a blog, so his students could watch the videos online or download them for offline usage. Students could use the videocasts to review their lessons outside classroom, thus creating a continuous learning process. Besides, podcasts would benefit absent students to catch up with lessons progress, thereby minimizing the gap of progress among students in a classroom.

First Experiment

The integration of email and soc-med in HI-3 class began for the first time on Term 4/2011(October-December) and continued in HI-4 throughout Term 1/2012 (January-March). The class was HI 3 and the schedule was Monday-Wednesday (17:00-16:45). There were 17 students in the classroom and, right from the beginning, the teacher invited them to join HI 3 & 4 FB group and class blog (both closed groups). Students participation did not go easily because a few students did not have FB account and some students had difficulty with opening an account at Posterous. With a careful approach and assistance, the students could go through the process of opening accounts in FB and Posterous.

The process of teaching learning interactions in classroom was the same with any regular classroom. Teacher covered a lesson by giving explanation, having discussion with students, giving assignments, and grading students' works. Outside his classroom, the teacher engaged his students using a classblog and FB group. Usually, he posted casual greeting, sharing motivational words, or notifications of class activities. Because of FB's limitations of handling large size files, the teacher uploaded large files-videos, audios-to classblog and shared its link in FB group. He filled the blog with class schedule and docs (Words and PPTs), focusing on grammar material and lesson content of HI 3 book. The routine was, every time, the teacher finished a lesson, he created a slideshow using Keynote and shared the file in class blog. Not only that, the teacher also created online quizzes (using ProProf Quiz service) for extra grammar exercise. The quizzes, focusing on Grammar points in HI-3 Student Book, were created using ProProfQuiz.com and it was embedded to classroom blog, enabling students to do the exercise right inside the class blog and got result directly. In an effort to prepare students for HI 3 final test, the teacher uploaded TOEFL-like exercises (PDF files) into class blog which students could download and did on their own time. Since the teacher realized that his students always had difficulty with Listening part in HI's final test, he also shared audio materials for TOEFL test via classblog. After uploading the files, the teacher gave students four days to do the exercise before he shared the answer key through FB group. If students had had confusion about the test, they were allowed to ask questions in classroom or via internet. Besides sharing answer key of TOEFL prep. test, the teacher used FB group as a way of communicating to his students.

At HI-4 (Term 1/2012), teacher resumed the soc-med classroom integration with a shift in focus. From the beginning, the teacher directed FB group for essay consultation, because HI-4 students had started writing their essays. In practice, students wrote their essay draft starting from the first paragraph and submit it via FB or email. This way, teacher could read students' drafts before class and made comments about it. Furthermore, email and FB also facilitated essay consultation outside class hour. Since the class schedule was on Monday and Wednesday, students could only met their teacher twice a

week, and there would be four days gap before the next Monday. To overcome the gap, students had essay drafts consultation by email/FB message. For instance, students sent their drafts on Friday. Teacher read the drafts on Saturday, gave his comments, and sent them back on Saturday night. Students received the drafts instantaneously, made necessary revision, and brought the revised drafts on Monday. In classroom, teacher and students discussed the drafts and teacher would ask students to revise their drafts and submit it again via emails. Using this technic, students double timed their essay writing and made quick progress. Some diligent students even consulted their drafts four times a week.

Another shift with soc-meds usage was not making slideshows about lesson materials because HI-4 student book only contained three lessons and they were fairly easy to be covered with teacher's explanation, students' group work, and paper assignment. Also, there was no online quiz because the teacher assumed that students would not have time to do it due to the task of writing essays and experience in HI-3 showed that less than 10 students did the test. For replacement, the teacher opted to upload PDFs of TOEFL preparation materials to class blog to prepare students for their final test. The teacher figured out that students needed more exercises to condition them for HI-4 final test.

Nearing the end of term, when students had finished their essays and about to begin presentation preparation, the teacher used FB group and class blog to do presentation consultation. Students sent their proposed slideshow (PPT) via FB group/message and teacher would review them before he gave his agreement. To give guidance, teacher shared guidance to proper presentation by uploading PPT and Word files to classblog. Moreover, the classblog featured video records of students' presentation practice in classroom which the teacher expected would help students in improving their. Students could watch the videos online or download it for offline use. The teacher used the videos as a way of giving feedbacks to his students about the strength and weaknesses of their presentation. Using the feedback and the video, students were expected to be able to improve their presentation performance for Oral Test. Beyond essay

and presentation consultation, the teacher also used soc-meds to motivate his students in their study.

Final Result

      At the first experiment of using FB Group and classblog, the result was satisfyingly good. From 18 students in this class, 17 passed the final test and one failed because of not taking OT. For Written Test, the average correct answers of MC section was 35 and the average final score was 3.3.

Table 1. Score of High Intermediate 4: Term 1/2012

Students	Daily Performance	Written Test				Oral Test	Final Score
		W	S	Raw	Con		
A	3.5	25	23	48	1.75	3.8	3.1 - P
B	3.7	26	36	62	2.75	3.6	3.3
C	3.8	23	32	55	2.25	3.6	3.2
D	3.5	24	29	53	2.0	3.6	3.1
E	3.7	21	3.6	57	2.5	3.7	3.3
F	3.6	25	40	65	3.0	0	0
G	3.6	24	38	62	2.75	3.7	3.4
H	3.6	22	29	51	2.0	3.7	3.2
I	3.7	25	38	63	3.0	3.6	3.5
J	3.7	25	30	55	2.25	3.7	3.3
K	3.6	25	38	63	3	3.7	3.5
L	3.6	24	32	56	2.25	3.6	3.2
M	3.6	25	35	60	2.75	3.5	3.3
N	3.6	29	51	80	4.5	3.8	4
O	3.7	24	37	61	2.75	3.7	3.4
P	3.7	26	39	65	3	3.7	3.5
Q	3.6	20	34	54	2.25	3.6	3.2

Students	Daily Performance	Written Test				Oral Test	Final Score
Average							

To find out the effect of class blog and FB group from students' perspective, the teacher distributed questionnaires to his students to get feedbacks about using class blog and FB group for two terms in a row. The questionnaires were distributed via FB Message to students but only 10 questionnaires were returned. Students' feedbacks were positive in which students found the blog and FB group beneficial in helping them during regular study period and preparing them for final exam. They thought the PDFs of TOEFL test and its listening material improved their test-taking skills, especially the listening part. The slideshows of grammar material also gave students a chance to repeat the lesson several times until they understood it. Furthermore, the online quizzes were a great support for students who needed extra exercises. The results are as follows.
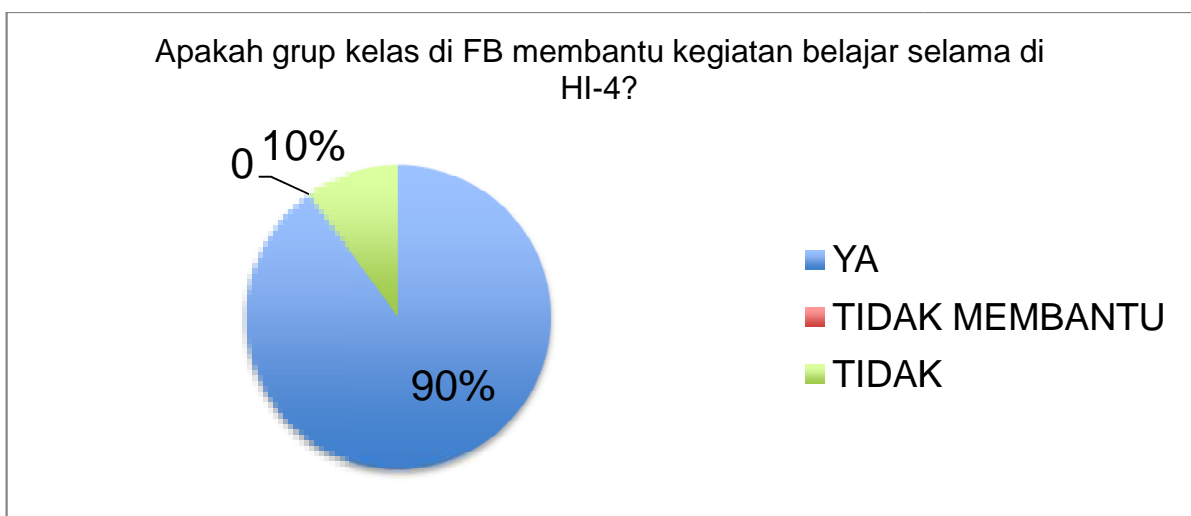
Apakah grup kelas di FB membantu kegiatan belajar selama di HI-4?

- YA
- TIDAK MEMBANTU
- TIDAK

0 10% 90%

Sepert apakah manfaat grup Facebook bagi Anda? (boleh pilih lebih dari satu jawaban) ?

0% 0

32%

26%

29%

13%

- Pemberitahuan Kegiatan Kelas
- Mengirim Pesan
- Bertanya
- Bagi Link

Seringkah Anda memberi respons di grup Facebook?

0 0

44%

56%

- YA
- TIDAK
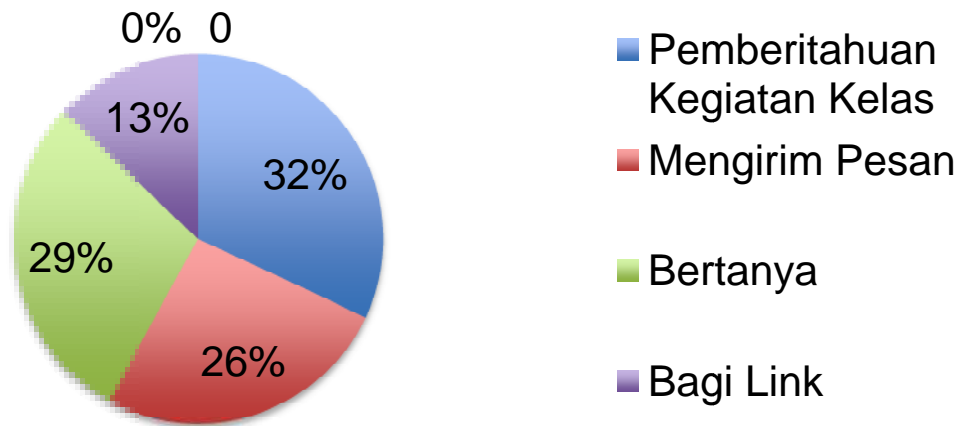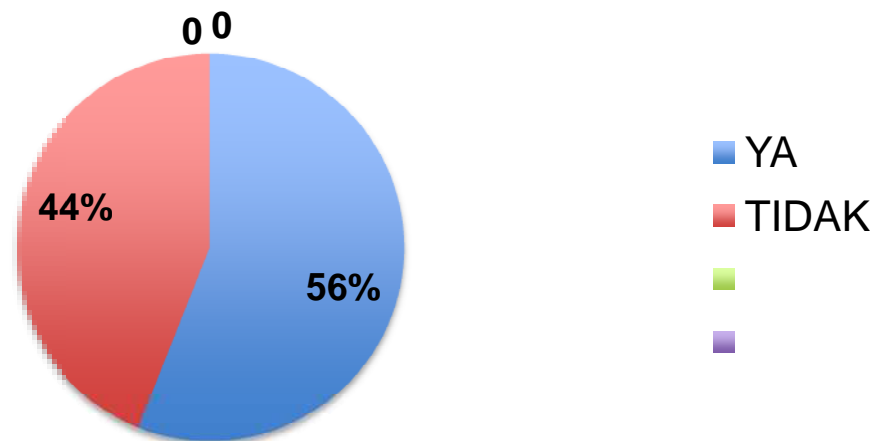
Apakah blog kelas membantu Anda belajar di HI 3?

0% 0

100%
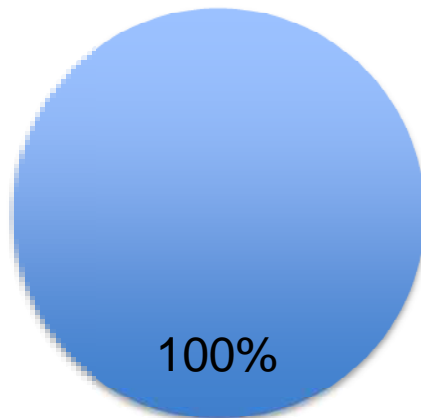
- YA
- TIDAK

Seperti apakah manfaat blog kelas bagi Anda? (boleh pilih lebih dari satu jawaban)

0

17%

43%

39%
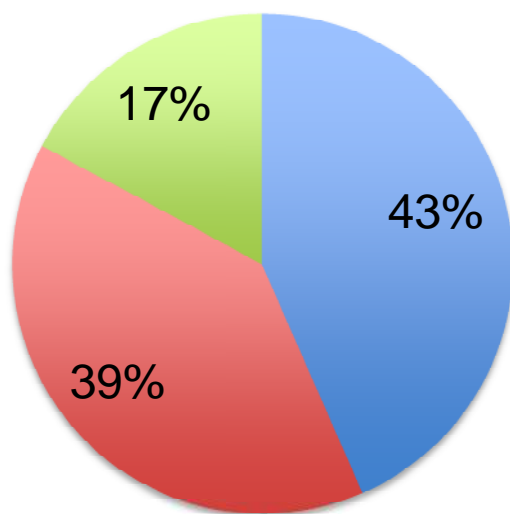
- Berbagi Materi Pelajaran
- Bagi Video/Audio
- Bagi Dokumen

Seringkah Anda memberi respons di blog kelas?
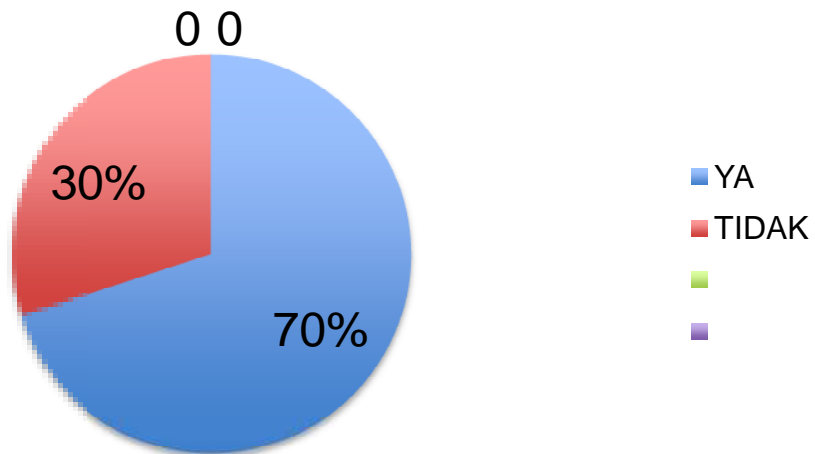
0 0

30%

70%

- YA
- TIDAK
-
-

Apabila Anda menuliskan pos di blog/grup Facebook, seringkah guru kelas membalas?

10% 0 0 0

90%

- SERING
- JARANG
-
-
-

Apa yang biasanya Anda poskan di blog/grup Facebook?

0

42%

58%

0%

- PERTANYAAN
- VIDEO
- KABAR
-

Seberapa sering Anda mengecek blog kelas dan grup Facebook?

- 3 X/HARI
- >3 X/HARI
- <3 X/HARI

0% / 0 / 20% / 50% / 30%
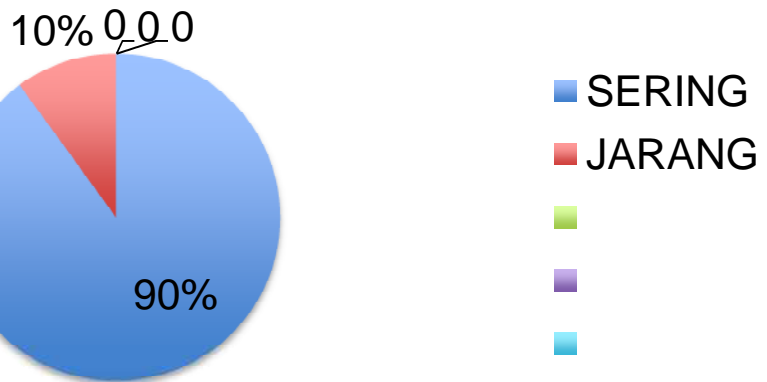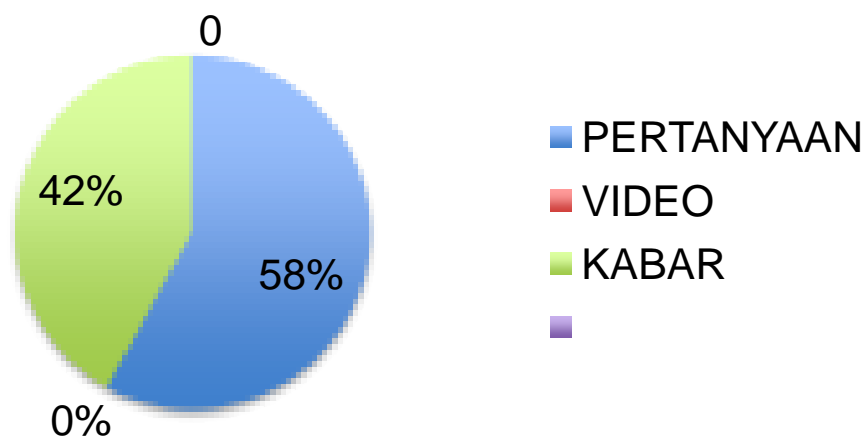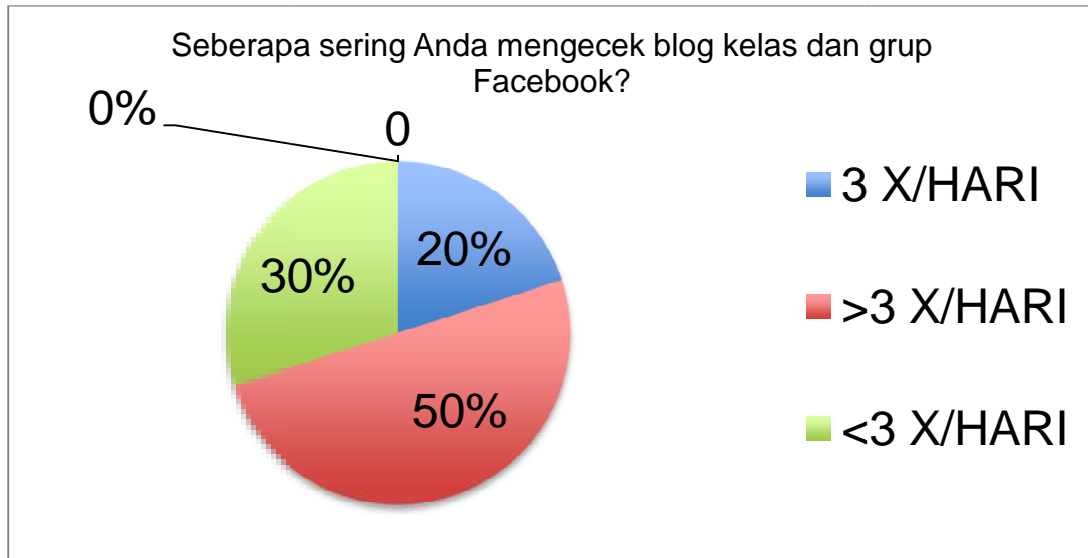
10. Dari pengalaman selama ini, masukan apa yang bisa diberikan untuk meningkatkan blog kelas dan grup Facebook di masa mendatang?
   - Informasi tentang jadwal tambahan lebih jelas lagi, terutama jika ada perpindahan kelas.
   - Tidak ada keluhan.
   - Tidak ada. Share materi lewat FB dan Posterous jadi berguna sekali.
   - Saran saya agar di kelas di bentuk grup untuk membahas English grammar yang menurut sangat penting untuk *writing*.

Despite all the benefits, students' participation in FB group and class blog was low. In FB group, the teacher was the most dominant person who posted content while students were silent readers, reading all teacher's posts in FB and class blog and rarely asked questions regarding lesson materials. The online quiz in class blog was done by less than ten students and the number of participation decreased from time to time. The only things students did in FB group was liking teacher's post or posting their essay drafts. If they asked questions, they were only about class schedule, permission to be absent, and asking about final test or presentation preparation. Based on the questionnaires, the main problem of students' low participation in FB group and blog was caused by limited access to internet. There were two students who did not have internet access at home while those who did had limited access to internet. According to students, their internet access at home were time-based while some others had problems with slow connection. Opening FB account was quite easy but accessing class blog requires more time, especially when they wanted to

download audio or video files. So if they spent too much time to download videos or audios, they would have to spend much money from their phone credits (in case of mobile internet) or charge much on house telephone bills. Nevertheless, they thought that FB group and class blog were a fantastic tool of assisting them in their study and test preparation. As on teacher's side, the soc-meds were really the ideal tools to reach his students wherever they were and engage them in their learning process.

Evaluation

As predicted, the great incentive of soc-med in HI 3 and 4 level was to allow teacher to engage students in their learning process in and outside classroom. With FB or email, teacher could extend his teaching and students could submit their essay draft three or four times a week. On Monday and Wednesday, students discussed their essay drafts with their teacher in classroom and they discuss it again on Saturday or Sunday.

Even though the teacher had applied essay consultation via internet, some students in class still took for granted the importance of writing their essays regularly. The teacher again had to deal with students who progressed slowly in revising and developing their essay drafts, which were worrying if they could had not done it before Final test on March. To counter this matter, the teacher simply posted progress report of students essay drafts using FB Note. By posting the report on FB group, every student in class had knowledge about his/her progress in comparison to his/her other classmates. Naturally, the Note created a psychological pressure which pushed students to write their drafts more diligently and finished it on time because they knew who had completed and had not completed their essays.

The Second Experiment

Despite all of the problems in the first experiment, the class teacher was satisfied with the result and confident to continue this approach in his next HI-3 class, Term 2/2012. Again, there were 17 students all together and they would stay together in HI-4. Just like previous class, the teacher began the class by telling them that they would have to join class group in FB and class blog. Most students had Facebook accounts and the teacher immediately added them to

class FB group. Those who did not have accounts were persuaded to open accounts. For class blog, the teacher invited students to join class blog via email.

Drawing lessons from the past, the teacher abandoned online quiz in class blog because he thought his students would not do online quizzes for similar reasons as his previous students. Instead, the teacher chose to concentrate on sharing lesson materials in the form of PDFs and videocasts via blogs. For example, in HI-3, the teacher created videocasts for all lessons in student book and shared them on Posterous. The aim of videocasts was to allow students to review lessons at home, in case they did not understand teacher's explanation in class or missed a class session. The videocasts included lesson materials and grammar points in each lesson. The students also got extra exercise (in Word) on grammar points, which they could download and worked on outside class. Later, students would discuss the answer of grammar exercise in the next meeting or through FB. Unlike the first experiment, class teacher intensified FB as a way of getting in touch with students by, for example, greeting them, talking about recent issues, share links to interesting things in internet.

At Term 3/2012, the class teacher continued internet approach with the same students. For efficiency matter, the class teacher did not create any videocast for the lessons in HI-4's Student Book as HI-4, students and class teacher would be busy with essay writing and preparing slideshows for final test. So, rather than filling class blog with videocasts, the teacher uploaded TOEFL test material to prepare students for the final test of HI-4, Written part especially. The TOEFL test material; Reading, Structure & Listening; was taken from a TOEFL preparation book, scanned into PDF and uploaded into class blog. The idea of giving TOEFL preparation test came from the class teacher's experience with his past HI-4 classes who scored less than 30 correct items in Written test. The part where students made the most mistakes were Listening section. To his understanding and his students' feedbacks, they had problem with Listening part simply because they were not familiar with listening to non-scripted audio material. Therefore, the class teacher tackled the problem by uploading audio files that accompany the listening section of TOEFL test to class blog. Through

FB group and in classroom, the class teacher encouraged his students to check class blog and download the TOEFL preparation test material for their home exercise. By downloading PDFs, students had the freedom of doing the exercise offline and, with audio files, they were able to practice and hone their listening skill. Another function of classblog is to showcase the videos of students' presentation practice which was expected to give feedback to students performance.

Final Result

The end result of the second experiment showed that FB group and class blog were consistent in improving HI 4 students' performance. For essay writing in classroom, students made great progress in finishing their papers two weeks before Final Test, since students did essay consultation 3/4 times a week. The consultation via FB group also speeded up students PowerPoint consultation. In terms of Written test, the effort of sharing TOEFL test materials through class blog helped the students to achieve high scores where, on average, they scored 39 correct answers in MC part (23,4% increase from the first experiment). However, the essay results were this time not as good as the previous class. So, the average final score of HI-4 students increased slightly to 3.3. The videos of students' presentation practice, shared via classblog, also assisted them in improving their presentation performance. The questionnaires given to students after class also support the result where most students expressed their agreement on how FB group and class blog facilitated them in HI-3 and 4 study.

Table 2. Score of High Intermediate 4: Term 3/2012

Students	Daily Performance	Written Test				Oral Test	Final Score
		W	S	Raw	Con		
A	3.6	26	41	67	3	3.1	3.2
B	3.5	21	34	55	2	3.7	3.1
C	3.9	23	37	60	2.5	3.5	3.2
D	3.4	17	22	30	10	30	2.5
E	3.5	21	37	58	2.25	3.8	3.2

Students	Daily Performance	Written Test				Oral Test	Final Score
F	3.7	25	41	66	3	4.1	3.7
G	3.6	20	44	64	2.75	3.7	3.4
H	3.6	22	37	59	2.5	3.4	3.2
I	3.7	21	29	50	1.75	3.5	3
J	3.7	22	47	69	3.25	4	3.7
K	3.6	22	35	57	2.25	4.1	3.4
L	3.6	23	40	63	2.75	3.8	3.4
M	3.6	25	47	72	3.5	4	3.7
N	3.6	25	43	68	3.25	3.4	3.4
O	3.7	27	41	68	3.25	3.7	3.6
P	3.7	26	44	30	3.25	3,8	3.6
Q	3.7	25	48	73	3.5	4	3.8
Average							

Questionairre Result of HI 4/Term 3 (2012)
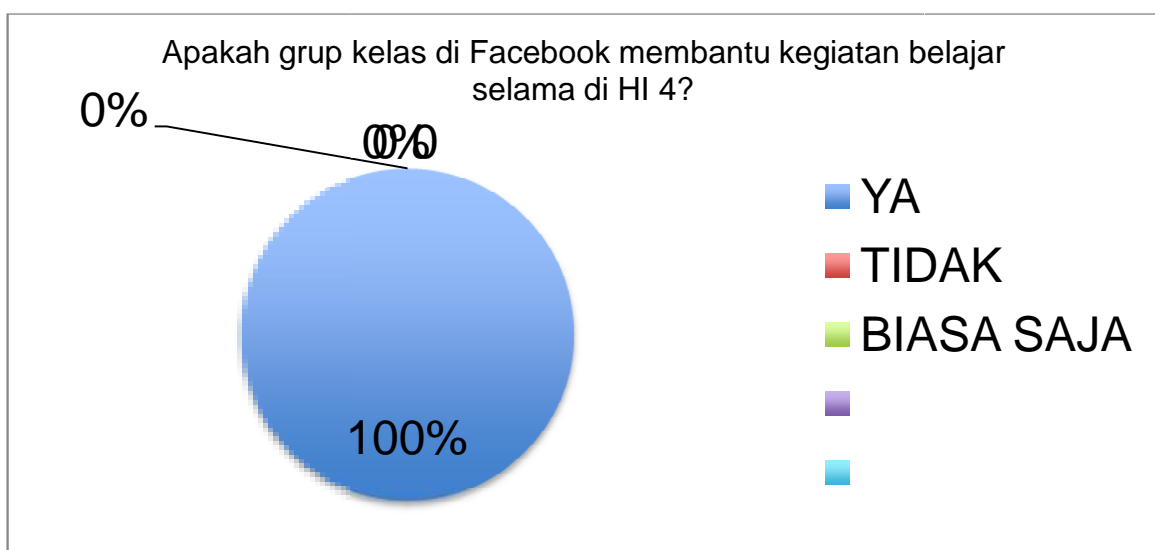
Apakah grup kelas di Facebook membantu kegiatan belajar selama di HI 4?

0%
0%0

100%

- YA
- TIDAK
- BIASA SAJA

Seperti apakah manfaat grup Facebook bagi Anda? (boleh pilih lebih dari satu jawaban).

0 0 0

40%

60%

- YA
- TIDAK

Seringkah Anda memberi respons di grup Facebook?

0 0 0

40%

60%

- YA
- TIDAK
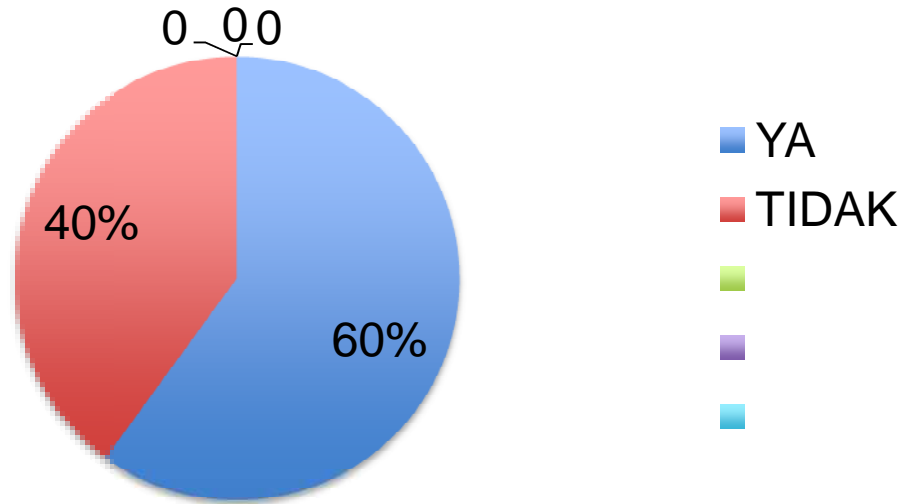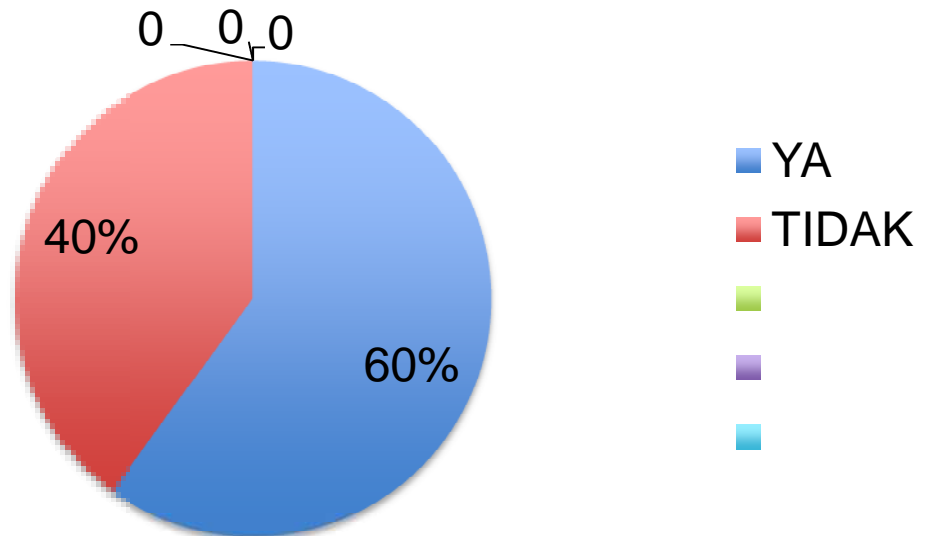
Apakah blog kelas membantu kegiatan belajar selama di HI-4?
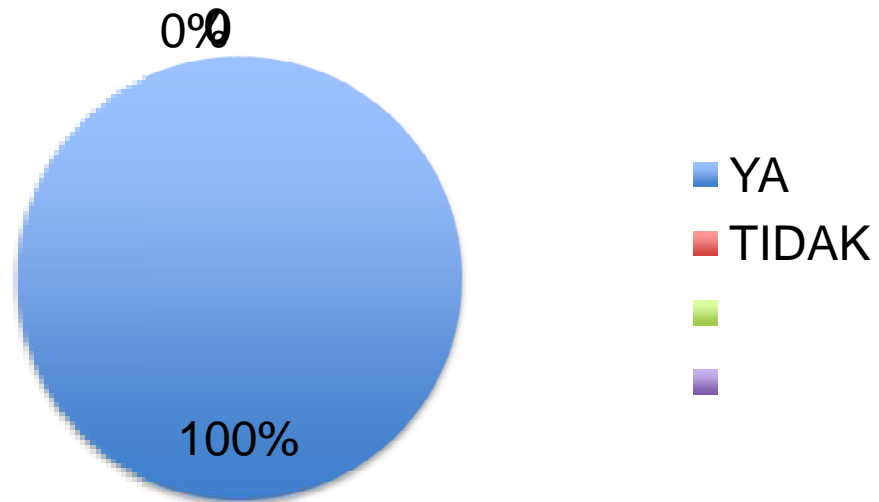
- YA
- TIDAK

0% 0%

100%

Seperti apakah manfaat blog kelas bagi Anda? (boleh pilih lebih dari satu jawaban)

- BAGI MATERI PELAJARAN
- BAGI DOKUMEN
- BAGI VIDEO/AUDIO

0%

36%

36%

28%

Seringkah Anda memberi respons di blog kelas?

0 0%

100%

YA
TIDAK

Apabila Anda menuliskan pos di blog/grup Facebook, seringkah guru kelas membalas?

0 0%

100%
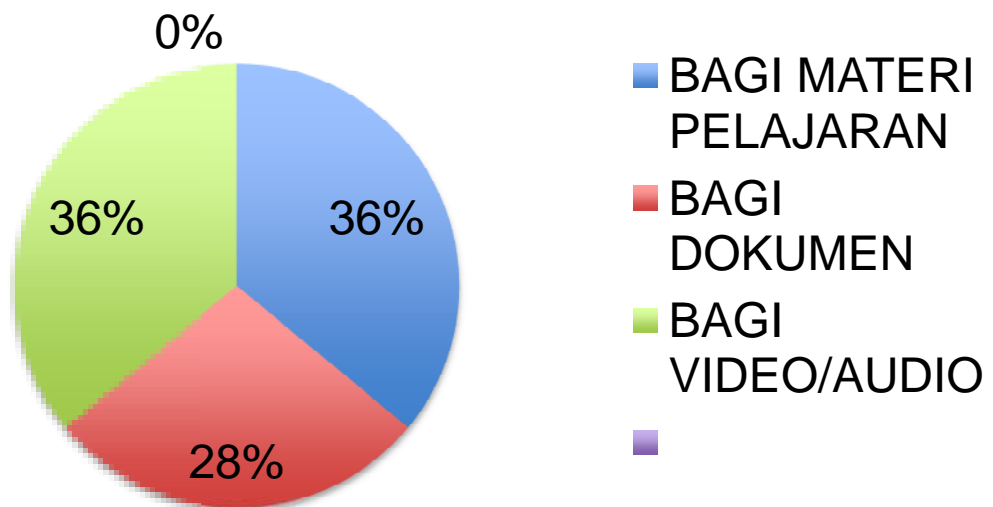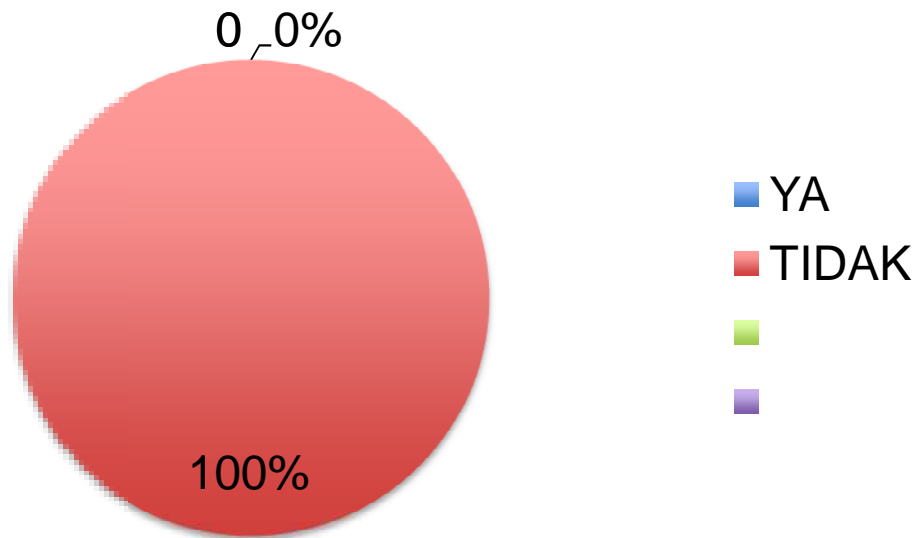
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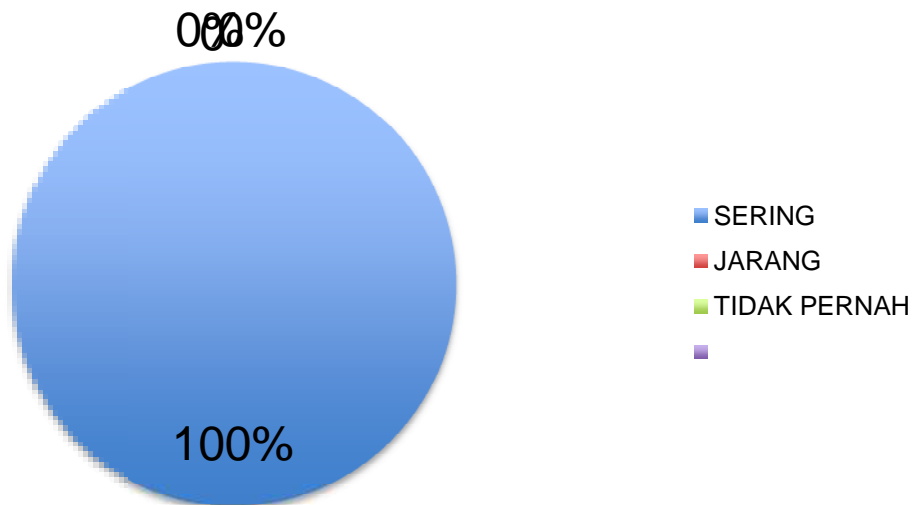
Apa Videocast di blog membantu Anda dalam belajar?

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YA

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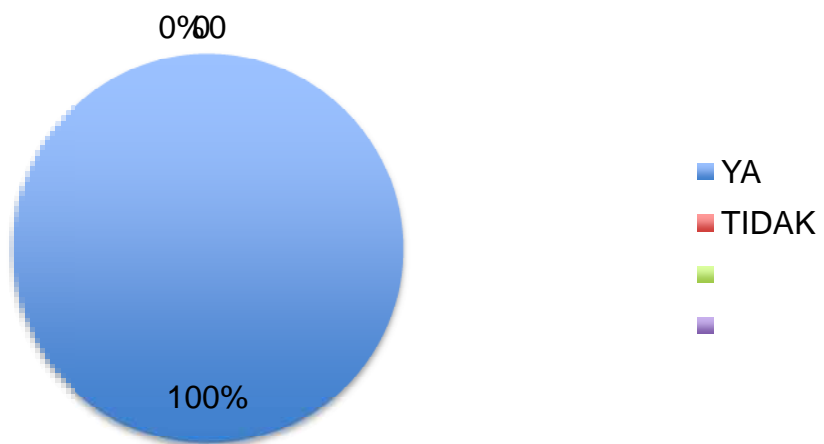
9. Apa yang biasanya Anda poskan di blog/grup Facebook?

Apa yang biasanya Anda poskan di blog/grup Facebook?

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Pertanyaan

Kabar

Video

100%

Seberapa sering Anda mengecek blog kelas dan grup Facebook?

- 3%
- 7%
- 0
- 0
- 90%

Legend:
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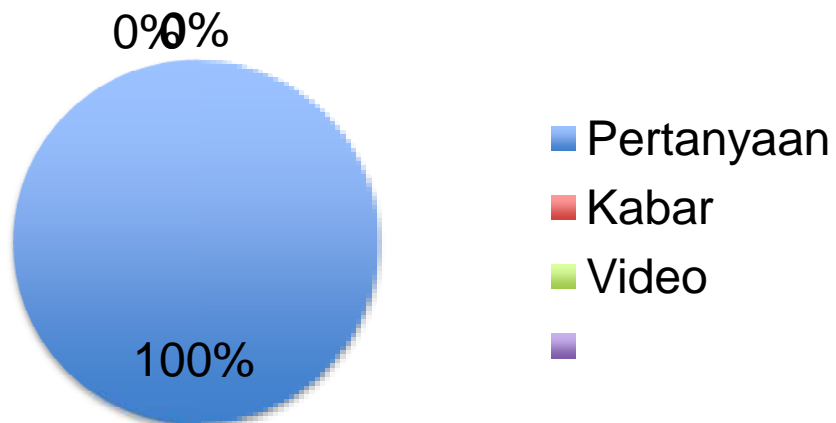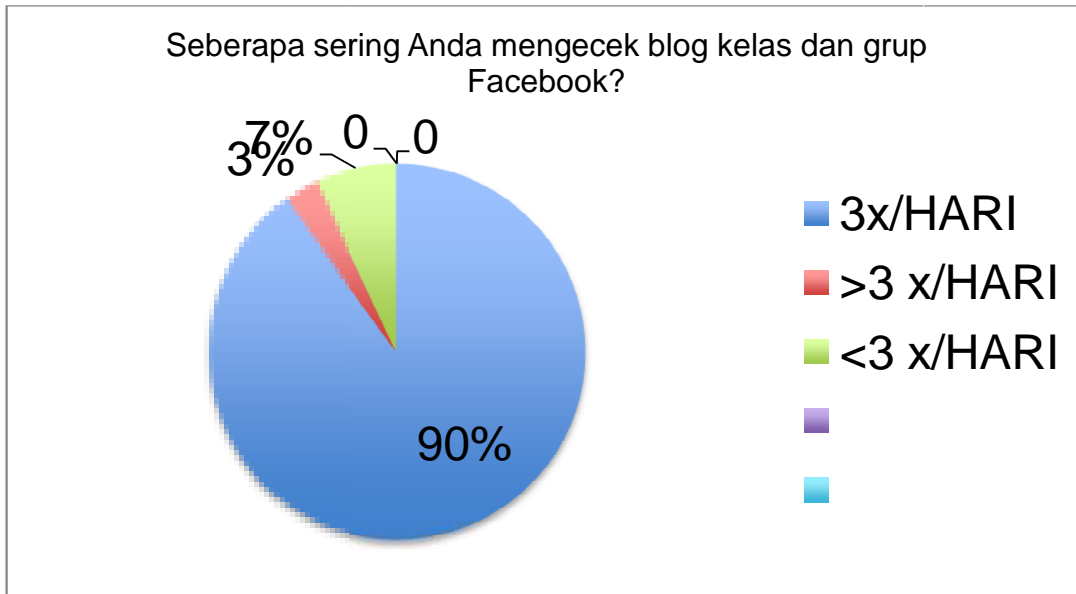
Conclusion

      After 12 intensive months, the research concludes that blog and Faceboook are amazingly useful to support teaching and learning activities outside classroom. Internet makes it possible for a teacher to interact with his students beyond the boundaries of time and space. More than that, the internet enables teacher to add extra materials--audios, videos, office docs--which students can use for their study at home, hence increasing their comprehension of the lessons they got in the classroom and creating an continual learning condition. Another incentive of using internet, sharing extra lesson materials on class blog reduce students' expenses because they can view the materials on their computer. If they need hard copy, they just print it themselves. Additionally, Facebook allows teacher and students to communicate on academic matter without putting much expense on both of the teacher and students' sides.

      However, blending socmed and socnet with classroom activities may pose problems that students and class teacher have to deal with from the beginning. The possible problems are limited access to internet, students reluctance to participate, providing content materials, and internet/computer fluency for students and class teacher. Although the teacher may have internet access, she/he cannot be sure that all of her/his students have the same accessibility. So, the teacher must prepare a solution, if a few students in the

classroom cannot take part in classblog and socnet. Even if students have internet facilities, some of them might not be willing to participate in classblog or soc-net for personal reason. The next problem is that the class teacher must be resourceful in creating lesson contents that she/he wants to put in the blog/soc-net. She/he cannot rely on materials on internet all the time, since the materials may not be suitable to support the lessons in students textbook. The teacher should either find materials which really match students' book or create tailor-made materials. To do the later, the teacher must be very fluent in finding and using computer softwares that suit the task of creating and developing lesson materials, such as, turning Word docs into PDF files, making audio/videopodcasts, editing audio/vide files, using features of blogs. If teacher can master all the skills needed, she/he should be able to guide her/his students to use the classblog and socnet which have been prepared.

Based on the problems presented above, integrating soc-net and soc-med in classroom will work properly only if the following requirements are met. First, the teacher and students alike are ready and familiar with these internet tools; blog and socnet. Teacher should have decent internet connection and she/he should be ready with solutions for students who have limited internet access. It will be great there is enough internet facility inside classroom. Lastly, the class teacher has to be able to learn computer softwares and exploit them in creating content materials for blog and socnet.

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Oral Presentation: A Tool to Achieve LIA Three Learning Features

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Abstract: *Oral presentation has been proven to give numerous advantages for students in EFL setting. Therefore, this CAR aimed to find out whether this activity could benefit the most on the students' speaking skills and above all, it focused on what ways the oral presentation makes students achieve LIA three learning features, which are Fun Learning, Learning How to Learn, and Learning More Than Just English, in the classroom. The students of High Intermediate 2-2 level, consisting of 23 students, became the subject of this research. The data were collected by means of class observation, teacher's journal entries, and student questionnaire. The findings showed that oral presentation did give many benefits for the students' improvement, intellectually and mentally*

Keywords: *Oral presentation, High Intermediate 2, LIA three learning features*

I. BACKGROUND

As the motto of LIA teachers, *FIESTA,* suggests, the teachers are expected to be friendly, interactive, explorative, systematic, technology savvy, and autonomous. When faced with the book, I was a bit challenged. Enrich 2 book for High Intermediate 2 level consists of six lessons; they are "Say It with Colors?", "We Will Rock You", "Face to Face", "Liar Liar", "Invention, Not Imitation", and "The Greatest Race".

When scanning the content of the book, I realized that one topic was more challenging than any other. It was lesson 5, "Invention, Not Imitation". The reason why I felt so burdened at time was because I thought it would be difficult for me to transfer this lesson into more student-centered. Based on the experience I got when teaching the same level and the same lesson several times, I found out the students were caught in the boredom because of both the outdated topic and long reading session about less motivating topic. So, that was the moment the idea of oral presentation was arisen.

As a matter of fact, oral presentation has become one of the main targeted skills since it is one of the requirements fulfilled for passing the Higher Intermediate 4 level in LBPP LIA Palembang. Thus, I believed that the students would reap a lot of benefits from it. However, aside from the countless benefits of oral presentation done in an EFL class, I conducted this project to see how far the students were able to work independently to complete the project by browsing as much information as possible to complete their project. The most importantly, this activity was expected to be the tool for achieving LIA three learning features, which are *Fun Learning, Learning How to Learn, and Learning More Than Just English*, in the classroom.

II. RESEARCH OBJECTIVE

The purpose of this classroom action research was to find out whether oral presentation could improve the students' enthusiasm in learning the lessons and enrich their knowledge on the topic given. Ultimately, the research was done to find out whether the classroom oral presentation could be used as a

tool to achieve LIA three learning features, which are *Fun Learning, Learning How to Learn, and Learning More Than Just English*, in the classroom.

III. LITERATURE REVIEW

Nowadays, more and more teachers are striving to make their classes more communicatively dynamic by encouraging them not only to actively participate orally in class but also to be more autonomous and to think beyond the textbook. They come up with numerous classroom activities to have the students engage with the lessons given. Ramaley & Zia (2005, p. 8.15) proposed five aspects to achieve successful student-engaging classrooms. Among others are having a relevant, real, and intentionally interdisciplinary learning process, having technology-rich learning environment, and having positive, open, and challenging learning climates that that encourage risk-taking and guide learners to reach coarticulated high expectations. Oral presentation is one of the most recommended techniques used in EFL classroom to boost the students' engagement in lessons.

Many researchers agree that oral presentation provides countless advantages. Al-Issa, A. S. & Al-Qubtan, R (2010) suggests several advantages of oral presentation. He opines that not only does an oral presentation give opportunity for students to learn the communicative skills, but it also helps integrate the language focuses and let the students practice four language skills. The language skills are not merely practiced by the speaker as the center of attention because without the students realize it, the students are also practicing the other language skills which are listening skill (when they are listening to the talk) or writing skill (when they are taking note).Then, oral presentation facilitates the students' decision-making process.

Besides, it prepares students for real life by assessing them to do a challenging task which requires confidence and courage, that in the future are needed in workplace. He also mentions that an oral presentation lets the students acquire knowledge through English. The last advantage proposed by him is that an oral presentation can expand the teacher's roles. The

teacher delegates autonomy and leadership to students and facilitates cooperative learning.

Similarly, in their research, Rohitha Goonatilake and Rafic A. Bachnak present the same idea. In addition, they also mention that most importantly, oral presentations serve to strengthen students' knowledge about a topic of interest or subject that they wish to pursue. This process makes students engage in critically constructing knowledge and does not merely depend on instructions being given by the teacher to complete the task.

By assessing the oral presentation in EFL classroom appropriately, both the teacher and students will reap benefits from it. With adequate and proper guidance from the teacher, this task allows students to not only achieve the language targets but also expand their horizon. Overall, the students will learn in fun ways, learn how to learn by themselves, and learn more than just English.

IV. RESEARCH METHODOLOGY

1. Subject of the research

   The subject used for this classroom action research was High Intermediate 2-2 class, LBPP LIA Palembang term I/2012. The class consisted of 23 students. Each student was required to have an oral presentation on the decided meeting.

2. Plan of action

   To achieve the objectives of this classroom research, I focused on the students' oral presentation. It was conducted during the whole term 1 (January 5 – March 6, 2012). At the first meeting, I introduced the students the topic for the 3-to-5-minute class presentation, which is "Innovation invented by an Indonesia". The students were allowed to find the sources by any means.

   The presentation should be equipped with *PowerPoint* slides. Two or three students were assigned to present in each meeting, at the beginning of the class. Considering that the students had been familiar with the class presentation, I only explained the very basic points to ponder how to deliver the presentation. To make the presentation

PowerPoint uniform, I showed students what to be put in their slides. The rules of the presentation and scoring components were also described. Then, the students also drew the lottery to decide which students would present in each meeting.

During the preparation, the students were allowed to have the consultation with me, face to face or via telecommunication media such as e-mail or text messages. Every meeting, starting from January 17, 2012, the first two presenters began the class oral presentation. Overall, three were eleven meeting used to have the students have their oral presentation. Every time a student was having their presentation, the audience was given opportunity to participate in question and answer session. They were also asked to write their comments on the presenter's performance on a piece of paper which later was given to the presenter for their own self-improvement.

3. Data collection
   a. Classroom observation

   It was done to observe the enthusiasm of the students in completing the task, which was the classroom oral presentation. It was seen from the topics chosen by them, their comprehension towards the topic, and their participation as the audience during the presentation. Ultimately, this was used to record how I, as the teacher, viewed the students' presentation.

   b. Teaching journal entries

   These entries were produced to document the students' activities. The downsides and the improvement in each session were recorded to see the effect of oral presentation.

   c. Open questionnaire

   It was distributed to find out the students' attitude towards the classroom oral presentation. To cover that, there were three questions asked, namely (1) What do you think of this program?, (2) What benefits have you got from this program?, and (3) What do you suggest for the improvement of this program?.

4. Data analysis

All data obtained from all instruments to collect the data, which were teaching journal and questionnaire were analyzed by using descriptive method. For open questionnaire, for the open question, the writer first will group the some similar answers into some categories and then analyze them using below formula. The formula is as follows:

$$P = \frac{F}{N} \, x \, 100 \quad \%$$

in which:

P : percentage

F : the total of student's choice

N : the total number of the students

V. RESULT AND DISCUSSION

Based on the analysis of the data collected, the result was accomplished as follows:

1. Classroom observation

Here is the result of my observation on the students' presentation in each meeting. Judging from the scoring components of the oral presentation which were organization (introduction, body, and conclusion), visual aid(s), punctuality, accuracy, fluency, question handling and delivery (posture, eye contact, etc), I could focus on the strengths and weaknesses of the students' presentation. Therefore, based on the scoring components, I wrote the journal describing about the students' presentation.

Date	No.	Name	Observation
January 17, 2012	1.	Ria Agustina	As the opening presenter, she seemed to have a lot of burden. Her presentation was not well organized. The pronunciation was very poor and she spoke in Bahasa Indonesia repeatedly due to the vocabulary limitation. She read the note most of the time and ignored the proper body posture. Above all, she could not handle the questions well.

	2.	Yenny Ambari. S	She presented fluently and clearly. Though she maintained the contact with the audience, she put too much info in the slides which made them too crowded. When give questions, she could not answer very well
	3.	Ayu Anggraeni	At the beginning of the presentation, she admitted that she was not prepared at all. As a result, her unprepared presentation was really obvious. Not only did she seem to ignore the etiquette how to present, but she also could not answer the questions at all.
January 20, 2012	4.	Sulaiman Jamil	His presentation was not organized very well and the slides were filled with texts. He also read the notes most of the time. It seemed that he did not show seriousness. But at the end, he managed to answer the questions given
	5.	Dita Rizki. A	Although she picked the topic which was not really related to the topic, in general, she presented fluently and explains each point well. She also could answers the questions given.
January 24, 2012	6.	Novianti	The slides prepared were very interesting, well-organized, and clear. But I should give her low score for delivery since she read the note most of the time and ignored the eye contact with the audience
	7.	Nurul Komariah. R	She told me that she just prepared her presentation three hours before the class. Her not-well-prepared presentation was really shown. Her presentation was not well-organized as well. It did not give enough explanation about the topic she presented. The worst thing is that she could not handle the questions well.
January 27, 2012	8.	Amelia. M. K	It was well-presented and she handled the questions well. However, in the end, the conclusion was given in quite too long time.
	9.	Ray Suga Aulia. G	The way he put the points on the slides was okay. He also could

			handle the question very well. But, during the presentation, he did not present smoothly. Additionally, he made a lot of grammatical errors and mispronunciations.
January 31, 2012	10.	Rifda Prameswari. L	The presentation was well-explained and fluently presented. The questions were handled well enough. Unfortunately, she did not provide enough pictures
	11.	Meiriza. R	The topic was very interesting. She also gave clear explanation and handled the questions very well. However, her lack of eye contact to the audience and faint voice made her presentation incomplete
February 3, 2012	12.	Maya Fadilah	The topic was intriguing and it was also presented nicely. Nevertheless, since she presented in quick pace, some of the audience did not follow.
	13.	Lindri Fiamelda	Her presentation was slightly better than the previous one in terms of delivering the presentation. Unfortunately, it seemed that she was too worried about the time allocation that she delivered it fast. As a result, she missed some important points
February 17, 2012	14.	Elin Mutia Sari	The topic chosen by her was not updated. However, she presented fluently and clearly. She also could answer the questions given.
	15.	Rifky Ikhsan	The presentation was well organized. The slides he showed were good and well-organized. He also could explain the point fluently with only minor grammatical errors. However, he gave so much info that his presentation exceeded the time limit. Also, because of some technical terms, the presentation was a little bit confusing for most students. At the end, he could answer the questions very well.
February 21, 2012	16.	Bernadent Tri. W	Both the slides and presentation were well-organized. She also handled the questions well enough. But, the presentation was not

			smooth and some points were explained unclearly
	17.	Fitri Handayani	The points were explained fluently and clearly enough. Though, there were few typos on the slides, they were clear. The questions were also answered well
February 24, 2012	18.	M. Saputra Perdana	The delivery including the fluency and body language was good enough but he gave not enough details and explanation for his points. At the end, since he could answer the questions well, it showed that he master the materials
	19.	Sartika Inayah	Presentation was organized very well. The points were well and clearly explained. The questions were handled well.
February 28, 2012	20.	Ria Karina. P	Although one point was explained too widely so the time was not enough, the presentation went smoothly. The slides shown were good and clear. The questions were also handled well.
	21.	Yunia Rahman. S	The presentation was well organized and well-presented. She also presented fluently and straight forward. At the end, despite minor vocabulary limitation, the audience was satisfied with the answers.
March 2, 2012	22.	Tarrinni. I	The topic chosen was very hi-tech yet she used down-to-earth explanation so the audience did not have any difficulty in comprehending. Both the presentation and PowerPoint slides were well-organized. At the end, she handled questions very well.
	23.	Triza Ahmad. P	The topic chosen was interesting. The slides were very well organized. He presented very clearly and fluently. The points were clearly explained without spending much time. The questions were handled very well. All in all, it was a great presentation

2. Teaching journal entries

Date	Teacher's Journal
January 17, 2012	The first three presenters obviously looked very nervous. I did not know for sure whether they were burdened because they got the first turn or they did not prepare in advance. Later I realized that all three were clearly not ready with their presentation. Two presenters presented poorly due to their lack of mastery. The disappointing presentations seemed to make the other students aware. It could be seen from the comments they gave to each presented. Most of them suggested what the presenters should do for their improvement. At the end, I pointed some important things for their improvement. Therefore, I expected that the presenters would not do the same mistakes.
January 20, 2012	One of the presenters seemed not to put enough effort. He still made the same mistakes that the previous presenters did. But it looked like the topic chosen was mastered so well that he still managed to answer the questions. The second presenter could carry out her presentation well. The audience's participation was still low. I still needed to make them ask the questions.
January 24, 2012	The third day of this program still did not show the students' improvement, especially in the way they delivered the presentation. As the result, the audience looked bored and at the end only one student questioned each presenter.
January 27, 2012	Reflecting from the previous presentations, the presenters on this day tried not to do the same mistakes. All of these presenters had a prior consultation. There were more and more students having the prior discussion with me before deciding what topic and points they would presented. Most did that at the end of the class and some other did it via e-mail or text messages. It showed how enthusiastic they were in preparing their presentation. As the result, the students' presentations on this day were much better than those in the previous meeting. I could also see that the audience was attentive enough. I do hope that this would keep on going until the last presentation.
January 31, 2012	The two presenters presented well enough. Even though there were some technical problems with their laptops, the presentations went smoothly. They both could handle the questions well. The comments I gave to one of them was concerning about the voice,

	which became a new lesson for the students to present better in the future.
February 3, 2012	Although the topics of today's presentations were very interesting, it seemed to me that the presenters were so worried about the time allocation for each presentation that they explained too speedy. It also could be sensed by the audience. Fortunately, the question sessions became very active since many students did not keep up with the explanation. From that moment, I knew that the audience was really into the presentation.
February 17, 2012	Another new lesson was gained by the students today. Overall, today's presenters presented well. However, one of the presenters often used difficult vocabularies when explaining and made the audience confused. But at the end, when he clarified the technical terms by using more understandable language, the audience finally understood.
February 21, 2012	Only minor mistakes did I find from today's presentations. The audience was active as usual and comments given to the presenters made them satisfied with their own job.
February 24, 2012	The audience's participation in the question session at the end of today's presentations was amazing. It seemed that day by day, they became more confident in asking questions and giving comments. The presenters managed to answer the series of questions well.
February 28, 2012	Not much to say about today's presentations. In general, both were satisfying though one presenter explained one point a bit too long. When asked, she told us that one point contained much information and she wanted to share all with us.
March 2, 2012	It was not really clear whether the presenters on this day were good public speakers by nature or they already absorbed the lessons they got from the previous presenters. Since they got the last turn, I expected that they would be the best among the others and apparently they were. The audience also shared the same opinion with me. They even admitted that someday they could present like two of them. The audience's participation was also high. It seemed that they became more and more confident in involving in question session.

As seen from the journal entries, it was obvious that time to time, meeting to meeting, the students' presentations were getting better and better. The audience's involvement was also higher and higher than

before. Not only did they put immense attention to each presentation but they also participated actively in the question and answer session. If not due to the time constraint, I think more and more students would have more discussion.

From this analysis, it can be seen that the classroom oral presentation significantly motivated the students' engagement in the classroom. Without realizing it, the students were learning how to learn. In this case, they were learning how to have good presentation. By observing the other presentations, they gained knowledge of what they should and should not do in order to produce a proper oral presentation. Hence, it is proven that the oral presentation can accommodate students to have LIA three learning features.

3. Open questionnaire

The questionnaires were distributed at the end of the term (on March 6, 2012 to be exact) when all students had had their presentation. The objective of distributing the questionnaire was to find out the students' attitude towards the class presentation. The questionnaire was given to 23 students who came on that day. To analyze the questionnaire, the similar answers were grouped to draw the conclusions.

There were three questions given in the questionnaire. The responses from the students were grouped to analyze whether the objectives of doing the oral presentation were achieved.

1. What do you think of this program?

Unanimously, the students had positive attitude towards the oral presentation. Undeniably, they admitted that they reaped a lot of benefits from this project. They also found it an interesting way to encourage themselves to do the oral presentation properly and participate the class actively.

2. What benefits have you got from this program?

Judging from the responses in the questionnaire completed by the students, it can be summarized that students got several benefits which I had grouped into nine categories, namely (1) Encouraging themselves to speak in public, (2) Enriching their knowledge, (3)

Improving their speaking skills, (4) Involving themselves actively in the classroom, (5) Motivating themselves to learn independently, (6) Learning how to present well, (7) Learning in fun and challenging way, (8) Getting extra score, and (9) Being responsible in the task given. For the open question, I first grouped the some similar answers into some categories and then analyzed them using below formula. The formula is as follows:

$$P = \frac{F}{N} x100 \ \%$$

in which:

P : percentage

F : the total of student's choice

N : the total number of the students

Out of 23 students, 78% students stated that oral presentation encouraged themselves to speak in public. They believed that this classroom activity made them confident and brave to speak in front of the class. They managed to lessen their nervousness when having an oral presentation. 48% of the students thought that oral presentation have them learn how to present well. They thought it was beneficial because they realized that they would have the presentation as the requirement for passing High Intermediate 4.

Then, 39% of the students realized that they had enriched the knowledge by doing this project and 39% of the students believed that it improved their speaking skills. Furthermore, that oral presentation made them involved actively in the class was realized by 22% of the students. At last, 4% thought that this project motivated themselves to learn independently, let them learn in fun and challenging way, earned them extra score, and made themselves responsible with the task assigned.

What benefits the students have got from the oral presentation

Category	Percentage
Encouraging students to speak in...	78%
Enriching the knowledge	39%
Improving speaking skills	39%
Involving students actively	22%
Motivationg students to learn...	4%
Learning how to present well	48%
Learning in fun and challenging way	4%
Getting extra score	4%
Being resposible to the task given	4%
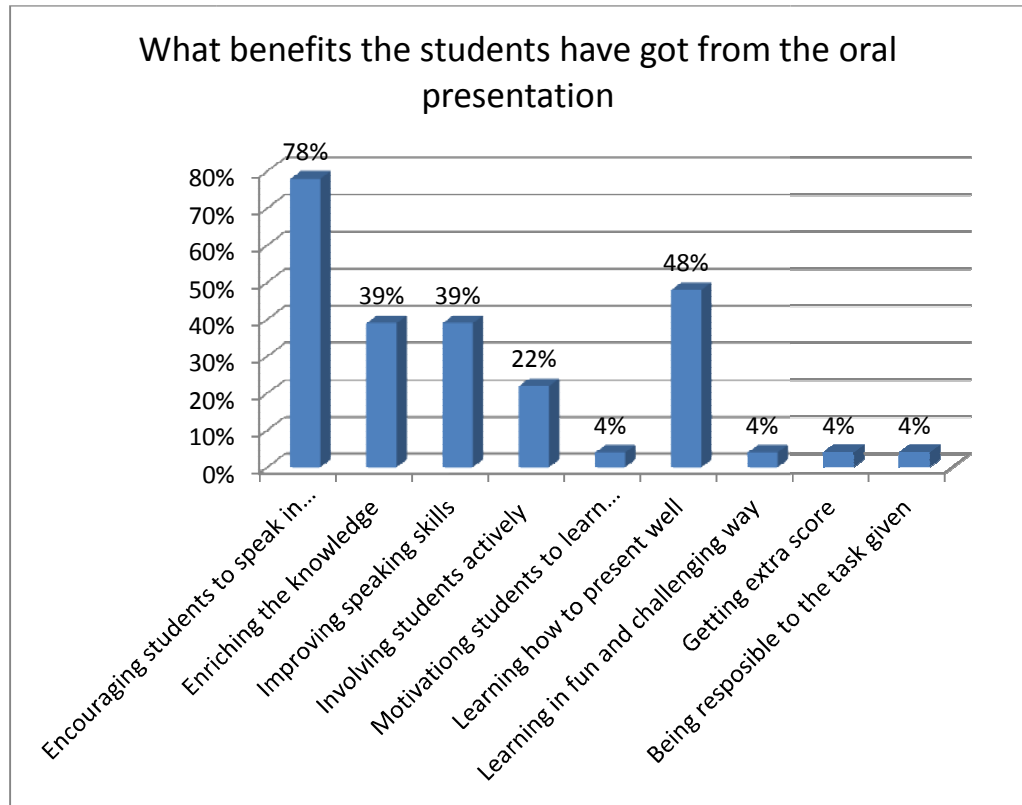
3. What do you suggest for the improvement of the next class presentation program?

After recapitulating the responses for question number 3 about their recommendation for the improvement of this program, I came up with seven categories that are (1) The freedom to choose the topic; (2) More chance to participate actively; (3) The teacher's strict involvement to control the audience; (4) More evaluation; (5) Extended time allocation for presentation; (6) Prior consultation; (7) Clear and fixed regulations during the presentation.

On the whole, everybody agreed that this program must be preserved. For the sake of the betterment of this program that might be done in the future, 65% of the students suggested that they be allowed to choose their own topic. They argued that they would be more confident and interested in their own interest. 43% of the students stated that the audience should have been given more chance in participating actively in the presentation.

The highest percentage, 74% of the students thought that it was necessary that the teacher control the audience. They felt that the audience did not show enough appreciation to the presentation and it was the teacher's responsibility to manage the class. 13% of them wished to have more evaluation after each presentation so that they were reminded what they should or should not do during the presentation.

However, 9% of the students intended the teacher gave clear regulations before all students presented so that they did not feel lacking every time the teacher pointed out the weaknesses in their presentation. 35% of them recommended that they be given more time when presenting. They felt that the time given was not enough to cover what they wanted to present. Finally, 17% of the students advised that the prior consultation be done so that the topics for the presentation were attention-grabbing.

Students' suggestions for the improvement of the next presentation program
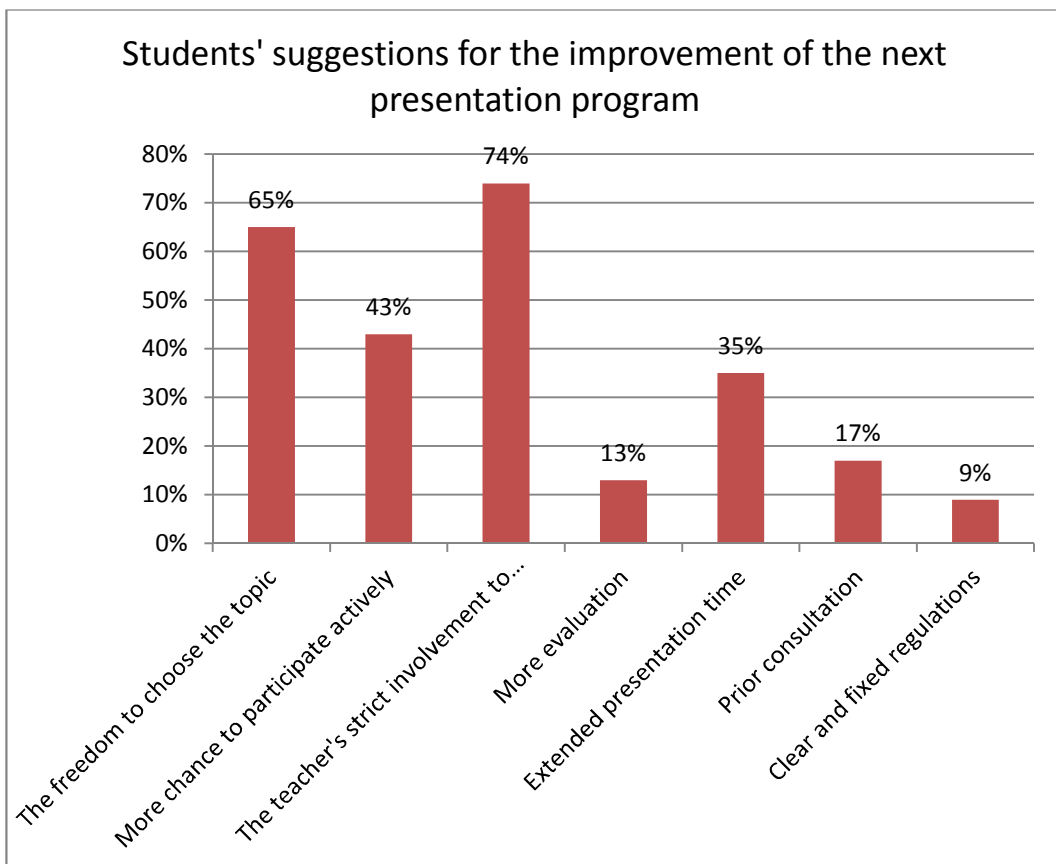
VI. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

   a. Based from the consultation, I acknowledged that the students were enthusiastic with the task given. Most of them also asked my help to correct their points and slides even though I did not require them to have the prior consultation before they presented.

   b. Based on my daily journal entries, I can conclude that time to time, meeting to meeting, their presentations, including their delivery and content, were getting better and better. I assumed that the students were paying attention to the comments given by me and their friends. They learnt from their friends' mistakes. In my opinion, it shows how they have learnt how to learn.

   c. Ultimately, it was proven that by having a classroom oral presentation, the students were experiencing LIA three Learning Features, which are *Fun Learning, Learning How to Learn, and Learning More Than Just English*, in the classroom. It can be seen from the responses they gave in the questionnaire. Therefore, oral presentation can be one of student-centered activities that LIA teachers can propose to motivate and develop LIA students' three learning features.

2. Recommendations

   Here are some recommendations for fellow teachers who are interested in having a classroom action research on similar area of study.

   a. To make the research more valid and reliable, it is suggested that all data be completely documented, such as by videotaping the classroom situation when the presentation is taking place.

   b. To get clearer and straight forward responses from the students, the questionnaire should be added with more questions.

   c. To have a more thorough study, those who are interested in focusing on this area of study add more variable(s) such as the students' speaking achievement.

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6 March 2012

My Attitude towards class presentation in Hi-2 class Term 2/2012

1. I think this program is good for us because we can know our skill when we speak.

2. The benefit is good, it can train someone to speak in front of the class, although nervous is always come.

3. I suggest: the topic is free, so the presenter know a lot with the topic.

✓

Tuesday, March 6th 2012

My Attitude Towards class Presentation In Hi-2 Class Term 2/2012
① It can improve my public speaking skill
② I get the regular chance for enlarging my knowledge
③ For the evaluation at the end of session has to be increased

My Attitude Towards class Presentation In HI-2 class
Term 2/2012

1. What do you think of this program?
2. What benefit have you got from this program?
3. What do you suggest for the improvement of class presentation program?

Answer

1. The program is good, it makes us know about our topic so it can add more information for us. It also make us watch other presentation to more another information for us.

2. - Get more information
   - Practice our english speaking skill
   - improve our knowledge in english
   - make us study at home

3. - Make students how to look at another presentation & appreciate it, not chat with other.
   - The presentation's topic have to be free, so we can choose it depends on their interest.

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6 March 2012
My Attitude Towards
Class Presentation In
HI-2 Class, Term 2/201

(2) Increasing my confident to do a presentation in front of many people.

(1) Very good program that can improve my skill in public speaking.

(3) The Presentation time should increase, like 15 - 20 minutes.

My Attitude towards class presentation in HI-2 class term 2012

1. What do you think of the program?
2. What benefits have you got for the program?
3. What do you suggest for the improvement?

answer:

1. I think that the presentation program is good for us. It make us more easier to presentation. In the other time sometimes it makes us feel nervous and they be us do wrong. But at all it make us more better to do presentation and a wrong also make us better know lesson.

2. The benefit is too much but I will mention several benefit. To make my better, to make us more easier to do presentation and this program very informative.

3. I suggest that this program will better is the teacher explain how to choose the best towards. Sometimes the topic is make many students feel bored. I wrote that the teacher is better is the presentation have to PCC before.

My Attitude towards class presentation in Higher Intermediate 2 class term 2 /2012

1. What do you think about the programme?
2. What benefit have you got from this program?
3. What do you suggest for the improvement of the class presentation program?

Answer

1. It is good. It can add our knowledge. We can use our english (practice it).

2. It can teache me how to present something so, my presentation will be good (well).

3. Everybody must talk. If the situation and time can support it.

Graphic Organizer in Process Writing:
The Implementation at LBPP LIA Malang in Teaching Writing

Zakky Yavani
LBPP LIA Malang

ABSTRACT

This study was intended to know how the use of graphic organizer in writing process can improve Elementary 4 students' ability at LBPP LIA Malang in writing a persuasive article. The research designed used in this study was collaborative Classroom Action Research. To get the data, the researcher used several instruments (e.g. observation sheet, field notes, questionnaire and writing prompt). The finding showed that the students of Elementary Level 4 could write their persuasive article much better and they were actively involved and had positive perceptions in writing activities. The strategy implementaion were as follows: (1) planning (giving explanation about the objective and the assigned task, showing and explaining the use of graphic organizer, asking the students to find and write the important words or sentences into graphic organizer); (2) drafting (asking students to write the draft based on the words or sentences they had written in graphic organizer); (3) editing/revising,(distributing the peer editing sheet, explaining the use of the peer editing sheet, asking students to be in pair and edit their friend's draft using the peer editing sheet as the guide line); (4) making final draft, (by asking students to make revision based on the feedback from their partner).

Keywords: writing ability, graphic organizer, process writing, persuasive artic]]le

BACKGROUND

In learning a language there are four macro skills to be mastered namely listening, speaking, reading and writing. Within communication context, people usually get across their ideas in the form of spoken or written language. However, unlike spoken language that tends to be more spontaneous, writing is an activity that needs concise planning. There are some things to be considered by the writer to produce a good writing product, as Brown (2001) explains that the things to be fulfilled in producing a good writing product are good content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. Furthermore, the complexity is not only on the linguistic problem and organization of written discourse but also the process of moving from concepts, thought, and ideas to written texts. Writers must really understand what they are going to write and think about how to make readers easily understand the message the writers are trying to convey. Therefore, for most students writing is complex and difficult to research, to master and to acquire especially for EFL learners (Nik et al., 2010; Cahyono and Widiati, 2011). Eventually, those things make writing activity difficult for most students that can lead them to have less enthusiasm in writing.

Based on the preliminary research conducted using a questionnaire and the student's progress report obtained from 16 students of elementary level 4 at LBPP LIA Malang, the researcher found that his students had the difficulties in writing the texts, especially in writing a persuasive article in terms of content, organization, vocabulary, language use (grammar) and mechanic.

Hence, a solution was needed to cope with the problems above. The researcher proposed the use of graphic organizer and process writing (pre-writing/planning, drafting, editing and writing final draft) simultaneously. The use of graphic organizer hoped to help students generated the ideas, expand the vocabulary and organize the ideas easily. While the writing process were hoped to help students in terms of language use (grammar) and mechanics.

THEORETICAL FRAMEWORK

The researcher's belief has been supported by theories and research findings, showing that graphic organizers engage students in learning, resulting in encoding benefits and also visual stimuli for written and verbal communication. In addition, graphic organizer can also be used as a conceptual communicative tool (Frye, 1981; Katayama et al., 2000). Furthermore, graphic organizer can be described as a visual stimulus for written and verbal communication that helps in organizing ideas and concepts into a visual format. It is a tool to make student easily see their thought, so writers can easily see what to improve, add or omit to make a good writing product, it also facilitates the writer to be critical when seeing the organization and the content of what they are going to display in the form of writing. Bromley, et al. (1995:4) defines graphic organizer as visual representations of knowledge which provides structure for information, a way of structuring information, of arranging information aspects of a concept or topic into pattern using labels.

In addition, for adult learners graphic organizers facilitate the integration of long-term memory and new learning. Adult learners generally have more background knowledge, and graphic organizers bridge what adult learners already know with what they are learning. Here, graphic organizers actually trigger long-term memory and promote synthesis with new information (Materna, 2007, as cited in Mcknight, 2010:2).

Hartman (2002)categorizesgraphic organizers into some formats which are concept maps, flowcharts, sequence chains, Venn diagrams, and webs. While Broomley divides the types of graphic organizer into conceptual, Hierarchical, Cyclical, and Sequential. Below are the elaborations of graphic organizer adapted from Bromley et al. (1999, as cited in Shaffer 2007): (1) conceptual, this type of graphic organizers includes a main concept or a central idea with supporting facts, evidence, or characteristics. It helps students show their learning or knowledge of a central idea, (2) hierarchical, this type of graphic organizers begin with a topic or concept and then include a number of ranks or

levels below the topic and It is used when a student needs to break down broad concept into sub concepts, (3) cyclical, the cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous, and (4) sequential, it arranges events in chronological order. This type of organizers is helpful when events have a specific beginning and end. It is also appropriate for cause and effect, process-and-product and problem-solving text.

The previous research proposed some theories and conclusion regarding the implementation of graphic organizer as a strategy to assist students learning process. The success of using of graphic organizer is classified into native setting (English as the first language) and English as foreign Language (EFL) setting.

In native setting (English as the first language), Barnett (2007) concluded that using a graphic organizer within Reading/Writing and Social Studies lessons was an effective way to enhance comprehension. The research showed significant improvement to almost all of the students over 3-week period when graphic organizers were used in reading and writing. Donahoo (2009) also found that graphic organizers were useful thinking tools that allow students to organize information and allow students to see their thinking. In addition, Katayama et al. (2000) concluded thatgraphic organizer was computationally more efficient than outlines or texts and it engaged students in learning, resulting in encoding benefits.

Furthermore, the research conducted by the Institute for the Advancement of Research in Education (IARE, 2003) showed that using graphic organizers in teaching and learning have some benefits. It showed thatgraphic organizer helped students in the following aspects:(1) it helped students to brainstorm ideas, (2) it developed, organized and communicated ideas, (3) it could make students easily see connections, patterns and relationship of ideas, (4) graphic organizer assessed and shared prior knowledge, (5) it helped students to develop their vocabulary, (6) it helped students in making outline and highlight important ideas,(7) it classifiedor categorized concepts, ideas, and information, (8) it helped in comprehending events in a story or book, (9) it Improved social

interaction between students, and facilitated group work and collaboration among peers, (10) it guided reviewed and researched, (11) it improved reading comprehension skill and strategies and the last was the use of graphic organizer in reading and writing facilitate and recall the retention.

In the EFL setting, the use of graphic organizer in writing was conducted by Sriemulyaningsih (2010) using the fifth grade elementary school as the subject of the research and narrative was the text examined by her. In her research, the use of graphic organizer proved to produce some improvements in the students' writing performance. It could be seen from the writing output in terms of content, organization, vocabulary, coherence and the cohesiveness. It also helped the students as a note guide in presenting their writing in front of the class.

However, there were some differences between the previous research and this research.First, Dealing with the subject of the research, Donahoo and Barnett used the elementary grade 6 and 5 students in implementing graphic organizer in writing class and Sriemulyaningsih implemented the strategy to the fifth grade of SD Berkat, Surabaya. Meanwhile, the researcher implemented the strategy to adult learners who were still in Elementary Level, at LBPP LIA Malang (an English course) because the researcher found the problems of writing a persuasive articel and he believed that the strategy would work well for adult.

Second, Dealing with the text type, Donahoo (2009) and Barnett (2007) used the narrative text, while Sriemulyaningsih (2010) used the narrative and descriptive text. Based on the considerations of the previous researches, the researcher was interested in using different text type, namely; persuasive text. Third, dealing with the type of graphic organizer, Donahoo used sequencing graphic organizer, Barnett (2007) used the concept web and Sriemulyaningsih (2010) used the sequencing and Venn diagram graphic organizers in the process writing. Meanwhile, the researcher tried to use the hierarchical graphic organizer, because this type of graphic organizer was suitable for persuasive text. The hierarchical graphic

organizer was adapted from the Mcknight's big book of graphic organizer, (2010:318).

Meanwhile, in this research, the researcher views writing as a process as proposed by Harmer (2007:326). When we consider writing as a process, we understand that ideas are generated, put in first draft, organized and arranged in a whole, revised and corrected, and finally written in a final draft. However, he adds that the process of writing, in fact, is not linear, but rather recursive. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit. Therefore, he presented the process of writing in a different way, the so-called 'process wheel' as displayed in the following figure.

Figure 1 Process Wheel, (Harmer, 2007)

METHOD

The design of this research was collaborative Classroom Action Research (CAR), where in conducting the research, the researcher worked collaboratively with his colleague in LIA Malang who helped him in the process of observing, collecting and analyzing the data. The design of the reseearch was adopted from Kemmis and McTaggart (1998) that consist of preliminary study, cycle (planning, implementing , observing and implementing) and reflecting. This research was conducted at *LembagaBahasadanPendidikan professional (LBPP) LIA Malang* (an English course) at Jl. PanglimaSudirman, No.77 Malang. In planning,the researcher adopted the three phase techniques that was generally divided into three steps of activity namely, (1) presentation (modeling); (2) practice (writing in pairs), where students wrote the paragraph together with the class; (3) production (writing individually). In this research, the researcher used both process and product assessment. The process assessment was obtained from

the observation checklist and field notes. They were to assess the teaching and learning process including the student's active involvement and their perceptions toward the strategy implementation. While for student's writing product, the researcher used analytical scoring rubric that is adopted from Jacob et al. (1981) in Weigle (2002). Table 1 below shows the percentage of each writing aspects.

Table 1 the Scoring Rubric to Score the Students' Persuasive article

No	Aspects	Percentage
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	mechanics	5
Total		**100**

RESEARCH FINDINGS IN CYCLE 1

The Result of Students' Writing

The data of the students' final products were obtained from the students' final drafts at the Production stage. As in the preliminary study, the data taken were in the form of the students' average scores that were obtained from the scores of Raters 1 and 2. In scoring the students 'final draft, the raters still used the scoring rubric that was used in scoring the students' writing product in the preliminary study. Theresult of students' final draft in Cycle 1 revealed that there were a number of students who increased on their scores. The gained score ranged from 9 to 18 points, while students' average score was 13.56. Table 3 below shows the result of students' final draft of persuasive article in Production stage.

Table 3 the Students' Writing Score in Cycle1

No	Name	Total Cycle 1	Gained Score
1	(TN)	66	11
2	(NY)	66	15
3	(BT)	60	10
4	(HM)	66	13
5	(LS)	61	12
6	(NA)	69	9

7	(DN)	55	10	
8	(FR)	68	18	
9	(DS)	76	15	
10	(IK)	73	15	
11	(JS)	64	16	
12	(D)	67	17	
13	(IS)	71	9	
14	(Fr)	71	15	
15	(MS)	70	16	
16	(WA)	68	16	
			Average	13.56

From the table above it shows that 7 students (56%) had already improved their score at least 15 points, the improvement ranged from 15 to 18. Looking at the criteria of success in term of students 'final draft of persuasive article that is 100% of the students improved 15 points minimally, Cycle 1considered as unsuccessful cycle. Hence, there is a need to continue to the next cycle.

The Students' Involvement during the Teaching and Learning Activities
The data of student's active involvement in teaching and learning process were obtained from two instruments, namely; observation sheets and field notes.

The observations were done during the implementation of graphic organizer in process writing of a persuasive article conducted in English for adult class (EA) level Elementary 4 (EL4) on April 4th, 9th and 11th 2013. In doing the observation, the collaborator scored the students' active participation by observing at the number of the students in the class who got involved in the activity stated in the observation sheet. There were five categories in describing the participations of the students; (1) scale 0 meant no one does the activity; (2) scale 1 if only some of the students do the activity (3-6 students); (3) scale 2 meant a half of the students do the activity (7-9 students); (3) scale 3 meant most of the students do the activity (10-14 students) ; (4) scale 4 meant the entire class do the activity (16 students). Table 4shows the summary of the students' active involvement in each stage along with its percentage.

Table 4 Summary of the Students' Involvement in Cycle 1

Meetings	Number of Activities	Stages	Percentage
1	8	Presentation (modeling)	71%
2	7	Practice (writing in pairs)	82%
3	7	Production (writing individually)	86%
Average			80%

The Students' Perceptions toward the Use of Graphic Organizer in Process Writing

After writing the persuasive article, the students answered the questionnaires that consisted of six questions aiming at knowing the students' perceptions toward the implementation of graphic organizer in process writing during the Cycle 1.

Table 5 The Average Percentage of Student's Positive Perceptions in Cycle 1

Questions	Positive Perceptions (agree with the statement)	Percentage
1	9	56%
2	13	81%
3	14	88%
4	12	75%
5	12	75%
6	11	69%
Average		74%

From the data on the students' responses toward the use of graphic organizer in process writing that had been presented, the researcher found out that less than 80% students of Elementary level 4 (EL4) exhibited positive perceptions toward the application of the strategy in improving their skill in writing a persuasive article. The average percentage of the students' positive perceptions in this cycle was 74% only.

Reflection and Revision

From the three data that were gathered during the implementation of graphic organizer in process writing in Cycle 1, namely; students' writing product students' involvement, and students' perceptions, the researcher concluded that

the result of students 'final draft did not meet the criteria of success determined by the researcher. Therefore, it was necessary to go to the next cycle in order to improve the students' skill in writing persuasive article as well as to improve their positive perceptions toward the strategy.

The researcher decided to make several revisions on the lesson plan. The first revisions was in the media, such as using pictures instead of using video. Second, modify the hierarchical graphic organizer, and the third was conducting teacher's conference with the students in the class

RESEARCH FINDINGS IN CYCLE 2
The Result of Students' Writing
The result of students' final draft was taken during the Production stage, where students wrote individually. Here, the researcher still used the same as scoring rubric in preliminary study and in Cycle 1 table 6 below shows the complete result of the students' writing score improvement that student had got in Cycle 2.

Table 6 the Students' Writing Score in Cycle 2

No	Name	Total Cycle II	Gained Score
1	TN	71	16
2	NY	68	17
3	BT	70	15
4	HM	74	21
5	LS	67	18
6	NA	77	17
7	DN	67	22
8	FR	76	26
9	DS	84	23
10	IK	75	17
11	JS	69	22
12	DI	71	21
13	IS	81	19
14	FR	72	16
15	MS	79	25
16	DC	69	24
Average			19.93

From the table above it shows that all of the students (100%) had already improved their score at least 15 points, the improvement ranged from 15 to 26.

Looking at the criteria of success in term of students' final draft of persuasive article that is 100% of the students improved 15 points minimally. Cycle 2 considered as successful cycle. Hence, there is no need to continue the next cycle.

The Students' Involvement during the Teaching and Learning Activities
The data of Students' involvements were taken by the observer using the observation sheet and field notes provided,Table 7 shows the summary of the students' enthusiasm and involvement in each meeting in Cycle 2 along with its percentage.

Table 7the Average Result of Observation in Meeting 1, 2 and 3 Cycle 2

Meetings	Number of Activities	Stages	Percentage
1	8	Presentation (modeling)	87%
2	7	Practice (writing in pairs)	87%
3	7	Production (writing individually)	97%
Average			90%

From the field notes, the observer conclude that the students were more eagerly and enthusiastically to have writing activities. The observer saw it from the cooperativeness of the students in having discussions and their participations in responding and doing the instructions given by the teacher. Although, the observer suggested to limit the time in doing the process writing wisely.

The Students' Perceptions about the Use of Graphic Organizer in Process Writing
After the implementation, the students responded the questionnaire distributed by the teacher, the questionnaire was the same as in Cycle 1, and table 4 below shows the summary of students' positive perceptions toward the strategy implementation.

Table 8 The Average Percentage of Student's Positive Perceptions

Questions	Positive Perceptions (agree with the statement)	Percentages
1	12	75%
2	13	81%
3	16	100%

4	13	81%
5	13	81%
6	14	89%
Average		85%

From the table above, it could be concluded that student's positive perceptions toward the implementation of graphic organizer in process writing was already good. It was showed that 80% of students responded the questionnaire positively.

DISCUSSION

The Discussion on Teaching of Persuasive Article by Using Graphic Organizer in Process Writing

Based on the result of the research, it showed that by implementing the graphic organizer in process writing students could solve the problem in writing persuasive article. This finding was also found by Donahoo (2009), Barnett (2007), Srimulyaningsih (2010), and Antoni et al. (2004) in Cahyono and Widiati (2011).

In term of content, students were helped by the use of graphic organizer because it aimed in helping the students to generate the idea, visualize it and expanded that helped students to plan better in writing. Additionally, by using process writing students had a chance to re think, add, omit where necessary the ideas and information to make their writing's content perfect

In organization, graphic organizer was a really help, since by using the graphic organizer students could present and organize the information in concise ways that emphasized them to aware of the relationships between facts, ideas, and concepts. Therefore, students were able to select and order the information they had already had on the graphic organizer which affected their organization of the writing. Furthermore, the use of graphic organizer facilitated them to have a good coherence in their writing. Since, graphic organizer presented the explicit and implicit technique for connector or transitional marker and rational arrangement or material. The use of both techniques in coherence was also proposed by Martin and Ohman (cited in Ulfiati, 2011:135).

Toward the vocabulary, graphic organizer helped the students to select and to put the appropriate vocabulary, since they had a visualization of the fact, concept and organization. It was strengthened by having process writing where students had recursive way. It gave them chance to revise, edit and redraft. By doing this several times students could analyze and decided which vocabulary was effective to be used in their persuasive article.

Meanwhile, language use was not affected by the use of graphic organizer, but the process writing did help the students to make their language use (grammar) of their persuasive article better, in the process of editing mainly, students were to read their friends' work and to underline the mistake and had discussion afterwards helped the students minimize the mistake in their grammar. Muntasari(2012) and Hidayati (2010) also found that doing proof read/peer editing for revision could minimize their syntactical errors. Furthermore, the feedback from the teacher was also helpful in promoting the awareness of grammar used in the writing, particularly, in persuasive article.

The Discussion on Students' Involvement during the Application of Graphic Organizer in Process Writing

By applying the graphic organizer in process writing, students were actively and eagerly involved in the activities conducted, the result of the observation showed that during the first cycle the average percentage of students' involvement was 85% (good). While during the second cycle students made an improvement. It showed that their active participation in the class had already reached 90% (very good).

The Discussion on Students' Perceptions toward the Implementation of Graphic Organizer in Process Writing

The students' perceptions toward the implementation of the strategy were positive which meant that the students believed the strategy helped them in improving their writing ability, mainly in writing persuasive article. Students' positive perceptions were still 75% (fair) in Cycle 1, but their percentage of positive perceptions toward the strategy finally increased up to 85% (good) in Cycle 2.

To sum up, the result of the research showed that the use of graphic organizer in process writing improved students' writing skill. Also, it indicated that the students were actively involved and had positive perceptions toward the use of graphic organizer and the writing activity. Therefore, the use of graphic organizer in process writing to assist teaching and learning writing, particularly persuasive article is worth to try.

CONCLUSION AND SUGGESTION
Conclusion
The finding of the research showed that the use of graphic organizer (hierarchical type) and the process writing in teaching and learning writing could solve the students' problem in writing a persuasive article, particularly in expressing opinion in editorial (persuading the readers to have gadgets). The success of the research covered the individual of students 'work, the teaching and learning process, also the students' active involvement and their positive perceptions toward the implementation of graphic organizer in process writing. Meanwhile, two aspects caused the success of students' writing skill improvement. Those were the graphic organizer and the process writing.

The steps of graphic organizer in the process writing implementations simultaneously were as follows: (1) planning, where students generated the ideas, developed the content and the vocabulary (by giving explanation about the objective and the assigned task, showing and explaining the use of graphic organizer, asking the students to find and write the important words or sentences into graphic organizer); (2) drafting, where students connect and construct the ideas into a text (by asking students to write the draft based on the words or sentences they had written in graphic organizer). Here, graphic organizer was a blue print that guided the students to connect the ideas and put it together into a text. It helped the students to have coherence in their persuasive article; (3) editing/revising, where students would aware of the mistakes on grammar and mechanic and inappropriate content (by distributing the peer editing sheet, explaining the use of the peer editing sheet, asking students to be in pair and edit their friend's draft using the peer editing sheet as the guide line); (4) making

final draft, where students would write better persuasive article (by asking students to make revision based on the feedback from their partner).

In short, by using graphic organizer in process writing during the teaching and learning writing, the researcher could solve the students' problem in writing persuasive article in terms of content, organization, language use (grammar) and the mechanics. Besides, they were actively involved in the writing class activity and students had positive perceptions toward the strategy implementation in writing lesson, particularly writing persuasive article.

Suggestions

Based on the research findings, some suggestions in improving the quality of the teaching and learning process in the future are proposed forother teachers, and for the next researchers who want to conduct a similar research.

First, it is suggested to teachers, the strategy provides an alternative approach in teaching and learning writing that can be used for the teachers in solving their students' problems in writing, mainly in writing persuasive article, and for other researchers, it is recommended to use the strategy in conducting a similar research to improve writing skill. The researcher may use different type of graphic organizer and different text type to know whether or not the strategy is still effective, or to use different subjects in terms of the level of the students. The result of this research may also be used as the reference in conducting further research.

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APPENDIX

Appendix 1: Questionnaire for Students in Preliminary Research

No	Questions	A	B	C	D	E
1	What do you think of Writing activity?	Very interesting ☐	Interesting ☐	Fair ☐	Not interesting ☐	boring ☐
2	What is Your opinion about writing lesson?	Very easy ☐	Easy ☐	Fair ☐	Difficult ☐	very difficult ☐
3	How do you Develop and arrange the idea in writing?	Very easy ☐	Easy ☐	Fair ☐	Difficult ☐	very difficult ☐
4	Your opinion in Choosing the vocabulary used	Very easy ☐	Easy ☐	Fair ☐	Difficult ☐	very difficult ☐
5	How do you apply grammar in writing?	Very easy ☐	Easy ☐	Fair ☐	Difficult ☐	very difficult ☐
6	Spelling, punctuation, capitalization used	Very easy ☐	Easy ☐	Fair ☐	difficult ☐	very difficult ☐
7	How many stages do use in writing paragraph?	More than 4 stages ☐	3 or 4 stage ☐	1 or 2 stages ☐	No stages ☐	No instruction ☐

Appendix 2:The Result of Questionnaire

No	Questions	A	B	C	D	E
1	Writing activity	Very interesting 1	Interesting 9	Fair 4	Not interesting 2	Boring
2	Your opinion about writing lesson	Very easy	Easy 2	Fair 12	Difficult 2	very difficult
3	Develop and arrange the idea in writing	Very easy	Easy 2	Fair 5	Difficult 9	very difficult
4	Choosing the vocabulary used	Very easy	Easy 2	Fair 7	Difficult 8	very difficult
5	Using grammar in writing	Very easy	Easy	Fair 9	Difficult 5	very difficult 2
6	Spelling, punctuation, capitalization used	Very easy	Easy 2	Fair 11	Difficult 3	very difficult
7	The stages used in writing paragraph	More than 4 stages	3 or 4 stages	1 or 2 Stages 8	No stages 6	No instruction 2

Conclusion

1. Most students think that writing activity is interesting.
2. Most students think that writing lesson is fair.
3. Most students think that developing and arranging the idea is difficult.
4. Most students have problems in choosing vocabulary that is going to be used.
5. Most students have problems in grammar used.
6. Most of students think that mechanic in writing is fair.
7. A half of student did one or two stages to do writing while the rest didn't

Appendix 3: the Result of Students' Paragraph in Preliminary Study

Nokia C7-00

Dumadi lrur. S

This is the best product of Nokia in 2013, namely Nokia C7-00.
This phone have many ~~application~~ interest application and addition feature
The application usually in another type of nokia, like, Bluetooth, voice recorder,
games, and notes but in Nokia C7-00 there are, video editor, Social network
message reader. ovi store etc, the addition feature like, Movie Teaser, National Geographic,
maps, etc, this phone have a 8.0 MP camera and 8 gb memory
This Battery in this phone was durable can endure in 15 hours
and the last this phone have many language in the dictionary application like
Indonesian, English, Danish, French, German, Spanish. and many more
I will sell this phone, ~~just~~ in Rp. 1.500.000,- if you interest to buy
you can call in 0857963 5xxx

The Amazing's Mobilephone   Joseph S.P.

Today, everyone needs to keep in touch with other people.
The long distance isn't problem again because mobilephone.
What do you think it's important to have mobile phone?
Yes, I think everyone needs to have mobilephone. What's mobile-
phone do you have? If you don't have mobile phone, you have to
buy it. I have a mobilephone. The mobile phone isn't same with
other mobilephones. The mobile phone have many fitur which
can make you keep in touch with other people.
The mobile phone is Sony ericsson W 320 i.
I sell my phone more cheapest than one. I sell it Rp 1 million

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Appendix4: the Result of Students' Paragraph in Cycle 1

NAME: FEBRIAN RIZFY K

CLASS: EL-4

TITLE

BE SMARTER WITH I-PHONE 4S

OPENING /INTRODUCTION

If you are looking for a new smartphone, you may want to consider I-Phone 4S.

STATEMENT OF OPINION

I-Phone 4S is the newest product from Apple Company which offering a number of advantages

DETAIL I

First sophisticated, relatively small and portable.

DETAIL II

Second many features, camera, music application

DETAIL III

Another colourful

CONCLUSION

In short, be smarter with I-Phone 4S

BE SMARTER WITH IPHONE 4S

If you are looking for a new smartphone. you may want to consider I-Phone 4S. I-Phone 4S is the newest product from Apple Company which offering a number of advantages. First, I-Phone 4S is relatively small and portable, so you can carry it around everywhere. Second, it has many features. Some of the features organizer and internet are a big help in doing your job. Other features are available in this smartphone. Many application can you acces such as: instagram, line, whatsapp, etc. The camera is

"BE SMARTER WITH IPHONE 4S"

If you are looking for a new smartphone, you may want to consider I-Phone 4S. I-Phone 4S is the newest product from Apple company which offering a number of advantages. First, IPhone 4S is relatively small and portable, so you can carry it around every where. Second, it has many features. Some of the features- organizer and internet are a big help in doing your job. Other features are available in this smartphone. Many applications can you access, such as: instagram, line, whatsapp, wechat, games, music application, etc. The camera is very good with 8 MP, so you can take a picture every where as well as you want. The music application like drum sets are very popular from this smartphone. We can connect this smartphone with drum set portable, so you can feel like a drummer, Another advantage is its design. IPhone 4S is very colourful smartphone with many colour design. In short, be smarter with IPhone 4S.

Appendix 5: Peer Editing Sheets in Cycle 1

Appendix 6:the Questionnaire of Students' Response (Opinion) toward The Use of Graphic Organizer in Process Writing.

Give your opinion about the use of graphic organizer in writing process, mainly in the process of writing persuasive articel. Choose one of the answer that match your opinion.

1. Using graphic organizer in the process of writing can develop my vocabulary in writing persuasive article.
   a.   Strongly agree   b. Agree   c. Fair   d. Disagree

2. Using graphic organizer in the process of writing help me expel the idea to write easily.
    a. Strongly agree   b. Agree   c. Fair   d. Disagree

3. Using graphic organizer in the process of writing make me arrange the ideas easily.

a. Strongly agree   b. Agree   c. Fair   d. Disagree

4. Using graphic organizer in the process of writing can improve my writing skill persuasive article.
   a. Strongly agree   b. Agree   c. Fair   d. Disagree

5. Using graphic organizer and do the process of writing (planning, drafting, editing/revising, and publishing) help me in minimizing the mistakes in grammar and punctuation which is used in writing.
   a. Strongly agree   b. Agree   c. Fair   d. Disagree

6. By using graphic organizer in the process of writing can motivate me in writing persuasive article.
   a. Strongly agree   b. Agree   c. Fair   d. Disagree

Appendix 7: the Result of Students' Paragraph in Cycle 2

Name: Irma Suryaningsih

TITLE
MODERN HANDY AIR CONDITIONER

OPENING/INTRODUCTION
If you are looking for a new Air Conditioner, you may look a new generation of handy AC.

STATEMENT OF OPINION
This is a new handy AC ever because it gives more advantages

DETAIL I
First
- mini
- has many colour
- has many shape

DETAIL II
Second
- cold
- play music
- touch screen

DETAIL III
Third
- differen with general AC
- it comes in handy

CONCLUSION
So, this handy AC is the best product in this era and it will very useful for you, modern people

MODERN HANDY AIR CONDITIONER

If you are looking for a new air conditioner (AC) you may look a new generation of handy air conditioner. This is a new handy air conditioner ever in this world because it gives more advantages. First, it is relatively small and portable, so you can carry it around everywhere and you will enjoy fresh air from this gadget. It has many of colours, so you can choose your favourite colours of handy air conditioner. It also has many of shape like circle, square, oval, etc. Second, it has many useful features. Some of the features – can play music, radio, and voice recorder. Third, it is different with general handy air conditioner because it is not just comes in handy but it is touch screen. So, this handy air conditioner is the best product in this era and it will very usefull for you – modern people.

147 of word

E – 22
O – 16
V – 14

Appendix 8: Sample of Student's Peer Editing Sheets in Cycle 2

Guideline for editing students'text

Name : ....

     TITLE :

No	Description	Yes	No	Note
1	The title fits the paragraph			
2	The paragraph is interesting			
3	The paragraph is easily understood and convincing			
4	The paragraph consists of introduction, statement of opinion, details, conclusion (consist of persuasive sentence)			
5	The details support the statement of opinion			
6	The paragraph uses simple present			
7	The paragraph use correct "to be" of present tense			
8	The paragraph use correct modality			
9	No run on and fragment			
10	The paragraph use correct choice of the word			
11	Every word in the text written in the correct spelling			
12	Capital letters are written appropriately			
13	The paragraph uses correct punctuation			

Appendix 9: Observation Sheet in Cycle 2

OBSERVATION SHEET

STUDENTS'S ACTIVITIES IN TEACHING AND LEARNING PROCESS

Cycle/meeting: 1/1

No	activities	Description	score					Notes
			0	1	2	3	4	
1	**BKOF**	1. Do the instruction (re arrange the sentences and discuss with their partner)						
		2. State whether the statements from the teacher is true or false based on the paragraph read						
2	**MOT**	1. Answer the teacher's questions about the persuasive article' language feature and generic structure of persuasive article						
		2. Listening to teacher's explanation about the generic structure and language feature of persuasive article						
		3. Discuss in pairs the grammar exercise (s.present verbal and nominal)						
		4. discuss in pair the organization (thesis statement, argumentation/ detail) of persuasive article						
		5. Discuss the sample of writing stages with the teacher						
		6. answer teacher's questions (to check student's understanding of persuasive article)						
	Final score							

Final score = $\frac{\text{Obtained score}}{\text{Maximum score}}$ X 100%

Malang,23th April 2013

Observer

Score interpertation :
0 = no one does
1 = only some of the students do
2 = a half of the students do
3 = most of the students do
4 = all the students do

Appendix 10: Sample of the Field Note

FIELD NOTES

Day/date   : Tuesday / april 23rd, 2013
Cycle/meeting   : 2/1
Stages   : BKoF, MoT

a. The detail points derived from teacher's activities during the teaching and learning process

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b. The detail points derived from students' activities during the implementation of the strategy

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c. Suggestions

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Malang, april 23rd,2013

Using Multi Mouse Mischief Lessons in English for Children (EC) Class Level 1

Virdian Sefrizal
LBPP LIA Semarang Candi

Abstract

This study involved the designing, developing, and assessing the use of Multi Mouse Mischief Lessons in English for Children Program Level 1. The topics in the lessons are Farm Animals, Celebrations, Toys, and Outdoor Activities. There are some stages in constructing the lessons: pre-development stage, development stage, and post-development stage. The assessment was done to evaluate the lessons' content and content accuracy, clarity, appropriateness, and effectiveness. The findings of the study revealed that the Multi Mouse Lessons met the criteria on content and content accuracy, clarity, appropriateness and effectiveness, and furthermore, indicated that the developed lessons contain activities that can enhance the features of Multi Mouse Mischief; collaboration, engagement and active peer learning and can be used as supplementary instructional materials to help teachers in endorsing the use of multimedia teaching aids in classroom.

Keywords: Multi Mouse Mischief, Technology

Introduction

To develop lessons that could enhance learning through action, collaborative learning, and active learning is a challenge of every teacher. It has become a tradition that teachers undergo sets of in-service trainings covering on the different teaching methods and strategies, yet teachers have stuck themselves on the familiar and the routine. However, that should change in today's classroom. Teachers are now expected to seek new theories and approaches to learning. One currently prominent theme of change is the movement away from the traditional, teacher-centered approach to instruction toward problem-based learning, and reciprocal instruction in which peer-to-peer interaction is highly valued.

Students may learn better when they feel they are part of what is going on and when they personally involved. There is learning in doing. This means that the actual involvement of student in any activities can foster interaction to enhance learning. A classroom interaction is not simply a case of doing one or the other; rather it is about creating a classroom environment where all participants like teachers as well as students are co-learners in the educational journey. There is very little learning taking place without personal involvement and these have no meaning to the learner and activities designed to promote collaborative discussion were found to raise the students' self-esteem. There is no best method or strategies for teaching a specific subject matter. However, varied instructional materials and strategies are needed so that the subject matter is sustained.

Today, the teacher can avail of lot of possible materials, instrument, gadgets, equipment that will make classroom instruction interesting and captivating. However, instructional materials are needed to supplement and make instructional media more easy and comfortable for the teachers and students to carry. These instructional materials are in the form of lessons incorporated with technological tools to be developed.

These lessons are used to convey information in any classroom situation thus, a skillful teacher should run an extra mile ahead of the learners when it comes to using these instructional media. These lessons make use of films, slides, and flat

pictures enable the students to view objects such as classification of animals and plants. Moreover, the use of films and slides in teaching science are useful and effective to bring about more experimental learning.

One interesting question, with respect to these newly emerging forms of instruction, is how can they be supported and enhance by technology? Recently, researcher have begun to investigate the practices and shared artifacts by which group with an eye toward the development of new facilitating technologies (Bodker, 2000). This emerging area of study, known as computer support for cooperative learning (CSCL), is founded on the idea that computers can be used to facilitate, augment, and even redefine interactions among members of a work group (Galegher& Kraut, 1990); it is the more focused study of the use of collaboration technology in instruction.

Multipoint Mouse allows multiple mice to be used simultaneously on a single PC. Through this technology, up to 25 users can share a PC and display using applications powered by the Software Development Kit. Mouse Mischief can transform teaching and learning in the classroom. Mouse Mischief integrates into Microsoft PowerPoint 2010 and Microsoft Office PowerPoint 2007, allowing teachers to create interactive presentations that engage and excite every student in the classroom. Approximately 25 students, each with his or her own mouse, can answer multiple choice questions and draw on a shared screen.

It is particularly believed that multi mouse mischief served as a tool that will be effective in improving collaboration, engagement, developing healthy competition, and active peer learning among the students so that they can adapt to the changing and developing world. Hence, limited numbers of computers in some branches or cooperation branches are not a hindrance on preparing the children for the computer-aided learning. Vast technologies are at hand and children will opt to embrace the said curriculum but need to be very ready and even if they were not in school with complete computer laboratory still they will be given a fair chance with those who were equipped. That is why the need arose to carry out the present study and the researcher tries to develop innovative lessons in LBPP LIASemarang Candiusing multi mouse mischief approach as an answer to the rising needs of the students and teachers to cope up with the demand of time.

Statement of the Problem

This study intends to design and develop lessons on farm animals, celebrations, outdoor and plants using Multi Mouse Mischief. It will answer the following problems; (1) what are the features of Multi Mouse Mischief Lessons and how can these features of engagement, collaboration and active peer learning be integrated in the lessons?; (2) Is there a difference between perceived intended usage and technological limitations (such as level of Bloom's Taxonomy)?: and (3) what effects will take place in the classroom with the implementation of the software?

Significance of the Study

The development of Multi mouse mischief lessons will be beneficial to the students as well as to the teachers.

Students. This study may help them enjoy the change in active peer learning, welcome the opportunity to work cooperatively in small cohesive groups, and be most enthusiastic about using computers in the classroom. Their participation in the classroom activities will enable them to increase their interest in the subject

Teachers. The result of this study may likewise challenge teachers to present a more engaging classroom experience that help students to work together and make the overcrowded classrooms feel smaller.

Literature Review

MicrosoftMouse Mischief is an add-in to Microsoft Office PowerPoint 2010 and 2007, the presentation program by Microsoft that is part of the Microsoft Office system. The program enables teachers to create and insert questions, polls, and drawing activity slides into Office PowerPoint lessons. When the lessons are played, students can actively respond to these slides, individually or in teams, by using their own mice to click, circle, cross out, color in, or draw answers on the screen.

Le Quy Don School Hanoi Case Study (2008) revealed that the Mouse Mischief application provided the opportunity to overcome issues that Le Quy Don School Hanoi, Vietnam face, such as large class size. The school found an affordable solution that provided a simple but very effective way of instantly multiplying the value of a shared computer. The teachers felt more connected to their students because they could gauge the students' progress, individually and as a group, more quickly and frequently. The students were enthusiastic about working

together in small groups and receiving immediate feedback when their answers appeared on the screen. It created an active, collaborative learning experience that engaged students.

Sultan Elementary School Washington Case Study (2010) showed that the implementation of the software helped teachers involve students and gauge understanding by using interactive presentations. The benefits the school obtains from applying multipoint mouse are that the increased students' involvement in the lessons, that the software offers real time assessment for both teachers and students, and that it gave students valuable technology exposure.

Framework of the Study

The development of lessons is based on the concepts of the Constructivism Theory. Constructivism claims that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. Constructivism also states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation.

On the other hand Cognitive Theory of interactive multimedia emphasizes mental processes. Learning is based on how the learner processes information. Learning styles includes visual, auditory, and the tactile learning. Cognitive theories believe that an observable behavior is a result of the internal processes and cognitive style of the learner.

The same concept holds true in the field of Computer-Supported Collaborative Learning (CSCL) which draws heavily from a number of learning theories that emphasize that knowledge is the result of learners interacting with each other, sharing knowledge, and building knowledge as a group.Since the field focuses on collaborative activity and collaborative learning, it inherently takes much from constructivist and cognitivist learning theories.

Furthermore based on theories mentioned the following propositions has been possible; Learning is an active process and students enhance their ability to work in the group and to present the information clearly. Learning is based on how the learner processes information; it includes visual, auditory and tactile learning. An interactive presentation engages and excites every student in the classroom and develops collaboration among students. Thus, development of lessons in Grade V Science using a similar presentation will be developed. Likewise if the students are exposed to multi mouse mischief activities there are possibilities that collaborative learning, active participation will be evident and students are expected to learn effectively and interaction leads to cooperative learning and improve their performance.

Figure1 shows the Schematic Diagram on the development of multi mouse mischief lessons in English for Children (EC) Level 1.

Theoretical Underpinning	Multi Mouse Mischief Lessons in English for Children (EC) level 1
1. Constructivism 2. Cognitive Theory of Interactive Multimedia 3. Computer Support for Collaborative Learning theory (T.D.Koschmann, 1994)	1. On the Farm 2. Celebrations 3. Play time 4. At the playground **Features of the Multi Mouse Lessons** ▪ Engagement ▪ Collaboration ▪ Active Peer Learning
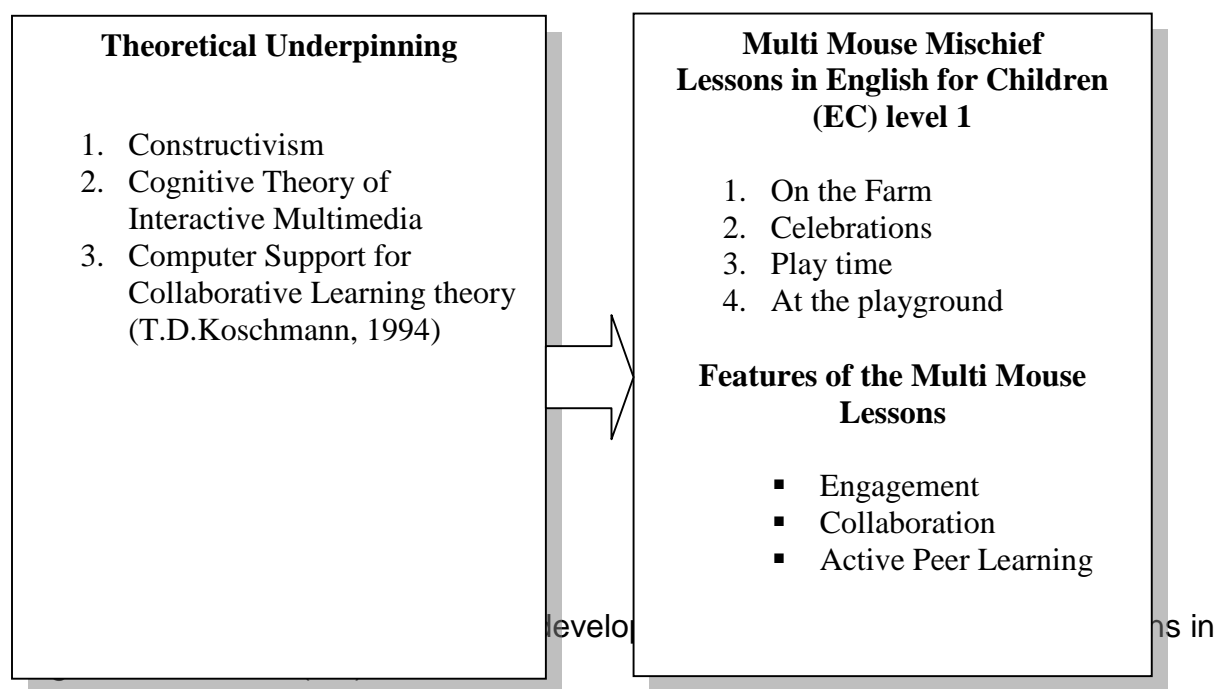
Methodology

The study was conducted at LBPP LIA Semarang Candi, Semarang Term 1 and 2, Year 2013. This study utilized the principles of Classroom Action Research (CAR) design, which occupies a midpoint on a continuum ranging from teacher reflection atone end to traditional educational research at the other. It is more data based and systematic than reflection, but less formal and controlled thantraditional educational research. Researchers use data readily available fromtheir classes in

order to answer practical questions about teaching andlearning in their classrooms. Further CAR integrates the two faculty roles ofteaching and scholarship and is one form of the scholarship of teaching andlearning (Cross & Steadman, 1996).

The researcher adopted the model use by Simbulan in the preparation of instructional materials, which included the pre-development, development and post-development stage. The stages includes the choosing of the four (4) lessons for selected topics in English for Children (EC) One, writing and incorporating strategies of the lessons which follows the validation and revision stage of the developed lessons. The respondents of the study were elementary school students in grade one studying English at LBPP LIA Semarang Candi Academic Year 2013. They were comprised with an intact class of English for Children (EC) 1.

Procedures

Each student in the research study was trained on how to use the program *Mouse Mischief*. After completing the training sessions, students were then charged with implementing the use of the Mouse Mischief in their classrooms. At a minimum, each student was required to participate in lessons using *Mouse Mischief* either as an individual or as a group. The lessons or lesson materials using *Mouse Mischief* were given at the end of the unit serving as a review before a unit test. At the end of the semester, the students were asked to complete a survey concerning the use of the *Mouse Mischief*. The survey instruments consisted of eight Likert-scale questions and two open-response questions (see Appendix).

Results and Discussions

The application of "Mouse Mischief", a plug-in for PowerPoint that allows students to interact with a common display using their own wireless mouse (Microsoft Corporation, 2011) gives students an ability to control a visually distinct mouse pointer on a shared screen to select answers or collaboratively draw on, circle or cross out regions on the screen. Many of the usage scenarios for this approach center on the concept of a visual swarm; students benefit from seeing a critical mass of their peers moving toward a selection region of the shared display (Moraveji, Inkpen, Cutrell, &Balakrishnan, 2009)

While this alters the mechanism for student response, the example effectively maps into a multiple-choice question scenario. At the other end of the interaction spectrum, students can be invited to use this technique to draw on a shared canvas. This scenario raises numerous interesting challenges to effective interaction, such as protocols for seizing and abdicating solitary/unique/unsharable resources and tracking the state or mode of an individual's input or even just tracking and identifying one's input location on the shared display. While students may engage in cooperative behavior, there is nothing inherent to the operation of the system that promotes or discourages this. It is possible for a dominant personality to shoulder the responsibility for completing a task. Likewise it is possible for partially complete, conflicting actions to be manifest on the same workspace. A skilled teacher would need to be able manage both of these situations.

The finding supports the case study conducted by Sultan Elementary School (2010) that multi mouse mischief helps teachers engage students, encourages collaborative learning and active participation of students in the class.

Figure2 *Students' Opinions on the Multi Mouse Mischief Lessons*

Features	Mean	Sd	Response	Qualitative Description
A. Appealing	3.95	0.15	Very Much	The Multi Mouse Mischief Lessons are very appealing
B. Meaningful	3.96	0.14	Very Much	The Multi Mouse Mischief Lessons are very meaningful
C. Useful	3.95	0.22	Very Much	The Multi Mouse Mischief Lessons are very useful
D. Enjoyable	3.97	0.19	Very Much	The Multi Mouse Mischief Lessons are very enjoyable
E. Easy	3.94	0.27	Very Much	The Multi Mouse Mischief Lessons are very easy
Overall	3.95	0.19	Very Much	The Multi Mouse Mischief Lessons are very appealing, meaningful, useful, enjoyable and easy

The results showed that the students rated the feature of multi mouse mischief as Very Much. They all agreed that the lessons are appealing as the activities were related to real life, and that their right answers encouraged them to continue to the next activity.

Students rated the lessons with Very Much as shown in the table. They uniformly agreed that the lessons helped them developed liking for the lessons, and in the same way enhanced the development of their skills and abilities by working on the different activities actively.

As reflected in the table, students rated Very Much that activities in the MMM lessons were very useful in terms of their understanding to the basic concepts and provided them the necessary things to do in learning the concepts. The response, Very Much show that students agreed that the instruction in the Multi mouse mischief lessons were easy to follow, and the activities were easy to understand.

To sum up, almost all the students rated Very Much that The Multi Mouse Mischief Lessons are very appealing, meaningful, useful, enjoyable and easy. The on the spot observation and interview also helped the researcher to gather students perspective, impressions, confusions, suggestions towards the activities which would then be the bases for polishing the material. As observed, students shows enthusiasm during the try out, their attentions were focused on the shared screen, in the individual mode of the MMM activity. Students don't have the chance to talk with their seatmates as they were very busy in manipulating their own mouse. On the contrary, during team mode, students were agreeing on their answers first before clicking the mouse so that their answer will be accepted by the computer. Students increased their confidence in the event of achieving a right answer and reflected in the big screen. They were shouting when the result panel shows who among them click the right answer first. Generally the students showed excitement throughout the lessons. In fact, the students want for more activities after the other.

After comparing the mean scores (see figure 3) fromstudent surveys for each of the eight Likert-scale survey questions, the results yielded the students believe that Mouse Mischief*should be used more often in their classroom* as well as *Mouse Mischief helpto provide them with instant feedback on what they know.* Additionally,

when posed the open-ended question, *Do Mouse Mischief helps facilitate test preparation,* 78% of the students responded yes

Survey data also revealed that students agreed that Mouse Mischief *increase participation in class*, but do not feel that Mouse Mischief *stimulates class discussion based on the data received/displayed,* nor that *Mouse Mischief increase learning.*

Survey Question: Multi Mouse Mischief lessons…	Students Responses: N=12
Increase my participation in class.	3.82
Increase my mental engagement in class.	3.59
Facilitate positive interactions in my class.	3.45
Help provide me with instant feedback on what I know.	3.50
Increase my learning.	3.23
Stimulate class discussions based on the data received/displayed.	3.32
Should be used more often in this class.	3.36
Should be used more often in all classrooms.	3.50

Additional Research Findings

In conducting action research like this study where practicing teachers are working to perfect the implementation of an instructional tool like *Mouse Mischief*, the findings go way beyond the quantitative results. Additional informally collected data included the sharing of celebrations regarding classroom management strategies through the discussions during the implementation phase of the study. Such strategies were the sharing of the order of the pre-assigned icons to assist students with assigning the mice to specific groups; how to strategically place a "parking lot" on each question slide to *park* the mice icons since the mice are moving across the screen and can be very distracting; how to effectively use the pause button built into each slide's tools as well as the built-in timer; to how to develop questions on each slide to prevent the "follow the leader" aspect that can occur because the icons for all mice are visible until an answer is clicked. These lessons learned are invaluable and assisted each teacher participant with the overall implementation of the instructional technology.

The data supports that *Mouse Mischief* increases participation in class, that students feel they should be used more often in class, and that it facilitates test preparation. Additionally, the researcher overall feel the students are able to use

Mouse Mischief to reach all levels of Bloom's taxonomy. However, contrary to the aforementioned data results, the data also reveals that neither student believes the application *Mouse Mischief* increases learning. This result seems in contrast of the other supporting data revealed through the study and lends itself to a follow-up study.

Mouse Mischief is a relatively new, less expensive student response system alternative for the classroom that can be used for informal assessment and classroom participation. The data supports that students and teachers feel it is a viable instructional tool for both stimulating participation and providing practice for tests.

Conclusions

Based from the findings, the following conclusions are drawn:
1. The four Multi Mouse Mischief Lessons are suitable and workable materials in teaching EC students.

2. Collaboration, engagement and active peer learning can be integrated in the development of Multi Mouse Mischief lessons in EC 1 class..

Recommendations

In the light of forgoing findings and conclusions, it is recommended that:
1. Teachers should be able to create or use Multi Mouse Mischief Lessons as supplementary material to facilitate the teaching.
2. A similar study could be developed on other topics of other lessons.
3. Administrators, ICT and branch or cooperation branch managers should facilitate trainings on the design and development of Multi Mouse Mischief lessons and recommend the use of the MMM lessons.
4. The lessons could be validated further, by other researchers, to improve the importance of the material.
5. The lessons' extent of effectiveness can be further determined through an experimental conduct of the study.

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Appendix

Using *MultipleMouse Mischief* in the Classroom – Student Survey

Please respond honestly to the following questions:
Please circle one response for each of the items below.

Strongly Agree ---- SA
Agree ---- A
Disagree ---- D
Strongly Disagree ---- SD

1. Mouse Mischief increases my participation in class. SA A D SD
2. Mouse Mischief increases my mental engagement in class. SA A D SD
3. Mouse Mischief facilitates positive interactions in my class. SA A D SD
4. Mouse Mischief helps provide me with instant feedback on what I know. SA A D SD
5. Mouse Mischief increases my learning. SA A D SD
6. Mouse Mischief stimulates class discussions based on the data received/displayed. SA A D SD
7. Mouse Mischief should be used more often in this class. SA A D SD
8. Mouse Mischief should be used more often in all classrooms. SA A D SD

Short Answer (use the back if necessary):

1. Briefly describe your experience with *Mouse Mischief* in the class.
2. Do you think *Mouse Mischief* helps you prepare for the tests? Explain why/why not.

Using Whole Brain Teaching Technique ® to Cope With Very Active Young Learners

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Abstract

The success of classroom instruction particularly in English for Children (EC) classes depends not only on the teaching technique but also on the classroom management. Once an EC teacher has prepared his lesson and activities to create a dynamic learning experience, but often he fails to manage the students thus he should 'modify' the activities just on the spot. Based on researcher's experience, it is found quite often that some EC classes where the students' English proficiency is classified as good or better than other parallel EC classes, the teaching activities are handicapped by the difficulties of handling the students as they are too active. For this reason, a classroom action research by using Whole Brain Teaching technique has been conducted in EC-3A at LBPP LIA Bintaro I and it results positively on the effective classroom management. Though some weaknesses of the technique have been discovered, with some modifications I do believe that this technique could be fruitful for classroom management in EC classes.

Key words: classroom management, Whole Brain Teaching, Five Rules, Scoreboard

Introduction

The success of teaching instruction at English for Young Learners (EYL) classes depends not only on the teaching techniques or teaching materials but also on the classroom management. Classroom management is concerned with four main strands of classroom life – space, time, participation and engagement(Wright, 2005: 16). Space deals with how the teacher sets the classroom so that it enables active class interaction and supports various activities. Time deals with the time allocation for each meeting, participation and engagement deals with the involvement and interaction between teacher and students.

Classroom Management problem has been found in EC-3A class, particularly in getting the students' attention. This class is, among other grade 3 classes is quite active and the students' competence is better. However, the main problem found is the difficulty to handle the noise and crowd. There are 8 boys of 17 students in the classroom who become the noise initiator.

From the observation done in term I 2012, these are some problems that the researcher finds in this class dealing with the classroom management. First, some students like to walk here and there during the class activities (which are not requiring to walk). Second, some students are too silent while the others are too noisy. Third, some students go to the toilet without asking for permission. Fourth, some students have a chit chat with their friends during the lesson. Fifth, when the class is noisy, it is hard to get the students' attention back to the lesson. Often, teacher should knock the board with the eraser so that the class starts to be silent for a while.

To illustrate, here are some pictures taken during observation pre-research phase.

Picture A. Some boys are playing around when teacher gave an assignment

(they finished the task earlier than their friends and made a chaos in the class)

The observed problems (behaviors) are shown in this column.

NO	Student Name in Code	Problems		
		Noise maker	Walker	Trouble-maker
1	(F1)	*	*	-
2	(M1)	**	***	**
3	(M2)	-	***	**
4	(F2)	*	**	-
5	(F3)	*	**	-
6	(M3)	****	****	****
7	(F4)	***	**	*
8	(F5)	*	*	-
9	(M4)	****	****	***
10	(M5)	*	**	-
11	(F6)	**	*	-
12	(F7)	*	*	-
13	(F8)	-	-	-
14	(F9)	-	-	-
15	(M6)	*	**	-
16	(M7)	-	-	-
17	(M8)	***	**	-
	Note: (-) = almost never (*) = seldom (**) = sometimes (***) = often (****) = almost always			

Whole Brain Teaching ®

Whole Brain Teaching (WBT) is a set of teaching method developed by Chris Biffle which is specially designed for classroom management (wholebrainteaching.org or Youtube (keyword: whole brain teaching) . Whole Brain Teaching is educational tool based on brain-based learning. WBT uses a very simple and effective approach to overcome a resistance of getting students' attention. By combining instructions and physical gestures, WBT activates almost all part of the brain which responds to instruction, perform actions, controls movement, and such. This method, in term of brain structure is claimed as effective since the neo-cortex (part of brain behind forehead) controls decision making. When the teacher says, "Class!" and students respond "Yes!," for instance, it effects students' neo-cortices on what the teacher wants to say next.

There are some features of this method, as mentioned below.
1) Attention Getter (Class-Yes)
2) Scoreboard Game
3) The Five Rules
4) Mirror
5) Switch
6) Teach-Okay
7) Hands and Eyes

For the needs of this research, the researcher applied three features of WBT namely Class-Yes (attention getter), Scoreboard Game, and The Five Rules. These features were chosen as the time limitation in a meeting and in a term which is not applicable to use all the features.

METHODS

This study is a Classroom Action Research (CAR) by using this cycle:

A. Planning the project

This project has been planned since the previous term (term I 2012) by identifying the problems happened in the classroom and selecting the most appropriate techniques among some techniques on classroom management. Planning stage involves choosing Whole Brain Teaching techniques to be applied in the project. It is chosen three techniques, namely Class-Yes, The Five Classroom Rules, and The Scoreboard Game. Observation checklist is prepared as well in this stage.

B. Implementing the Project

This project was implemented in termn II 2012 for EC-3A class in LIA Bintaro I (Veteran). As mentioned earlier, this study uses three features of Whole Brain Teaching as described below.

1) Class-Yes (Attention – Getter)

Class-Yes is a simple instruction by teacher and responded by the students. When the teacher says/ calls "Class!", students are expected to reply by saying "Yes". It is varied by some other calls using the same word, such as "Class! Class!" responded by "Yes! Yes!", "Class, Class, Class!" responded by

"Yes, yes, yes!", "Claaaaaassss (long tone)" responded by "Yeeeeees", and so forth.

This attention getter is used in some of these situations: 1) when the class starts to be too unorganized noisy, 2) when the students look dull, 3) when the class is too quiet due to doing certain tasks, 4) when the students are too busy with themselves and disengaged from the class activities, or 5) when the students look unfocused with the tasks. Teacher, in this case the researcher, introduces this feature at the beginning of the term and at the first meeting, the researcher trains the students to use this feature.

2) The Five Classroom Rules

The next feature of the WBT used in this research is the Five Rules, it is also introduced at the beginning of the term. The five rules are:
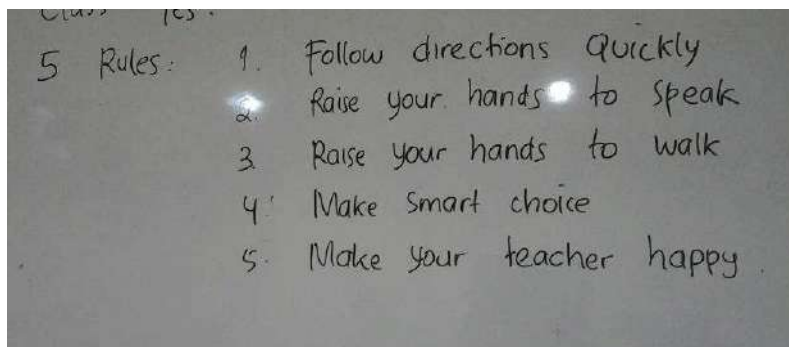
To introduce these rules, the researcher follows the samples of WBT technique in Youtube by giving example to the students while making gesture at the same time. These are the excerpts on how these rules are introduced.

T: Claaasss…

Ss: Yeeeeess…

T: Now I have the Five Rules (raising a right hand as if in Hi Five). What is it?

Ss: The Five Rules!

T: Follow my hand!

Ss: The Five Rules (raising their hand as sampled)

T: Rule number 1! (making a finger as number 1)

Ss: Rule number 1. (moving their hands like teacher does)

T: Follow direction quickly. (moving hands like a snake crawls quickly)

Ss: Follow direction quickly.

T: Rule number 2. (make number two with two fingers)

Ss: Rule number 2 (following the teacher example)

T: Raise your hands (raising her hand) to speak (making gesture with hand like an opening and closing mouth)

Ss: Raise your hands to speak (following teacher's gesture)

T: Rule number 3 (make number three with three fingers)

Ss: Rule number 3 (following the teacher example)

T: Raise your hands (raising her hand) to walk (making gesture with two fingers like walking legs)

Ss: Raise your hand to walk (following teacher gesture)

T: Rule number 4 (make number 4 with four fingers)

Ss: Rule number 4 (following the teacher example)

T: Make smart choice (tapping her head)

Ss: Make smart choice (tapping their heads)

T: Rule number 5 (make number 5 with five fingers)

Ss: Rule number 5 (following teacher example)

T: Make your teacher happy (put a big grin on her face, and wave her head to the left and to the right)

Ss: Make your teacher happy (smiling widely)

For the first meeting, I let one student as the rule-reader and followed by other students. I put the rules on the board so that they can read them aloud. I have these sticked on the board until the third meeting, then from fourth meeting on, the students are already memorized the rules by heart. Once one or two students fail the rule (walking to the other desk without prior raise their hands, for instance), I ask the class about the rule that was violated. See the sample below.

Situation A

Student X is walking to his friend's desk to borrow an eraser.

Teacher: Class! Class! Class!

Students: Yes! Yes! Yes!

Teacher: Rule number 2!

Students: Rule number 2. Raise your hand to walk.

Teacher: Does X raise his hand?

Students: Noo…

Teacher: So, rule number 2 is failed.

3) Scoreboard Game

Scoreboard game is like 'carrot and stick' for the rule application. The scoreboard looks like this.
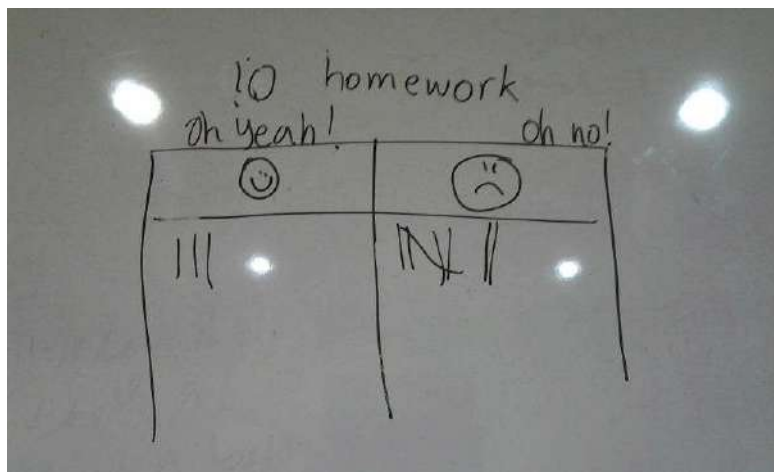
The steps are:

- First, write a given number of homework (I put 5 homeworks as a beginning).
- The left column (Oh Yeah) is for obliged rules and the right column (Oh No) is for broken rules. When Ss follow rules, teacher put one mark on left column and vice versa.
- In 5 minutes, one student can only raise his hand for once. If he raises his hand more than once, compliments are given but the score is considered as one score.

- When one score on the left column adds, the number of homework decreases. When score on the right column adds, the number of homework increases
- At the end of class session, the number of homework will define the students' take home tasks.
- Reward: when the homework is zero and Ss keeps following rules, they will have "free time", each Oh Yeah score worths 1 minute free time.

C. Observing the Project

The treatment (application of WBT technique) was recorded and the recorded behavior was classified into observation checklist. The checklist is conducted after the class. Here are the result of the first cycle of the project.

NO	Student Name in Code	Problems					
		Noise maker	Decrease/ Increase	Walker	Decrease / increase	Trouble-maker	Decrease/increase
1	(F1)	*	0 %	-	-	-	-
2	(M1)	**	0 %	**	+ 30 %	**	0 %
3	(M2)	-	-	*	+ 60 %	**	0 %
4	(F2)	*	0 %	-	+ 60 %	-	-
5	(F3)	*	0 %	*	+ 50 %	-	-
6	(M3)	****	0 %	***	+ 25 %	***	+ 25 %
7	(F4)	**	+ 30 %	*	+ 50%	-	+ 50 %
8	(F5)	*	0 %	-	+ 50%	-	-
9	(M4)	***	+ 25 %	**	+ 50%	***	-
10	(M5)	*	0 %	*	+ 50%	-	-
11	(F6)	**	0 %	*	-	-	-
12	(F7)	*	0 %	*	-	-	-
13	(F8)	-	-	-	-	-	-
14	(F9)	-	-	-	-	-	-
15	(M6)	*	-	*	+ 50%	-	-

NO	Student Name in Code	Noise maker	Decrease/ Increase	Walker	Decrease / increase	Trouble-maker	Decrease/increase
16	(M7)	-	-	-	-	-	-
17	(M8)	***	0 %	*	+ 50%	-	-

Note:

(-) = almost never   (*) = seldom (**) = sometimes (***) = often

(****) = almost always

Meanwhile, the result of second cycle can be seen as below.

NO	Student Name in Code	Problems					
		Noise maker	Decrease/ Increase	Walker	Decrease / increase	Trouble-maker	Decrease/increase
1	(F1)	*	0 %	-	-	-	-
2	(M1)	**	0 %	**	+ 30 %	**	0 %
3	(M2)	*	+50%	*	+ 60 %	*	+50 %
4	(F2)	*	0 %	-	+ 60 %	-	-
5	(F3)	*	0 %	*	+ 50 %	-	-
6	(M3)	**	+50 %	*	+ 75 %	**	+ 50 %
7	(F4)	**	+ 30 %	*	+ 50%	-	+ 50 %
8	(F5)	*	0 %	-	+ 50%	-	-
9	(M4)	**	+ 50 %	*	+ 75%	**	+ 50%
10	(M5)	*	0 %	*	+ 50%	-	-
11	(F6)	**	0 %	*	-	-	-
12	(F7)	*	0 %	*	-	-	-
13	(F8)	-	-	-	-	-	-
14	(F9)	-	-	-	-	-	-
15	(M6)	*	-	*	+ 50%	-	-
16	(M7)	-	-	-	-	-	-
17	(M8)	**	+30 %	*	+ 50%	-	-

Note:

(-) = almost never   (*) = seldom (**) = sometimes (***) = often

(****) = almost always

D. Reflecting and Evaluating

The reflecting and evaluating phase is conducted after cycle 1 before cycle 2. So there was one week of reflecting and evaluating whether the technique work or not. The first cycle shows a good improvement on the decrease of walking problem but almost have no impact on the noise problem. Therefore, in cycle 2, teacher reminds a lot by saying "Rule no.2!"

Result and Discussion

a) The Effect of WBT on Reducing Noise

This column shows the change on the noise reduction, from the observation day up to the second cycle.
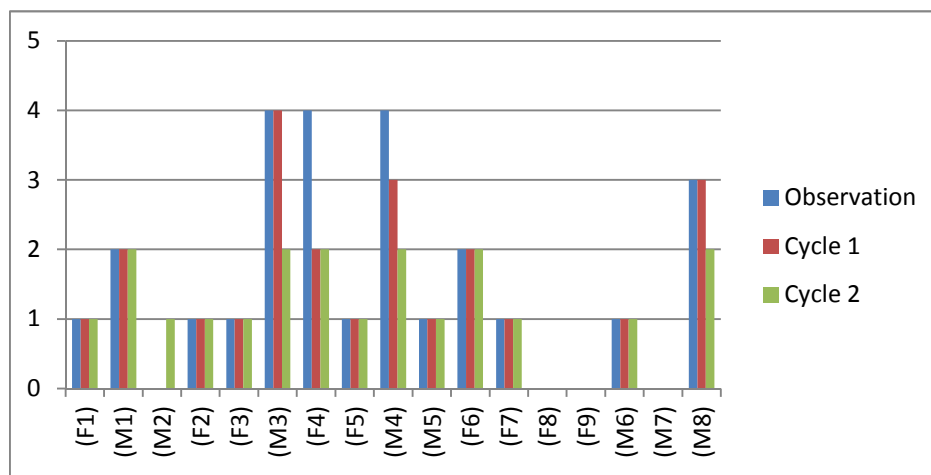
Chart 1. The Result of WBT on Reducing Noise

From the chart above, it can be seen that to some students (M3, F4, M4, and M8) WBT technique decreases their noise quantity at significant rate (30-50%). These 4 students can be classified as a very talkative students shown by point 4 (almost always) talking during the class. The treatment (WBT) decrease However, to most students, there was no significant change (see F1, M1, F2, F3, F5, M5, F6, F7, M6). These students can be classified as less talkative students as shown by point 2 (seldom) making noise.

b) The Effect of WBT in Reducing Walking
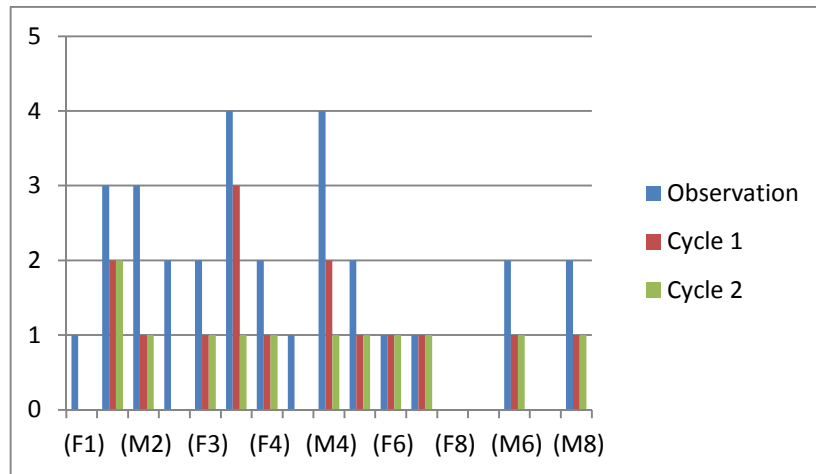
Chart 2 The WBT Effect on Reducing Walking

From the above table, it can be seen that 11 students were reducing their walking habit during the project (F1, M1, M2, F2, F3, M3, F4, F5, M4, M5, M6, and M8) by 30-75%. As mentioned earlier, walking around was the most frequent problems in this class. Seemingly, this technique was quite effective to reduce the walker. Meanwhile, the other six students did not change (F6, F7, F8, F9 and M7), these students, however, are classified as less frequent walker (seldom walking).

c) The Effect of WBT on Reducing Trouble Making (Fighting)

Fighting is the second problem this class encounter. This problem just happened to 1-4 male students only. However, these 4 students could initiate bigger noise from the rest of the class. Here are the result of WBT on reducing fighting in class.
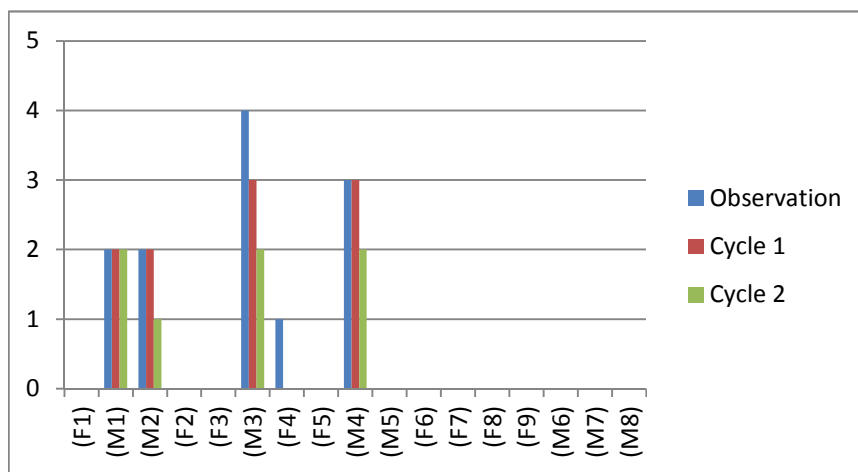
Chart 3. The WBT Effect on Reducing Fighting

The above table suggests that fighting issue only happened on four male students (M1, M2, M3, and M4). Usually, when these four students have already finish their tasks earlier than the other friends, they start to tease one another and making a chaos. This result shows that WBT can reduce fighting 30-50%.

Conclusion

To sum up, WBT that was applied in class EC-3A was successfully reduce the main problems ecncountered by this class, particularly for Walking issue and fighting issue. However, to reduce noise, this technique needs teacher's improvement.

Drawbacks

Though WBT applied in this project contribute positive effect on reducing walking and fighting issues, there are some minor drawbacks that the researcher found out during the ongoing of the project. Here are some:

a) students' raise their hands most of the time. In terms to get permission to talk or walk, they like raising their hands.

b) students rose their hands just to add Oh Yeah point without a real need to talk or walk (some creative students rose their hands just to ask unnecessary questions to the teacher)

Dealing with these drawbacks, the researcher suggest the future researchers to modify the rules (adding terms and conditions) so that students do not look for point addition by neglecting the real necessity of their hand raising.

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Appendix

NO	Code	Student's Name	Characteristics
1	(F1)	Adhelia Puspa Rini	Shy, obedient, come on time, complete the task given, good on written task
2	(M1)	Agha Khalilullah	Talkative, confident, loves challenging tasks (especially that involves physical activities), full of ideas, creative
3	(M2)	Al Thoriq Axel	Shy, a little bit quiet, completes the task given, good on speaking (in a small group)
4	(F2)	Alyssa Fadhilla	Cheerful, confident, sometimes quiet, active when in her comfort peers, good on written tasks as well as speaking activities
5	(F3)	Ananta Najma Aprilrianti	Shy, less confident, obedient, quiet, complete task given
6	(M3)	Aulia Khaeriadi Suwarna	Hyper active, talkative, initiator, group mover, confident, sometimes does not complete the task, sometimes not focused, likes going around
7	(F4)	Bernadette Nadya Callista	Lovely, active, attentive, talkative, attention getter, sometimes a lil bit too noisy, completes the task
8	(F5)	Fathia Nurul Izzati	Shy, quiet, but talkative in her comfort pair, good at drawing, obedient
9	(M4)	Kenzie Rifanshah	Talkative, hyper active, creative, finish task earlier, loves games, loves walking around and fighting
10	(M5)	M. Azka Devanda	A little bit shy and less confident, academically excellent, obedient, sometimes walking around
11	(F6)	Nesya Alefia	Less talkative but confident, comfort with particular group but passive with the others, obedient
12	(F7)	Putriaulia Ayunda P.	Talkative, active, good at writing and speaking, always thrive to

			be better, loves walking around
13	(F8)	Tania Sekar Andina	Shy, less talkative, follower
14	(F9)	Ayu Qivya Hasanah	Too shy, passive, closed
15	(M6)	Bryan Vito Taruna	Active, obedient, but often absent
16	(M7)	M. Razaq A. S	Less talkative, a lil bit slow, patient
17	(M8)	Raihan Otman Marolop	Leader type, obedient when reminded, talkative when possible, walking around when permitted

Exit Slips: Tailor the Students to Reflect on Their Own Learning

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Abstract

How can teachers help their students to think critically about the lessons? The answer is through exit slips. Exit Slips are written responses to questions the teacher poses at the beginning or end of a lesson to assess student's understanding of key concepts. This action research is aimed to examine how exit slips support students to reflect on their own learning. Data include exit slips taken from Higher-Intermediate 1 students Term 2/ 2013. There were two primary modes of data collection in this study: the exit slips and students feedback share in or after class about exit slips. Categorizing and coding the data helped the writer to analyze exit slips. The result reveals that exit slip helps students review the lesson and reflect on their own learning.

I. Background

Encouraging teachers to engage in reflective practice is not, of course, new. Dewey (1938) has long noted the importance of the professional pupil in becoming a student of education; that is, to reflect on learning experiences. Reflection, he argued, is possible when engaged in meaningful activity, where learning is an open, generative, meaning making process. For Dewey (1938), reflective practice involves identifying problems, contemplating solutions, analyzing possible solutions as an opportunity to construct meaning, and developing understanding. Moon's (1999) work echoes Dewey's (1904,1938) claims that without reflection, one cannot be moved or changed. For shifts, in thinking to occur, students need authentic opportunities to call and reflect on their own lived experiences and use this information to develop professional knowledge. It occurs best when opportunities to reflect in the classroom are nurtured and coached (Moon, 1999). However, a reflective student is one who does more than read or talk about a method or practice; the student also thinks about and considers the theoretical implications of that practice and tries to implement the practice as a way of testing out ideas and theories.

How can teachers help students to reflect on their own learning? In particular, what structure can teachers provide that encourages students, both the shy and the loquacious, to reflect on course content and in which students can keep alive a reflective conversation? One answer is exit slips, slips of papers on which students reflect upon what they know and what they are coming to know. Exit slips can be distributed at the beginning – admit slips – or in the middle point of the class. They are rituals for thinking. Used regularly, they can generate a thinking pulse in the classroom. They can invite students to become active, critical listeners to discussion and, as a result, more reflective thinkers.

This action research is aimed to examine how exit slips support students to reflect on their own learning in Higher Intermediate - 1 class.

II. Theoretical Review

Exit Slips: How They Work

Exit slips offer students a space to digest ideas, to question, to ponder over what has been shared and discussed in class. Specifically, exit slips can document learning, emphasize the process of learning, and evaluate the effectiveness of instruction (Bafile, 2004; Fisher & Fey, 2004). Exit slips are ideal for capturing individual bursts of thinking; just when students think they cannot be heard or have nothing to share, exit slip writing can capture their ideas as they occur. Moreover, they can lead to self – reflective thought which in turn can strengthen individual interpersonal communication skills (Bafile, 2004). The regular practice of jotting down key concepts encourages the development of tinkerers. On paper, students tinker with ideas which can lead to questioning of text, of themselves, and of each other.

With purpose in mind, how to use an exit slip will vary from teacher to teacher. Examples of how to create exit slips include:
* using questions and/or statements that are open (e.g., Today I learned ...). specific (e.g., Was the reading passage beneficial to you?), complex (e.g., How will you apply this lesson to your own classroom?) or simple fill-in-the-blank response;
* alternating or maintaining the same questions and/or statements from week to week;
* providing emoticons or clip art for a quick response (e.g., Circle the image that corresponds with what you think);
* varying slip length (e.g., a full or half sheet of paper); and
* varying slip media (e.g., loose leaf paper, composition books, index cards, etc).

Examples of how to use exit slips include:
* distributing exit slips at the beginning of the class (so that students can respond intermittently throughout lesson) or toward the end of the class (so that responses can be quick and to the point);

- assessing completed slips numerically (e.g., points per response) or assigning a completion check (e.g., a participant grade);
- returning slips to students with handwritten teacher feedback or discarding after each reading;
- allowing for anonymous slips; and
- sharing some or all student responses (anonymously) in class.

Regardless of which structure is used or how it is implemented, the exit slip provides powerful clarification of how students are making sense of content and themselves as learners.

III.   Research Method

This section discusses data collection, research cycle and data analysis.

Data Collection

There were two primary modes of data collection in this study: exit slips and interview shared in the end of the term. I collected, read, and responded (if there were questions from the students) to exit slip each session for 15 weeks – started from the third meeting up to the sixteenth meeting – from April 2013 to June 2013, yet there some meetings that they were not given to the students due to mid test and the teacher's absence.

The following are some of the questions or statements I asked to the students in their exit slips:
- What did you know about procrastination before the lesson?
- What have you learnt from the lesson?
- What do you want to improve?
- How are you going to apply the lesson in your daily life?
- The most important thing I learned today...
- I would like to learn more about...
- What I'm still confused about is...
- What I still don't know is ...

The interviewed was done at the end of the term – the 18th meeting – to capture how the students feel about exit slips. Each student was interviewed in the classroom one after the other for around 5 minute. The following are the questions asked during interview:

- Do you mind if I asked you to write exit slips?
- What do you write in the slips?
- Can they help you review the lesson? How?
- Can it help you reflect your own learning?
- Overall, what do you think about exit slips?
- Do you think that teachers should give exit slips to the students?

The data were then transcribed verbatim and analyzed.

Research Cycle

This one cycle classroom action research was conducted at Higher Intermediate 1 class term 2/2013 at LBPP-LIA Semarang Candi with six students. The writer employed Kemmis and McTaggart's (1988) model cited in Burns (2010, 8-9) i.e. action research involves four broad phases in a cycle of research: planning, action, observe and reflect. The four cycles are described below:

Step 1 Planning

In this phase the researcher identifies problem or issue in the classroom and develops a plan of action in order to bring about improvements in a special area of the research context. This is a forward-looking phase where she considers: 1) what kind of investigation is possible within the realities and constraints of her teaching situation; and 2) what potential improvements she thinks are possible.

The problem in her class was the students easily forgot the lessons they had studied previously and she felt that the teaching and learning were meaningless. Therefore, she planned to apply exit slips which enabled her students to recall and reflect on their own learning and eventually made the lessons meaningful for them. Questions asked in the exit slips were prepared prior to each lesson.

Step 2 Action

The plan is carefully considered one which involves some deliberate interventions into her teaching situation that she puts into action over an agreed period of time. The interventions are 'critically informed' as she question her

assumptions about the current situation and plan new and alternative ways of doing things.

The exit slips were given in the beginning of the lesson or in the end of the lesson. When exit slips were given in the beginning of the lesson, the teacher reviewed the previous lesson and when they were given in the end of the class, she reviewed that day's lesson. The students answered the questions for about 5-10 minutes before handing in to her.

Step 3 Observation

This phase involves her in observing systematically the effect of the action and documenting the context, actions, and opinions of those involved. It is a data collection phase where she uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

The researcher observed how the students reacted and perceived exit slips, when the best time to give exit slips was, what were the right questions to help students reflect their own learning, and what were the students problems in answering the questions or in delivering their opinions or reflection in exit slips.

Step 4 Reflection

At this point, she reflects, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue she has explored more clearly. She may decide to do further cycles of action research to improve the situation even more, or to share the story of her research with others as part of her ongoing professional development (Adapted from Kemmis and McTaggart, 1988, pp. 11-14, cited in Burns, 2010, p. 19).

The researcher reflected, evaluated and described the effects of exit slips to help the students reflect on their own learning so that the lessons were meaningful for them.

Data Analysis

Grounded theory (Glaser & Strauss, 1967) was applied throughout data analysis which allowed the researcher to address tentative categories and patterns, review recurring patterns, and search for possible meanings. She mapped preliminary categories as they emerged from the data by first systematically analyzing individual exit slips and then searched for relationships between and among these categories as the data expanded by grouping exit slips.

IV. Result

The result section covers the following areas: Vocabulary and Pronunciation Reflections, Lesson Reflections and Action Reflections. Then it's followed by the result of the interview.

Vocabulary and Pronunciation Reflections

These reflections demonstrate students attending to new terms shared in class, building personal vocabulary. In every new lesson, the researcher asked her students to read the vocabulary in the box that they would learn in the lesson and had them practiced in their writing or speaking. The following reflections are some examples:

- "I learnt a lot of many new vocabulary and know what the meaning of procrastination"
- "Today, I have a new vocabulary like fleeing, pulled apart, inscribed, anguish, etc. ... But I still have problems about pronunciation about word which I don't know before. For example: paroxysms, placards."
- "... and the material I still don't understand is invariably. How to differ between anguish and hardship?"
- "I learned new vocabulary and their meaning such as winners edge, take the credit, take the blame, inherit, never get anywhere, moment of truth, etc."

- "Sometimes I get confused the meaning, and confused how to pronounce remarkably, televised."
- "I just don't get it with 'lure's meaning."

Lesson Reflections

These reflections demonstrate how students understand the lesson. The following are the examples:
- "I never knew the meaning of 'procrastination' before and I knew procrastination from this lesson."... I learnt more from this lesson, I can learnt that being procrastinator is not good and it can make us not discipline to manage our time."

- "I knew 'procrastination' from my friend's twitter and then I found that word on dictionary. So, I knew that procrastination is put things off. I learnt that being procrastinator is bad and that's not cool."

- "I have learn about unsung heroes like lifeguards, getting new vocabulary, practice listening with some dialogs about lifeguards."

- "Yesterday I learnt about separated families. The story is about the child who was adopt with American family. After he became an adult he back to Korea to found his parents and on this lesson I study more verbs, so I can use it when I was write something."

- "I have studied about separated family. How they find their family. Their fight to find their lost family when Korean conflict. And finally some of them can meet with their family again."

- "Yesterday, I learnt about maturity, and how people classified that they are mature. People called mature if they are independent."

- "Yesterday I learnt about how to be mature. Mature can control emotional. Be patient when face the fact, to be mature must have positive thinking."

Action Reflections

These reflections demonstrate their own action towards the lesson. After certain topics in the book such as procrastination, winner's edge, personal heroes, and maturity, she asked her students to ponder how they would improve their lives,

their opinions about some situations, etc. The following reflections are the examples:

- "I want to be a person who never delay my job or my homework because i didn't want to be a procrastinator."
- "I'll try not to put things off and do the tasks or works on time."
- "I will try to reduce my procrastinate behave to evade any troublesome which will come in the future."
- "I want to improve my maturity: unselfishness and face disappointment without becoming bitter."
- "I have learnt about unsung heroes, know new vocabs from that topic, and we have to appreciate unsung heroes."
- "I have learnt how to be mature and how to give respect to retard person."

Interview Results

McNamara (1999) stated that Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. Thus, the interview in this study was intended to gain genuine response from the students about exit slips. Below are the responses of the students and they are transcribed verbatim:

1. What did you write in the slips?

     This question was meant to know the students response on what they wrote in the slips. It was also aimed to check whether they could remember what they wrote. The following are their responses:
     - "Like after the lesson .. like material that I am not understand more , mmm… I like the material that I learnt today.. and .. I like to question if I not understand."
     - "Usually about what you teach me and sometimes I don't understand mmm… sometimes I write I don't understand, what I learnt after you teach me."
     - "I wrote what I don't understand and I wrote the purpose of the lesson"
     - "Vocabulary, something that discuss in the last meeting"
     - "Mostly ehh... duty when I learned in this class. I not understand about the material."

2. Can the slips help you to review the lesson? How?

   The question was intended to know whether the slips helped them to review the lesson and how they helped them. Below are their responses:
   - "Yes, when I write the question and then you answer it. Then I understand"
   - "Yes, I always forget the material or the words"
   - "Yes, because I forgot … we can remember the word that we learn, the meaning and the pronunciation."
   - "Yes"
   - "yes, sometimes the slip helped me to open the book and make me remember again about the words that I learn"

3. Can the slips help you to reflect on your own learning?

   This question was aimed to figure out how the slips helped the students to reflect on their own learning. Here are their responses:
   - "Yes, I guess I'm more understand"
   - "After that I read again and it makes me about the material, the words or after you teach me and then I read again"
   - "Yes, I forget the lesson I wrote on the slip, if I don't pay attention to you"
   - "Yes, because it helped me remember what I studied yesterday."
   - "Yes, sometimes when I don't know the word, I asked you then you give me the answer."
   - "Yes. When I ... sometimes it help me to remember, without I realize I can solve my problem"

4. Do you feel annoyed if I give you the slips?

   This question was aimed to find out if the students felt disturbed or annoyed when they wrote exit slips. The following are their responses:
   - "No."
   - "First yes, because you teach me because the previous teacher didn't ask to write, after that I recognized that it helped me to remember after the class."
   - "No"
   - "Sometimes, because sometimes I couldn't remember the lesson before"
   - "Sometimes, when I'm confused about the lesson I'm confused what to write"
   - "No."

5. Do you think that the teachers should give the slips to the students?

This question was meant to know whether they recommended teachers to give exit slips. Here are their answers:

- "Yes, because to review it and to know that the students know well or not."
- "I think ya, because it helped."
- "Yes, because I bet that students are lazy to review the lesson in home so we can review the lesson by writing the slip."
- "Yes, because it helped students remember more about vocabulary from class, to make vocabulary more meaningful."
- "Yes, mmm… the slips help the students to remember … they learnt"
- "Yes, because it can help the students to remembering, solve their problem because better understanding."

6. Overall, what do you think about the slip?

This question was aimed to know their genuine opinion on the exit slips. Below are their responses:

- That's good because it helped us in vocab, using the word in daily activity
- after teach much vocab and learn some topics the teacher should give the slip
- . the slip really helped me because it can review the lesson and then it helps me to recall the lesson
- It's good to review the lesson again
- the slip is good for the students so teacher can giving to the students
- . I think it's good and teachers must do this

V. Discussion

Students' written reflections confirm that slips serve as vehicle for review of material, help in absorbing new information, encourage divergent thinking and promote self-expression. Exit slips also provide a safe place to respond, to ask question the students would not ask in class. They also proved to be rehearsals for the student's willingness to write openly and authentically.

Exit slips were also instructive. They showed the researcher what she needed to review or clarify for the next class and made clear what support students still needed. In addition, they clarify her role in the process, that her commentary plays a significant role in exit slips as bonding agents between the teacher and

students. Slips as agents can carry meaningful weight for the teacher who is trying to connect with the classroom community.

The interview reveals that exit slips definitely helped the students review and reflect the lessons. Moreover, the students mostly thought that teachers should give exit slips to their students as they helped them to review the lesson, to solve the problems and to better their understanding towards the lessons.

VI. Reflection and Conclusion

The data in this study raise the question; can teachers who teach courses with big number of students use exit slips in their classes? Responding to 100 exit slips per week is impossible. But even if it could be done, it is not necessary. The primary focus of the exit slip is not how often it is used; rather in how it is used. Student exit slip responses indicate an interest in being heard. Teachers can (and should) modify the slip to meet the needs of their students.

Though reading and responding to exit slips every week was sometimes challenging, the researcher considered it enjoyable work because each slip is always unique to the student. Students asked different questions, experienced different reactions to readings and discussions.

The learning tools the teacher used in the classroom to communicate to students what she valued and influenced what the students think about. Opportunities to use exit slips in class communicates to students that their thinking is valued. They matter. Reflection matters, for without it, as Dewey (1938) argued, teachers cannot be moved or changed. One slip at a time, teachers can affect change in any number of classes not limited to teacher education but also inviting students to participate in the development of their own voices.

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Appendix

a. Examples of Exit Slip

A. What did you know about procrastination before?

I knew 'procrastination' from my ~~twitter's~~ friend's twitter and then I ~~find~~ found that word on dictionary. So, I knew that procrastination is put things off

B. What have you learnt from the lesson?

I have learnt that being procrastinator is a bad and that's not cool

C. What do you want to improve?

I want to improve is my grammar and speak-skills.

D. How are you going to apply the lesson in your life?

I'll try to not to put things off and do the tasks or works on time.

Juan Essa AR

Nurul

What have I learnt?

I have studied about separated family in Korea. On this lesson I knew some new vocabs.

What thing that I still don't understand?

Sometime I get confused the meaning, and confused how to spell.

remakably, tele vised.

remarkably /rimʌkəbli /

televised /teləvisaisdd

~~Today I learned ata~~

What have I learnt?

Today I learned about unsung hero, that means people who have job that we didn't recognize.

what things that I still don't understand?
I don't understand the meaning of predicament.

- Predicament means a difficult, unpleasant, or embarrasing situation.
- It's a noun.

- ~~flor~~ example : - I hope you understand the predicament I was in

- Perhaps your study will work in helping solve that Predicament.

What have I learnt ?

I have learnt about unsung heroes, know new vocabs
From that topic, And we have to appreciate unsung hero.

What things that I still don't understand ?
I just don't get it with 'lure''s meaning

(n) Lure means something that tempts / attracts
with the promise of pleasure / reward.

E.g: I can't stand the lure of the
ice cream but I'm on a diet.

Yesterday I learnt about separated families The story is about the child who was adopt with american family After he became an adult he back to Korea to found his Parents And on this lesson I study more verbs, so I can use it when I was write something.

And the material that I still don't understand is <u>invariably</u>

How to differes between anguish and hardship?
 they have similar meanings.
* Anguish = Suffering / Pain
Noun: Severe mental / physical pain or suffering.

   " The death of her boyfriend Caused her
      great anguish "

* hardship = Difficulty.
   noun: Conditions of life difficult to endure :
         suffering, deprivation.

   " They agreed about the hardship of
      the climb." (climbing mountain)"

A. What did you know about procrastination before?
I never knew the meaning of "procrastination" before.
and I knew procrastination from this lesson.

B. What have you learnt from the lesson?
I learnt more from this lesson, I can learnt that
being procrastinator is not good and it can make us
not dicipline to manage our time.

C. What do you want to improve?
I want to improve my grammar, and I want
to speak english clearly.

D. How are you going to apply the lesson in your life?
I want to be a person who never delay my
job or my homework because I didn't want
to be a procrastinator

Firdha Nurul

A. What did you know about procrastination before?
I didn't know about procrastination before anything

~~with teacher~~ I learn it

B. What have you learnt from the lesson?
the negative effect from being procrastinator

C. What do you want to improve?
I want to improve ~~to~~ my vocabulary from this lesson

D. How are you going to apply the lesson in your life?
I want to apply the difficult word from this lesson at daily activity with my friends

Dhika

A. What did you know about procrastination before?
before the lesson, i don't know about procrastination

B. What have you learnt from the lesson?
I have some word about procrastination that I don't know before.

C. What do you want to improve?
I want to improve remember the word and improve my speak skill.

D. How are you going to apply the lesson in your life?
I will punctual and try to be procrastinator

1. Procrastination
2. Futile courting
3. ~~foant~~ Catastrophe
4. Pounce
5. Bail out
6. Devide
7. Move with dispatch
8. To retain
9. rife
10. dread
11. virtue
12. concede

Ganang

A. What did you know about procrastination?
(before the lesson).
I didn't know anything about procrastination, _____

B. What have you learnt from the lesson?
Become procrastinator is not goof at all. It can lead us into
trouble. So, we must reduce as minimum as we can about
putting things off. If we dont want get any trouble.

C. What do you want to improve?
- my discipline

D. How are you going to appy the lesson
(about procrastination) in your real life?
I will try to reduce my procrastinate behave to evate
any troublesome which will come in the future.

A. What did you know about procrastination before?

I don't know what is procrastination before, because I never heard the word "procrastination" I just know the meaning of the synonym of the procrastination, that is delay. But I don't know that procrastination and delay are same.

B. What have you learnt from the lesson?

I learnt a lot of many new vocabulary and know what the meaning of procrastination.

C. What do you want to improve?

I want to improve my speak skill.

— NISA —

D. How are you going to apply the lesson in your real life?

I'll try to do something ~~on time, so~~ that I must do on time, so it won't pail up.

Yesterday, I ~~learned~~ _learnt_ about maturity, and how people classified ~~to be~~ that they are mature. People called mature if they are independent.

- Be humility
- Control emotion
- Positive thi~~ng~~king
- Independent.
- Don't be selfish

The things that I want to improve ~~if~~ ~~for~~ my maturity is the capability to face unpleasantness and disappointment without becoming better.

b. Interview Trascript
      The interview is transcribed verbatim.

   1. What did you write in the slips?

Student 1
Like after the lesson, like material that I am not understand more , mmm… like the material that I learnt today.. and .. I like the material I like to question if I not understand.
Student 2
Usually about what you teach me and sometimes I don't understand mmm… sometimes I write I don't understand, what I learnt after you teach me.
Student 3
I wrote what I don't understand and I wrote the purpose of the lesson
Student 4
(Her sentences was not able to be transcribed due to bad recording)
Student 5
Vocabulary, something that discuss in the last meeting
Student 6.
"Mostly ehh... duty when I learned in this class. I not understand about the material.

   2. Can the slips help you to review the lesson?

1. Yes, when I write the question and then you answer it. Then I understand
2. Yes, I always forget the material or the words
3. Yes, because I forgot … we can remember the word that we learn, the meaning and the pronunciation.
4. Yes
5. yes, sometimes the slip helped me to open the book and make me remember again about the words that I learn
6. yes,

   3. Can the slips help you to reflect your own learning? How?

1. Yes, I guess I'm more understand

2. After that I read again and it makes me about the material, the words or after you teach me and then I read again
3. yes, I forget the lesson I wrote on the slip, if I don't pay attention to you
4. yes, because it helped me remember what I studied yesterday.
5. yes, sometimes when I don't know the word, I asked you then you give me the answer.
6. yes. When I ... sometimes it help me to remember, without I realize I can solve my problem

4. Do you feel annoyed if I give you the slips?

1. No
2. First yes, because you teach me because the previous teacher didn't ask to write, after that I recognized that it helped me to remember after the class.
3. No
4. Sometimes, because sometimes I couldn't remember the lesson before
5. Sometimes, when I'm confused about the lesson I'm confused what to write
6. No

No

5. Do you think that the teachers should give the slips to the students?

1.Yes, because to review it and to know that the students know well or not
2. I think ya, because it helped
3. Yes, because I bet that students are lazy to review the lesson in home so we can review the lesson by writing the slip
4. Yes, because it helped students remember more about vocabulary from class, to make vocabulary more meaningful.
5. Yes, mmm… the slips help the students to remember … they learnt
6. Yes, because it can help the students to remembering, solve their problem because better understanding.

6. Overall, what do you think about the slip?

1. That's good because it helped us in vocab, using the word in daily activity
2. after teach much vocab and learn some topics the teacher should give the slip
3. the slip really helped me because it can review the lesson and then it helps me to recall the lesson
4. It's good to review the lesson again
5. the slip is good for the students so teacher can giving to the students

6. I think it's good and teachers must do this

Reflective Teaching: A Project with EC 5 Students to Improve Teaching Quality and to Promote Students' Critical Thinking

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Abstract:

Teaching students to some extends can be quite overwhelming especially when it comes to teaching children. It can be overwhelming in terms of the teaching materials, the preparation, and most importantly the teaching and learning techniques that teachers need to implement in the classroom. Most teachers often find themselves in a quandary in their attempts to balance the activities that can cater all the students' needs in the classroom. Thus, this CAR was intended to find out what EC students expected to be able to do and to learn during the teaching and learning processes in the classroom and to assess the effectiveness of the teacher's techniques. This CAR was conducted in Term 2 from March to May 2013 at LBPP LIA Metro, Bandung. The samples were ten EC 5 students. The data was collected through questionnaires given after each session in the classroom asking students to reflect about what had happened in each session, what they had or had not learned and what they expected the teacher had or had not done in their classroom. A follow up interview was conducted periodically intended to get a clear picture of what the students had responded in the questionnaire. The procedures were repeated in two cycles with written reports done by the students after each cycle to measure the effectiveness of the treatments.The students' responses from the questionnaires, the follow up interviews and the reports were analyzed and categorized. A reflection based on the results was conducted in order to adjust and modify the teaching and learning techniques in the following session to address students' needs. The results suggested that students could improve their critical thinking skills slightly since they were involved in formulating the techniques that suited their learning needs well and were able to give opinions and to reason with the teacher about what they expected their teacher to do and how they could grasp the lessons. This CAR also improved the teacher's teaching techniques to some extends, for examples, in improving TPR techniques, on handling listening activities, on implementing meaningful dialog practices, and on managing students' rewards and punishments. This CAR result will hopefully give insights for teachers, especially EC teachers on how to dig deep into their students' thinking and expectations to enhance their learning and to cater the different needs of the students.

BACKGROUND

The demanding tasks of teaching EC (English for Children) students bring about different approaches and teaching techniques that are aimed at catering the different students' needs which ultimately lead to the enhancement of the students' learning both in as well as out of classroom contexts. Regarding this, EC teachers are required to integrate their creativities and abilities in formulating the best possible teaching techniques to assure the success of their teaching processes. In the course of the teaching and learning processes, teachers can also involve students in the decision making processes dealing with suitable teaching techniques and activities to be applied in the classroom.

One of the techniques that teachers can implement is through reflective teaching. This technique enables teachers and students to be responsible for their own learning since this teaching technique involves looking at what teachers do in the classrooms, thinking about the reasons why teachers do it, and thinking about how it works. In this technique, teachers do a process of self-observation and self-evaluation (www.teachingenglish.org.uk). By doing this teachers can work on the best points and improve or modify the weak points to improve their teaching.

EC teachers can also promote students' critical thinking since in the process of reflective teaching, students are also involved in giving their own thoughts on what the best possible techniques are that teachers can implement to enhance their own learning. Thus, the researcher was interested in working on the classroom action research involving the reflective teaching processes in EC 5 class in order to find out what EC 5 students expect their teacher to do and how EC 5 students explore their critical thinking skills in formulating the techniques they expect to have to improve their learning and on the effectiveness of the applied teaching techniques by the teacher.

THEORETICAL FRAMEWORK

There are some aspects regarding the theoretical framework that need to be addressed here. First is the aspect of reflective teaching, second is the nature

of EC (young learners) students and the third is how critical thinking of young learners come into play.

As teachers are faced with myriads of tasks regarding classroom activities: how to adjust with the curriculum, how to cope with the materials, the schedule and even how to deal with handling the students behaviour in the classroom, teachers are often required to do self-observation and self evaluation in order to implement good quality of teaching techniques in the classroom. This is when reflective teaching comes into play. Reflective teaching is a teaching situation which is *characterized by an intentional competence that enables teachers to identify and replicate best practice, refine serendipitous practice and avoid inferior practice* (Danielson, 2009:vol 5) in other words teachers try to reflect which aspects work and which do not work well in their classrooms and then try to find thye best ways to address the problems. Furthermore, *reflective teaching is also as a means of professional development which begins in the classroom* (http://www.teachingenglish.org.uk/) with the following points to consider: 1. Why is it important?, 2. How to begin the process of reflection: by teacher diary, peer observation, recording lessons and or students' feedback, 3. What to do next?, and 4. What is the conclusion? (adapted from http://www.teachingenglish.org.uk/). Based on the steps and options provided, teachers can adjust and modify the process of their reflective teaching in their classroom.

Since this classroom action research conducted by the researcher involved EC students, so it is important to discuss a little bit about the nature of young learners who in general have different characteristics from adult learners. Harmer (2001) proposes that young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiousity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (Harmer, 2001:38).

With those characteristics, teachers need to work on a variety of activities and techniques in the classroom to meet the different students' needs. Attitudes also play an important role in the effect of foreign language learning on children. Teachers need to understand well that *before puberty, children have not developed attitudes to races, ethnicity, culture, social classes, and language* (Suwarsih Madya *et al*, 2004:193). This condition may impact positively as well as negatively in the learning processes thus teachers need to carefully modify their teaching techniques and activities in their classroom.

This classroom action research also addressed the issues of students' critical thinking involving their cognitive tasks in the classroom. The students had to be able to reason, to question and to formulate their opinions during the process of the action research. Although they needed to involve their critical thinking and showed their ability, the researcher categorizes their ability as "reasonable, reflective thinking that is focused on deciding what to believe or do" (Ennis quoted in Djiwandono, 2013:34). With this category of critical thinking the students were involved in the early stages of developing their critical thinking ability.

DATA ANALYSIS

The researcher collected the data by giving out a questionnire after each session and a follow up interview periodically.These procedures were repeated twice. In the first cycle, the researcher collected the data, analyzed it and conducted necessary adjustments based on students' feedback. In the second cycle, the researcher conducted the same procedure and treatments. As a tool to measure students' critical thinking and independent learning, the researcher

asked students to reflect on their teaching and learning activites in a form or oral reports (interview) and written reports after each cycle. The students' written reports were in both Bahasa Indonesia and English to enable students to express their opinios easily and freely. The questionnaire consists of seven open questions that students needed to complete (see also appendix). The questionnaire was in English and asking students the following aspects: 1. How the teacher began the class, 2. The activities given by the teacher, 3. The teaching techniques applied by the teacher, 4. The activities and techniques students liked or disliked, 5. The new things students acquired in each sesion, 6. What students coud learn in each session and whether they liked it or disliked it and, 7. Students opinions on what the teacher should or should not have done in each session. The researcher translated the questions into Bahasa Indonesia orally in each session and the students could complete the questionnaire in Bahasa Indonesia. They were allowed to use Bahasa Indonesia since their English language competence is still very low. The follow up interview was conducted in simple English and mixed with Bahasa Indonesia and it was done periodically when the researcher needed to elaborate more on the students' answers from the questionnaires (see appendix).

RESULT AND DISCUSSION

The reasearcher analyzed the students' responses in the questionnaires and the follow up interview and also the students' written reports in the following categories. These categories are summaries of what the students wrote in the questionnaires, in the follow up interview and in the final reports:

A. Techniques and activities that most students liked that were applied by the teacher: *Doing quizes about grammar aspects and parts of speech, listening to and guessing the songs, the kinds of music and the lyrics, writing stories based on cue cards, describing pictures both orally and in written forms, singing and dancing practices, listening activities, reading texts with audio and video guidance, doing interviews with other students, playing drama adapted from the dialogs in the books and doing homework.*

B. Techniques and activites that teacher applied and some of the students found them uninteresting: *Making collages, drawing and coloring*

activities, doing exescises from the workbook, practicing dialogs, doing dictation and getting punishments.

C. Teacher's reflective teaching: Based on the results above, the teacher then reflected on what had or had not been done successfully in the classroom by making notes. The notes listed the activities or techniques that went well or not well about a particular discussion, what students had to say about it and the best possible ways how to cope with them in the following sessions. The teacher tried to modify and combine the activities that students liked or disliked so that the objective of each teaching session was achieved.

D. Students' written reports about their reflections on their activities in the classroom: Most students expressed that they had fun during the sessions because their preferences were addressed by the teacher, others mentioned that they could improve their English proficiency both at LIA (Unit tests scores and final tests) and in their school, some mentioned that they learned a lot from quiz activities and also from dialog activities as addressed by a student stating that "**Jadi mengerti beberapa hal seperti percakapan**". All in all from the two cycles conducted by the researcher, students expected their teacher not to give punishments in any game or quiz activities. One student also expressed that he would like the teacher to give more activities on writing to improve his writing skills. He wrote "**Lebih sering menulis untuk anak-anak supaya saya bisa menulis dalam Bahasa Inggris lebih baik lagi**".

The first category reflects that students liked doing those activities because those activities involved them with different practices, Total Physical Response and since those activities allowed them to get involved and communicated with all their friends in the classroom. When asked further in the follow up interview, most of them expressed that they could grasp the lesson easily in a fun way and those activities also lessened their boredom. One student expressed "***Belajar tentang simple past, ya saya suka karena seru, dan lucu pas di quiz simple pastnya***" referring to her answer in the questionnaire about new things they had learned in each session. One students also came up with "***Seharusnya Ms.Retno(the teacher)memberikan PR, supaya menambah wawasan***" when asked about why he wrote giving homework as the technique that the teacher should have given to them. Other student wrote ***"Seharusnya Ms. Retno sering mengadakan drama karena seru"*** referring to the drama

activity conducted in their classroom. When asked further, this student admitted that by doing drama she could explore her acting skills because she wanted to be an actress someday. One student reflected that she liked doing the miming action by stating "***Memberikan peragaan di depan orang banyak".*** She further explained that it was fun and that she could laugh with her friends when they did the wrong movements.

The second category,on the other hand, suggests that the students did not like activities that require them to think hard, memorize sentences in dialogs and limit them to move around, to compete and to communicate with other friends. Some students also expressed their disagreement about getting some punishments from the teacher. Like in the case of dictation activities when the teacher asked students to listen to a text and to write down the sentences on a piece of paper, a student came up with this "***Seharusnya Ms. Retno tidak menyuruh kita mencatat cerita membuat kalung mutiara".*** When asked why, she explained that it was too difficult and made her bored. Other student mentioned that dictation made him bored and tired because he had to be able to write quickly. Regarding doing activities from the workbook, a particular student expressed "***Tidak suka mengisi workbook karena cape dan bosan duduk terus".*** This student was the most active one in the classoom so he did not like to just sit down and do the activities. An interesting respond spotted when a student wrote that he did not like drawing and coloring because they made his hands and books dirty. Almost all students expressed that they did not like to get punishments when they did the quizes, games and they lost. A students stated that "***Tidak suka dihukum karena malu".*** Other student expressed "***Ms. Retno seharusnya tidak memberikan hukuman karena tidak seru".*** But a particula student came up with her opinion regarding the punishment by stating that " ***Hukumannya jangan ditentukan biar kita aja yang milih".***

From the results of students questionnaires,the follow up interviews and the written reports, it can be inferred that the EC students are already able to express their thoughts regarding what is necessarily good for their own learning in the classroom and what to expect when it comes to enhancing their own learning. The results also suggested that students already have the ability to

reason with the teacher by expressing why they liked or disliked particular activities or techniques conducted in the classroom and they were also able to provide comprehensive reasons especially in the written reports conducted at the end of each cycle. This means that the students, in the process of reflective teaching, also explore their critical thinking abilities although still in the early stages. This is very important for EC teachers to consider if they want to sucessfully implement their teaching techniques in EC classes, they also have to consider involving students' participation especially in formulating the best possible teaching techniques. As for the techniques and or activites that the students find uninteresting, teachers have to modify them in such a way that the activities are not neglected but the students still can enjoy doing them. One very important aspect to consider is giving punishments to the students. Although they did not show strong disagreement regarding teachers giving punishnments in this action research but teachers need to have an agreement first with the students whether they prefer or not to have punishments and what kinds of punishments students want to get.

CONCLUSION

The classroom action research conducted by the researcher was to find out what EC students expect to be able to do and learn in the classroom by involving themselves in reflective teaching processes that can lead to promoting their critical thinking abilities. The results based on questionnaire,interview and the written reports so far indicated that the students in the researcher's class could reveal their critical thinking abilities by sharing their thoughts, opinions and by giving their comprehensive reasons on what techniques or activities they expect their teachers to implement in the classroom to enhance their learning. The CAR also indicated that the teacher could improve her teaching in the classrooms by being able to modify and improve the teaching techniques pertinent to the students' need based on the students' immediate feedback.However, the researcher admitted that a wider aspect of critical thinking needs to be explored further to give a comprehensive and valid data on the improvement of students' critical thinking abilities.

The researcher hopes that this CAR is a beginning to a further action that can give more valid data and several possible treatments that can give insights to other EC teachers on how to handle difficulties when it comes to teach young learners, especially at LIA English Institution.

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APPENDICES

1. Students' Questionnaire:

Please answer the following questions based on your understanding and experience in your class!

1. How did Ms. Retno begin the lesson?_____
_____
_____
_____
_____
_____

2. What activities did Ms. Retno give you in the class?_____
_____
_____
_____
_____

3. What teaching techniques did Ms. Retno do in the class?_____
_____
_____
_____
_____

4. Which acivities or teaching techniques did you like or didn't like? Explain!_____
_____
_____
_____
_____

5. Did Ms. Retno teach you new things in the class today? What do you think?_____

_____
_____
_____
_____

6. What did you learn from your lesson today? Did you enjoy or like it? Why/why
not?_____
_____
_____
_____
_____

7. What do you think Ms. Retno should/should have done in your class today?Why?_____
_____
_____
_____
_____
_____

THANKYOU FOR YOUR CO-OPERATION!

2. Follow up interview questions (sample questions):

   1. Can you tell me why don't you like the punishments? What do you think your teacher should do about it?
   2. What do you think about playing mini drama in the classroom? Do you like it or not and why?
   3. Do you have any problems with drawing and coloring activities? Why?
   4. Why did you say that the dictation activities about how pearls are produced is boring? What should your teacher do about it?
   5. How do you feel about the quiz activities talking about simple past tense?

3. Please write your own reflections about what your teacher and you have done in the processes of teaching and learning in your classroom. You may use the following aspects to help you write your reflections:
   • How you feel about the sessions in general;
   • The improvements you gain;
   • Things that you would want to improve;
   • Suggestions for further teaching and learning activities.

Dialogue Journal:
Can It Be A Solution to Boost CV 6 Students' Intrinsict Motivation?

Dyah Retno Dwi Astuti
LBPP LIA Palembang

ABSTRACT.

The purpose of this study is to boost CV6 students' motivation to participate actively in class. The participants were three male and eleven female students of CV6 class. This study was conducted in term4/12 and term 1/13. I found out that some of them had very low motivation in class after four meetings. Therefore, I conducted this CAR to boost their motivation. I came with an idea to use dialogue journal as a medium to give them intrinsic motivation personally and individually. Every meeting before class ended, I distributed a small book and asked them to write their problems, suggestions for me and anything that they wanted to write about today's lesson. Then, I gave my feedback. Then, I invited my friend, Diana Luspa, their teacher in CV 5, to see their improvement. Overall, this kind of journal made my CV6 students motivated to participate actively in class.

BACKGROUND

There were fourteen students in my CV6 class –three males and eleven females. After 4 meetings, I found out that some of them had very low motivation in participating actively in the class activities. There were only 4 students who participated actively in class activities. The others answered my questions only if I called their names. In the class discussion, some of them kept silent except when I asked them to speak. Question and answer session after the presentation were so quiet since only few students asked. I guessed it was because of boredom. I had varied the activities but still the result was not satisfying. I invited one of my colleagues who was the former teacher of this class, Diana luspa to see my class situation. She had the same opinion as mine that the class was lack of motivation. Even, in the previous level she called this class as "kuburan" class (a grave yard class). To boost their intrinsic motivation I wrote positive feedback by using dialogue journal as a media.

According to Deci,E., Koestner, R. & Ryan, R.M. cited in Warren Davies (1999), giving positive feedback to students can enhance their intrinsic motivation, if they're seen as informational. Since it was very time consuming to give all my students verbal rewards individually in every meeting, I decided to use dialogue journal as a media. This dialogue journal was inspired by Barbara, 1993 as cited in Gonzales-Buenu, 1998 that the use of dialog journals in foreign language class can enhance both learner's writing and speaking motivation. Because they felt secure and comfortable sharing their problems. When the teacher gave comments and gave positive feed back they felt closer to the teacher. Teacher was a friend that could understand them and give support to them. In this study I wanted to focus on improving speaking motivation

First, students were surprised when I asked them to write because this is a CV 6 class not a GE class. After knowing that they could write any problems, share

any things in the book and I would give respond to whatever they wrote, they agreed.This action research was conducted for 7 meetings(31 january, 4, 7, 11, 14, 18, 21, February 2013). There were fourteen students participated in this research. Every student had to collect a small book with personal information written in it. They also had to stick one picture on it to make me easier in memorizing their names, so I could write my comment correctly in the right book and to the right person.

Every meeting, 15 minutes before the class ended, I distributed the book and asked the students to write about the lesson on that day, how they felt, what the suggestion was for the teacher, and anything they wanted to write. Then, they collected the journal to me. I brought the journal home then wrote positive feedback to them without correcting the grammar. I invited my friend again after the treatment to see their improvement. At the end I gave them questionnaire to deepen what the students felt about this technique of motivating them.

METHODOLOGY/ PROCEDURE

The data collection methods used in this research were peer observation before and after the treatment, teaching journal, student journal, teaching observation and open questionnaire to deepen what the students felt towards dialogue journal to motivate them. I did the study for seven meetings, from 31 January 2013 to 21 February 2013. During the research, Not all of them wrote seven times on their journal because they had some absences. Four students wrote seven times, six students wrote six times,three students wrote five times and one student wrote 4 times.

1. Doing peer observation with my colleague, Diana Luspa before the research was conducted.
2. Asking students to collect a small book with their personal information written on it and sticking their picture on it.
3. Distributing the small book 15 minutes before class ended every meeting.

4. Asking my students to write their problems in studying English, their feeling when studying or anything that they want to write on the small book.
5. Writing positive feedback in the students' book.
6. Observing the class improvent while the research was conducted and writing the activities on teacher journal.
7. Doing peer observation with my colleague, Diana Luspa after the research was conducted.
8. Conducting open questionanaire to deepen students' opinion of using dialogue journal to boost their intrinsic motivation.they must answer three questions:
   - Do you think dialogue journal can improve your intrinsict motivation? Tell me about it?
   - What other benefits that you get after writing dialogue journal
   - Will you recommend this technique to other classes?

RESULT AND DISCUSSION

From all the problems I could conclude that they were lack of motivation not because they couldn't follow but because they were afraid to speak since they thought their English was bad. They wrote their problems on their journal then I wrote some motivations to encourage their intrinsict motivation. The following meeting, I distributed the journal to them. They were so enthusiastic reading that. Then they wrote the same thing again. Unexpectedly most students were anthusiastic writing their journal. When I read it, I was surprised that they shared more than what I expected. They shared about their problems even they comment on my teaching.

On the second day they were more motivated. Most of them participated in small class discussion though some of them were not confident yet in speaking. Some of them still lowered their volume when speaking but at least they spoke in discussion without my instruction. On the third day they were more motivated. Ima the one who never spoke in the class offerred her self to be a chairman. Shondy, Fadila, Nadia, Dian, Fenny, Candni, Irfan, Kurniati who were less active before the treatment became more active participating in the class activities. Even at the end of the meeting, they said sorry if they spoke less and sometimes they complained because I gave them too short time for them to speak. They felt they were lack of

time. This improvement could also be seen from other students who had been active before the treatment such as Cintia, Aziz, Elsa, Putri they were more motivated because all of their friend could respond their ideas.

On the last day I invited my friend, Ms. Diana Luspa, to notice group discussion in my class and she agreed that the students were so motivated to participate in the discussion. At the end of the research, I gave them open questionnaire, all students answered that they got more intrinsict motivation by writing the journal and reading the teacher's comments. Even they had other benefits like sharing their problems, discussing their weakness, etc. They also suggested to use this technique to other classes.

CONCLUSION

Writing a dialog journal is a technique of sharing problems and giving motivation to students personally. This treatment made my CV6 students motivated to speak in the class and involved in all classes discussion. Even they complained at the end of the class if they didn't have much time to speak

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APPENDICES

1. Pre peer observation was done on January 28, 2013 by inviting Ms. Diana Luspa. In our opinion the class was so quiet. Our idea about the students were:

   - Abdul aziz: active, talkative sometimes not focus on the exspressions learned,confident
   - Fadila puti: quiet, not to active,a kinf of grammatical challeging student
   - Irfan: very quiet, smart learner, excellent grammar and vocabulary, speaking when the teacher asked him
   - Fenny: not too quiet not too active
   - Elsa: smart, talkative but not serious
   - Kurniati CC: diligent student not too active not too quiet
   - Nadia: not too quiet and not too active good at grammar and expressions
   - Dian M: not too quiet and not too active
   - Indah Budi: very quiet and grammatically chalengging
   - Putri: very active and talkative but grammatically challenging
   - Shondy: smart but quiet influenced by the atmosphere becomes demotivated
   - Chintia: smart, active always use the expressions learned
   - Hanna: active, but sometimes she is influenced by the class atmosphere becomes demotivated
   - Chandni: no too active, influenced by class atmosphere

2. Post peer observation was done on February 21, 2013 by inviting Ms. Diana Luspa
   - Indah Budi or Ima showed great improvement. She was really motivated. She always participated and gave ideas in all activities.
   - Abdul Aziz, Elsa, Cintia and Putri became more active because they can share their idea and get good feed back from their friends in the class.
   - Shondy, Hanna and Irfan, Chandni were influenced by the good atmosphere, they were active, they were really motivated by the class atmosphere.
   - Fadila Puti, Fenny, Kurniati, Nadia, Dian were more active. They always spoke in the class and always participated in the class discussion.

3. My journal on January and February 2013
   - January 10
   The first time I entered my CV6 class, I was happy because I met new faces. New faces meant new experiences. There were 13 students out of 15

students in the class. The class was quiet but it might happen because it was still the first meeting.
- January 14

The second meeting we discussed about lesson 2: the ways to make a short presentation. All students paid attention to my explanation. Some of them actively involved in the class activities. Some of them were only follower (quiet) . Not satisfied. Was I too boring? Were my techniques bad?
- January 17

I brought so many ideas, teaching aids, and ofcourse my big smile. Only Aziz, Elsa, Putri and Cintia were active at the first session the rest was just so so. The last one hour most of them were quiet. 2 students presented. Only 4 students asked.
- January 21

Presentation and only few questions came up. Not anthusiastic. 4 new active students didn't make any great changes.
- January28

Still quiet. I invited miss Diana luspa (the former teacher in CV5 level) to see my class and she agreed that the class were less motivated. Even she called the class kuburan class (a graveyard class). I decided to ask the students to bring a small book (later I call it as journal), write their personal information, and paste the best photo of them.
- January31

13 students brought small book, 1 student forgot. I asked them to write whatever they want.
- February4

I returned the book at the beginning of the class with my comment in it. They read my comment while smiling. The quiet class was little bit alive today
- February 7

Wow the class was alive. Ima the student who seldom or may be never spoke without instruction offered herself to be the chairman in the small group discussion. I distributed the book again 15 minutes before the bell.
- February 11 to the journal. Happy the discussion was not dominated by the 4 students any more. All of them participated
- February 14

Full of confidence! All of them were active
- February 18

Unbelievable We laughed together, anthusiastically played the games. All student spoke in the class activities(holding a meeting)
- February 21

Satisfied. All students participated in negotiation!!!! I invited miss Diana Luspa to notice the improvement after the treatment. She agreed that the students had more and more motivation to participate actively in class activities especially speaking.

4. Questionnaire for the students
   - Do you think dialogue journal can improve your intrinsict motivation? Tell me about it?
   - What other benefits that you get after writing dialogue journal
   - Will you recommend this technique to other classes

5. Student's journal

   - Please see attachment

6. Video

31 Jan

today
- I get a lecture how to hold a meeting
- about miss, good teaching
- about the class, comfortable enjoyable and funny

Aziz you are diligent, active and obedient. Keep on speaking English in the class! Be mo

9 Feb

today
- I have known how to hold a meeting better
- miss bring more food please, pizza some times will be better haha
- about the class, as always

I'll bring pizza then you pay it! Be more active and improve your Grammar Azi

7 Feb

today
- I learn how to do chicken dance
- Very interesting style of teaching
- about the class, funny and enjoyable

As usual Ziz you are active. Your idea is good. but it will be better if you can share your idea with your friend. So your friend can learn more from you.

Where is your small book?

Student's Journal.

11 Feb 2013

today;
- I learn how to become a chairman really nervous and scary.

- great as always

- great as always

Teacher's comments

Aziz! Your note book is not Good!! ?? Change it, my handsome student!! ^.^ Please!!!! Great chairman, I like it, Be more active!

You've done your job well, Though you said you were nervous, but yo I didn't see it. Good job Aziz!

14

MEMO

o)today, I learn how to speak very fast
o) about miss, good way to get rid of student sleepiness
o) about the class, today very loud. haha.

Thanks for your comment Aziz! I hope you always enjoy our class activities Aziz (can I tell u the truth?) You are handsome good and, your English is good you're smart! But your book is not Good ☺ Can you change it (here Palembang) And don't forget to put your photo ⟶

18 Feb 2013

MEMO

- I learn how to threaten and bargain

- miss, This is unique book miss

- Very cheerful!

Aziz more and more improvement everything! I like it! Is you mine part it? And You are going to face your final presentation, What will you do to prepare that? What have you done this meeting Aziz?

Palembang,_____ 2010____

Dian Marsha

Student's Journal

January 31th 2013

I've got some information about how to had the meeting, today. Although, we don't try to do the simulation for the meeting. But, for next time, hopefully I can learn from the subject that we learned tonight that I do it best from the studied that you all ten. thanked for me.

Comment:

I think, you trying your best to teach us. But, it's settle bit fast for me, when you explain. So, make it a little bit slow, then. Thanks ma'am.

April 2013

Thanks so much, ms. I'll always enjoy the class. I hope so, me. But, my constraint here, I've ____ the word that I'll tell in my mind but to make it out of my mouth is little but difficult. I don't know, why? maybe, because I'm not habitual ____ to speak _____. Then, I'll make it habitual!

By the way, I'd always not the

Teacher's

Thanks for your correction honey! I will explain slower than before. I hope you will enjoy our class next time. You are my nice student and you always pay attention to the lesson. I hope you are going to be more active in our class. love

Student's journal

7 Feb 2013

...I'm so sorry as for the
mistake that I did
cause last meeting I didn't
meet this 'thing'.

Hm, I've learned more
about how to hold the
...ing
especially content, while declear
... Then I'll hope I can
do better next meeting)

Teacher's comments

...my words in mind
d can't express it.?
happens because you
think too much. When
u want to speak don't
...nk too much - just say
...ake what you want to
...y - Ignore grammar
d vocab, we will
correct it if you make
it stale :)

---

11 Feb

Thanks so much for the 'tips'
ms. I'll try it then and
hopefully it can work well.
Now, I'll try to make it
real and make sure that I don't
think much for grammar, vocab, etc.
* I need your help to correct
my sentences then.

I'll do my best to help you.
Grammar is important but
speaking actively is
more important - Just
speak and involve in the
discussion. For other
things I'll help you
to handle it. Btw,
good participation in our
class discussion. Keep on
it :)

Student's journal

14 Feb

Oh... my miss

I really shocked for my result test, miss. Actually, I've never been thought that I'll get that score. Usually I got more than 3.7 before.

I don't know why, maybe it just because of the preparation. or I just want to finish fastly.

Would you mind to check where are the part that I did wrong?

Then, I'll very thankfull for that. Hopefully, I'll do better, next.

21 t

Actually, I didn't feel satisfied for my participation in negotiation before. I'm not totally active --'

But, I learned how to participate and active in the group.

Teacher's comments

So, sorry to hear that your score is not satisfying. There area many factors of it.

May be you didn't prepare well, or you didn't do it corefully.

Don't worry about it. I know you are better than the score! When you prepare it well. I'm sure you will get better score.

The most important thing is your speaking. Keep your spirit high.

Your weakness is on expression you miss the expression! :)

Don't worry there are many tests to improve your score

Its ok, at least you participated today. Next meeting you will have more chance to speak! Don't worry. Keep your spirit high.

Student's Journal

Teacher's comments

Date February 11ᵗʰ 2013

What I learn today?

Today, I learn how to become the moderator of meeting and reviewing the past topics in mid-test.

Comments

Though the discussion is a bit slow, it lives up the condition more.

Good Job Irfan! You've been a great Moderator! Keep on it! Be more active in the next activities

---

14 February 2013

Date

My Topic

1. The way to between business and family ✗
Therefore how to
2. Creating interesting advertisement ✓

3. Effective ways of promoting your business. ✓

I suggest you to choose your 2ⁿᵈ or 3ʳᵈ topic!

I know it's hard to write the paper but with your perseverance you can finish it! (☺)

Date February 14ᵗʰ 2013

What I learn today!

I got what to do a responsibilities for explaining the procedure and repeating it.

Comments

Thanks your comment Irfan! You gave me good comment, though I know on the activities were not too interesting. One thing that made me happy. Saw you so cheerful at the end of the meeting practicing the expressions! Be more active next meeting Irfan!

Student's journal.   Teacher's comments

Date January, 11th 2012

What I get today?
I get how to conenal and tell
the meeting and organizing it as
well as the respensive expressions.

Comments
Nothing really special.

Irfan. It is not the first
time I see you. You are calm,
nice and obedient and structural.
Your grammar is good even
better than before Fan. But
sometimes I see you less active
than before, why am I right?
Can you tell me why?
Thank you for always
coming on time Fan. It's nice
to have you as my student
Please be more active! :)

Date January, 2nd 2012

What I got today?
I learn how to do my control meeting.
Additionally, I also learn the expressions
that's useful not only in formal but also
informal meetings.

Comments
I'm not the type who start first so
it's not my way to actively start
something.
As for the lesson, the dialogues is
getting better and hopefully more
interesting dialogues will keep coming.

what do you mean by "less voice
irfan"? Is it the activity or
the way I teach?

Date January, 4th 2012

What I learn today?
I learn about how to control meeting decision, as
closing a meeting as well as predicting & simplify

I'll try to make everything more
interesting irfan. Thanks for your
suggestion. Though that's not really
I think that it will be a good idea
if you trust. So I'm sure you
can do it and you'll be much
more better because your ability

Student's journal

Date M 21 ...

What I am Feel

I get to know how to negotiate things and persuade people to follow my ... offer.

Comment

The negotiation it a bit to learn but it still beneficial overall it's great.

Teacher's comments

I'm happy to know that you learn more about negotiation. You've participated in the class negotiation! I Like It! keep on it

In Jah Budi

31st January 2013

• Today I get /learn situation of a meeting especially learn to hold meeting and discussions. And I know the best part of meeting such as opening a meeting, presenting and responding to opinions, interrupting, controlling, asking questions, making decisions, and closing a meeting. I got new expressions of opening a meeting, presenting opinions, responding to opinions, interrupting, and asking questions. And practice it.

Comment : You're a funniest teacher. You're a attractive teacher. I like your way to teach me (us). But I feel nervous if u give me a difficult question or comment ... ...

Don't be afraid of me. I'll not bite you if you make a mistake. I like you because you are nice, and you always pay attention to the lesson. You always respond nicely to all questions and comments! But I hope you are going to be more active in the class! remember you pay much money to speak English. And you must use your money. Making a mistake is not a sin. So don't be afraid! Chaiyo Inah. Love u ☺.

4 February 2013
Hello, good evening Ms. Thank you. This night I got a satisfactory holiday because of win the ... Tebuw, mmmmm. Today, I practice a small meeting and you give a good comment. I think your good make me a motivation to be active student. I think your a good comment make a motivation for me to be a active student. Yes, I know I'm not active student well before it. But, I'll try to be an active student.

Comment: I think I don't have a comment for today. It's a funny lesson. Not make ...

Hello Ms. Miau miau miau Congratulation you won the game! It means I am happy to know that you enjoy the game. Be more active my student.

Student's journal

7th February 2013

Yeah, I win of the group game and I got "Top". Today, I learn about meeting until close meeting. And I practice the meeting as a chairman. Day day day but I can do it although I know I have mistakes.

Comment: Thank you for "Top" and you choose me as a chairman. It make me speak up. You still funny teacher. You are Your're active teacher

Teacher's comments

Good That's a good start to speak. You are getting more active every meeting. Mistake is a way to improve ourself. So don't be afraid to make a mistake

11th February 2013

Today, I got practice big meeting in class and I as a participant. It helps me improve myself. And I hope to tonight we'll read OMG I get in better score than last term. I think every meeting I can speak up

Comment: Thank you for ... remember for ...

You forget your mid test?? OMG Inthon?? So you didn't study last night? But I believe you can do the test well. We've done some review right. Don't worry Inthon! However, don't forget your test again next time. For your participation in the class is getting better. I like your participation in your big meeting. Keep on it! Be more more active!

Student's journal	Teacher's comments :

Student's journal (left column)

● Happy Valentine's Day ♡   14ᵗʰ February 2013

♡ Happy Valentine's day ♡
♡

　　I'm so sorry for my presentation tonight. I don't enough prepare it. But I promise to be better presenter. Do you know I get better score of mid test than last term? Last term, I got 2,2 and this term I get 3,3. I think better than before if tonight you teach me/us review of good paper/good presentation. It make me remember it. I need your help to suggestione my paper. When will I can consult?

Teacher's comments (right column)

　　I'm happy to know that your score is improved. Congratulation! You can meet me from Monday — Sat at 4-6 for consultation. Or just come in I hope you will always improve your self! ☺

Student's journal (left column)

18ᵗʰ February 2013

　　Today, I play funny games. face the body, shoulder, and diagonal. It's a little difficult difficult game. Tonight you teach us about negotiation. I said, "Uh. I sad because Dian don't look feet her valuable things." She said my face "kurang menyakinkan" heehee. But I get a right statement of middle negotiation. Me, I have topics for paper but I confuse it. The topics are:
1. The benefits use "Proretis" ✗
2. Psikologi "Tips mengendarai emosi mobil matic" But you suggest me about good / bad impact of used care sugar. I must consult with you Mr. I ...

Teacher's comments (right column)

　　The tips to drive matic car safely is good topic. If you want to write it. Or you can choose

　　The bad impacts of consuming artificial sugar for healthy people is good topic also.

　　Because the info the copy paste find the add idea. Go for it

　　Sorry to know that you didn't comple the material ...

Kurniati CC

Student's journal.
31 January 2013
(Absent)

Teacher's comments

Date _____

1ˢᵗ February 2013

Today I've learned about how to make a meeting and practised with friends.

And thank you for your comment on me. I'm not only afraid of you but also with myself. Because I-know I have a wrong vocab when I talked.

He he. Remember one thing. Making a mistake is not a sin. Making a mistake is a step to be better! so don't be afraid to make mistake. :)

Date 7 Feb 2013

I already learned an expression about controlling meeting decisions and closing meeting. And making decisions with our groups.

Good, you have a good improvement. I'm sure you're going to be better. Be more active.

I hope I can do better at conversation and improve my vocab & grammar.

Student's journal

Teacher's comments

Date _____ 11th February 2013

Today it's so funny whe we held a meeting and make a discussion. People in the be really active and creative and that's more this class really interesting

Yes ...... , I will learn, learn, and learn But sometimes I lose lost my words to say, maybe it because I'm nervous or I don't know ...

Nervous is normal, don't worry. After having more practice you are going to be more relaxed! trust me. You participated in our meeting. Good! I like it!

Date 19th February 2013

I'm so thankfull for your all comment to our presentation today this I think i need more preparation for our presentation today. It's so bad i think. But, i hope i can do well on my final presentation.

I hope my comment can improve your presentation ab next time. Your presentation was not bad. Only need to be improved. You need to prepare more. Ant look at the audience when you present! Trust me you can do it better next time! Practice Makes Perfect!

Student's journal

Teacher's comments

Date _8th February 2013_

- Today, we learned about the
~~respiration~~ respiration. And played
the game.

* Miss, i have 2 ideas for my paper.
  ① about the E-voting ✓
  ② The ways to communicate with
     disabilities children

If, ~~its~~ my paper about e-voting is
it means 1 person about product ?
and, it it's about the 2nd topic
it means 1 person about strategy
he ??

Date _____

Yup yup you are right?
But I think it is better for you
to discuss about e-voting
you can talk about the
benefits of e-voting
compared to manual one
using e-voting in general
election compared to the previous
one. So go for it?

Date ~~Saturday~~ 2. Feb 2013

Miss please

help us in final

presentation. ☹

It's so scary '(ᵐ_ᵖ)

Don't worry, We are going
to prepare the paper together.
We will have simulation to
prepare your presentation. Everything
will be OK, as long if you
try to do your best! Write
your paper soon and discuss it
to me with me!

Student's Journal

Teacher's comments

DATE 7 Feb 2015

Hallo miss, How are you, we like
Pen Pal, hehehe. Thank you for your comment
Amien miss, wish god will grant our Pray.
amien, but cheers in study and mother
and success in business. My Pleasure
but today I'm late always otto help

Today not fun like yesterday, but
still fun. make a many games. sleepy
miss. but thank you for always being
Top for a Present for who
the winner.

Todays, I have many things
know about controling, desicion
and closing.

So thankyou, Love ♡

Sur

DATE

Sorry to make the Day us not
interesting. I'll try to make it
better. By the way why you
are always can come late.
However you are always cheerful,
active and fresh . I like it .

Student's Journal | Teacher's comments

Student's Journal

DATE 04 feb 20B

Hello Hollo miss. Neo'e Many meany.
Colly Na to the lesson. But I've not
good voice atime that "gereb+ hehehe
but today is fun. the game moons +were
and out out is so fun and the
Practice is discuss it also fun. So
be feel fun and the time so fast.
Thankyou miss.

No comment to the way teal teach
us because I love the way you teach
Us. and the always give us chocolate
to miss. hehe.

---

hear, today I'm the first comer students
Came to this class, Day teach to
rainy and crowded because gettal the in
afraid to come late. Ia 6'oclock I'm
ready in this class.
Ilearng new things actialy the har
to discuss in meeting. Thankyou.

SHT

DATE

Miss, just tell a little by the Pepenlator.
I dont want be worker, or I want I'm
a business woman. who can manage my
time as I want. because I dont want
my time everyday for my baby, and
my hus What I called this, my (first)
(target) so I dont want be a worker
but I want be a business woman.

Teacher's comments

DATE

Good choice! Good thinking!
Intere to need an open minded pers
like you. To be a business woman
is a great idea. You can manage all
by your self. And your priority's
your family is a good choice for you
as a woman. But remember if your
business becomes greater and bigger
you are going to run out of time
So don't forget your family when
the time come.
Thanks for coming on time and
be active in class!

SHT

Student's journal,

DATE 11 Feb 2013

Hello, Congratulation you make our Class interesting and small meeting. I'm sorry bored the fortunate in our small meeting. Thanks ...

... You said, everybody have improvement everyday, am i the one of the who have improvement day by day ??

hemm, actualy ... I discuss want to lia. C.45 offer take a ... in my house so that's way I arrived here in 07.08 (09.10 ... Hehe. Hi, where the chocholate, you should bring it every meeting.

Thank you for saying I'm cheerful, active, and fresh. You also always give us a fun class.

SENT

---

teacher's comments

DATE

Yup yup yop. You also have great improvement. Even today, you started the meeting, you gave great idea and you spoke more than any time one! I like it! Good job! Keep on it.

Student's

DATE 14 FEB 2013

Hello Ms. Some people in don't celebrate Valentine, but for us it not for a moslem. but I just wanna say I LOVE YOU. Thanks for being my fav teacher.

Thankyou, for your compliment. so thankyou, alhamdulillah :)

I'm happy you've idea for our class for having this book. So but can improve our self, and tell more things.

well, because of today you ... explain about our presentation, may I take a little " the way for prepare our wedding party" or something about wedding. I love to tell about that. Please, give a solution of comment or my title. thankyou, Love !

Teacher's comments

DATE

Good idea ptri!! How to prepare great wedding party is great idea. You can be one of the reprisentative op a certain EO. Go for it
:)

DATE 18 Feb 2015

Thankyou for give me a the best time, here it so help me. 'A day by day will make all ♥ glorify our meeting close to be end. I will always remember how amazing this class, with you and our friends here. I don't want separated both this class, I love this class so much !!! Thank you !

Miss, Where's chocolate Top, We need it so much, give us ! Please

It really fun with the last Games. You made our class Colorful

DATE 21 Feb 2015

Wow! I surprised when you say 7 of march we'll have FT, I like to fast miss. I'm still confused what should I write.

actually, you have your own way to make so our class fun, you very active hmm I mean creative as a teacher, so your students never feel boring.

Miss, I'm still or I still confused ?

Thank you for telling me that you enjoy the class! I hope you are going to love more day by day. Don't forget to be active in every meeting Putri. I'll try to make every meeting

DATE

more interesting. I love you too !! ☺

So sorry to know that I'll make it clearer next meeting! Don't worry! I'll help you! okay ☺

Putri Vadizsa

Student's journal:

Teacher's comments

DATE: 31 Jan 2011

In my opinion our class is so friendly,
Fun, active, I'm comfort with our class.
With you miss and with our friends.
    I Love CV 6.
        So Much
            :) ♡

You're good teacher, I'm happy being
You're student. Everyday you give us
a bonus so we're feel happy and not stress.
Please, give me and us some bonuses
        Love you much much

Today, I did many new lessons about
how to hold a meeting and I'm happy
for them. Thank for today.

                Love
                Putri Vadizsa
                    10

DATE

It is a pleasure to have you as my
student. You are cheerful, active and
fun. You always participate and
speak in games, discussion and
question answer session. I like it.
But you always come late I don't
like it honey. Please be more punctual

31 Jan 2013

what i get from today's class are
the the agendas for a meeting,
the people that involved in a meeting,

i feel the class for today is
quite interesting, because there is
some games as usual and the
lesson is something i just know,
it is interesting to learn something
new

4 Feb 2013

for the absences, you're right that i am
working for my final project, but it's
already done a week ago, so i hope
i could come every meeting from now,
and i'll try to be more active in
the class, it's just a habit that i am
talk if it's not needed or i don't want
to. i'll try to change this habit by
being more active for other meeting

for this meeting, i don't think
i have anything to say, cause
i think it just like the previous
meeting, that i learn a new thing

Shendy, It is nice to have you as my
student. From the way you present,
the way you ask, answer and comment
the questions, I know you are a great
student. Your grammar is not bad but
even I can say it, it is good.
But sometimes I wonder why
you are not keep silent sometimes.
Is it because the lesson or the
teacher is boring? And you always
absence, other teachers said you do
your final project in your campus,
un don't you? I hope you can get benefit
from studying in LIA and you can
finish your study soon (Be more active
Shendy!)

Thank you Shendy, I hope you will be
more active. Bcoz I know you are
good at English.

SHENDY SETIAWAN

Student's journal	Teacher's comments

Student's journal

☑️⬜⬛⬜ 7 Feb 2013 DATE

oh no! !:D

Honestly I d't know what to write [...] for this meeting as usual, the class q fun and exciting for learning. But one thing that I won't forget is the punishment it's really embarrassing, but jhT! hm and I think just that's all what I can say !!

Teacher's comments

Sorry to embarrass you! However that's also part of the game. I hope you enjoy it all! Thank you! [...] [...] more and more active every meeting I like it too! [...] [...] [...]

— ⓢHT

☑️⬜⬛ 11 Feb 2013 DATE

It's oh for the game miss :D

for this meeting, probably I want to talk a little bit more, but I'm confuse for the topics of the meeting. So I d't know what to say in/put the meeting.

I hope I will get much improvements for taking this cv class

Teacher's comments

Good motivation Shandy! I know you were going to talk more but the time was limited also! However, ye idea in our meeting was so I like it be more and more active again next meeting! 😊

— ⓢHT

☑️⬜⬛⬜ 14 Feb 2013 DATE

I d't hmp

How about if = I want to choose a topic about "Aptitude Test" ?

Teacher's comments

Of course! Go for it Shandy! It is a new to pic

You can write about How to pass it/

- Students journal :

Teacher's comments

☑️☐☐☐☐ **18** DATE

Hm. I'm thirsty. 10

... ...

For the knight? lesson, it's both
really much fun. 10 .
For the negotiation part, there's so
many new expression that's very hard.
It's interesting to study knight. 0

For the outline what a dear I have
to get a thesis statement of our
the point first

☑️☐☐☐☐ **21** DATE

The negotiation time is great, it make
us practice the negotiation and know
about it more. It is fun, though
there's still many things that I still
have in mind for the negotiation.

The paper is really confusing mix,
even though I had done it on H-2

Thank you for enjoying the class!
Though some of you went sleepy!
For your topic you need to write your
points, making thesis statement is both.
Just make it like H1q paper but
in this part you can copy past the info!
If you are still confused you can find me!
☺

Listening to know that you enjoy
the negotiation! I am happy
you involved in the negotiation. By
by day you become more active!
Keep on it!
For the paper don't worry!
I'll explain it clearer next meeting?
To up for your final what
SHT will you to to prepare that?

Applying Cooperative Learning to Stimulate EC 5 Students' Engagement in Classroom Activities

Dyah Supraba Lastari
LBPP LIA Cikokol

ABSTRACT

Teaching children is challenging. Some of them are active and can do their task fast. But, some others get confused and do their task slowly. This makes the fast learners wait impatiently for their "rather slow" friends and the slow learners become more demotivated. For this circumstance, teacher would apply some Cooperative Learning techniques. Cooperative Learning refers to a set of instructional method that makes students work together in small group to maximize their own and each other's learning (Johnson & Johnson, 1994). Cooperative goal structures create a situation in which each individual's goal oriented efforts contributes to others' goal attainment, group members can achieve their personal goal if the group is successful. Therefore, they must help their teammates to give their best efforts and make the group succeed. This action research examines the implementation of cooperative learning techniques (Think Pair Share; Jigsaw Reading; and One Stays Two Stray) in EC 5. The data collection, analysis and discussion are based on questionnaire, students work results and teacher journal entries.

THEORETICAL BACKGROUND

Teaching EFL for young learners is challenging. Young learners have very different needs, interests and abilities from adult learners. Young learners are very enthusiastic about learning although they have short attention and concentration span. Therefore, it is essential that teachers provide interesting language learning activities that can encourage happy feelings in the hearts of the young learners. Teaching EFL to young learners requires thorough understanding of their development needs and characteristics (Ferguson, 2009). Young learners need:

- Affirmation of their abilities and interests
- To believe that they are contributing to the class
- To feel a sense of belonging, that they matter to others
- Self-confidence, safety, trust and acceptance
- Interaction with others
- To connect new information to their lives
- To learn in an orderly, clean and well lighted environment in which their work is displayed (adapted by Ferguson, 2009 from: Tomlinson, 2002; Miller andTallal, 2006; and Gregory and Chapman, 2002).

Most of the students in my EC 5 class are active, yet some others are so passive. While the active and smart learners are doing their task fast, the rest of others get confused and do their task slowly. This makes the fast learners wait impatiently for their "rather slow" friends and the slow learners become more demotivated. Teacher considers that it is necessary to find some techniques that can make the classroom more interactive, motivating and encouraging for the students to take more responsibility for their own learning.

Palar (2006) recommended the use of Cooperative Learning method to encourage young learners to work on their social interaction. Cooperative Learning encourage children to work together to achieve lesson objective and give in their best effort to achieve the group success.

Cooperative Learning (CL) refers to a set of instructional method in which students work together in small group to maximize their own and each other's learning (Johnson & Johnson, 1994*).*

Cooperative Learning creates an atmosphere in which each student will make an effort to reach success (Slavin, 2001).

Cooperative Learning focuses on the achievement of the whole group. Each individual goal oriented efforts contribute to others' goal attainment, group members can attain their own personal goal if the group is successful. Therefore, to meet their personal goals, group members must both help their groupmates to do whatever helps the group to succeed and, perhaps even more importantly, to encourage their groupmates to exert maximum efforts (Slavin, 1996)

Cooperative learning exists when students work together to accomplish shared learning goals. Many researches on various different subjects have proved that by using cooperative learning, student achievement can significantly increase (Jhonson, Johnson and Stanne, 2000). However, it is only under certain elements of conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts (Johnson and Johnson, 1994). Those elements are: *Positive interdependence; promotive (face-to-face) interaction; individual accountability; appropriate use of interpersonal and small-group skills; and group processing.*

1. Positive Interdependence establishes:

- Each group member's efforts are required and indispensable for group success (i.e., there can be no "free-riders").

- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

Students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals. The group is united around a common goal.

2. Face-to-Face Promotive Interaction

Positive interdependence results in promotive interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals.

3. Individual Accountability

A cooperative group has a sense of individual accountability that means that all students need to know the material well for the whole group to be successful. Individual accountability exists when the each individual students is held responsible by group mates for contributing his or her performance fairly to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively.

4. Appropriate Use Of Interpersonal And Small-Group Skills.

In order to coordinate efforts to achieve mutual goals, students must: a) get to know and trust each other, b) communicate accurately and unambiguously, c) accept and support each other, and d) resolve conflict constructively. Students must be taught the social skills required for high quality collaboration and be motivated to use them if cooperative groups are to be productive. The more socially skillful students are, the higher the achievement that can be expected within cooperative learning groups.

5. Group Processing.

Effective group processing shall: 1) enables learning groups to focus on maintaining good working relationships among members, 2) facilitates the learning of cooperative skills, 3) ensures that members receive feedback on their participation, 4) ensures that students think on the metacognitive as well as the cognitive level, and 5) provides the means to celebrate the success of the group and reinforce the positive behaviors of group members.

An effective cooperative learning class should be fulfilled in improving student-student interaction in the classroom (Kagan, 2009). It should be very carefully designed and structured to implement four basic principles of cooperative learning, Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction (PIES)

POSITIVE INTERDEPENDENCE.

To determine if we have satisfied the principle of positive interdependence we ask, "*Is a gain for one associated with a gain for others, and is help*

necessary?" Positive Interdependence places students on the same side so a gain for one is associated with a gain for another and students cannot succeed alone. The structure not only placed them on the same side, working together, but it made it so one person could not do it all.

INDIVIDUAL ACCOUNTABILITY.

The principle of individual accountability is satisfied if we can answer yes to the question, "*Is individual public performance required?*" To satisfy the principle of individual accountability, students must perform on their own in front of at least one other. Individual public performance is required, no one can opt out.

EQUAL or EQUITABLE PARTICIPATION.

The critical question to ask here is "*How equal is the participation?*" The interaction shall be very carefully designed so there is far more equal participation. Everyone must participate equally in the cooperative learning situation. Thus, this principle makes the low achievers to participate as well as the high achievers. No student will dominate the class, everyone gets turn to contribute.

SIMULTANEOUS INTERACTION.

The critical question to ask regarding simultaneous interaction is "*What percent of the students are overtly active at any one moment?*" Cooperative Learning class is a simultaneously interacted class, where students' talking time dominate the session. Students are communicating and interacting with their peers in doing the tasks.

Indriasari (2012) has recommended several types of cooperative learning techniques suitable for reading activities, such as: Think-Pair-Share; One Stays Two Stray; and Jigsaw Reading. Those used techniques are some examples of the Cooperative Learning structures that has been developed by by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development (http://www.kaganonline.com/)

A. THINK PAIR SHARE

In this technique, the teacher poses questions, students think about it alone, then discuss it with a partner, and finally there is a whole class discussion of the question. This stage is for brainstorming.

B. ONE STAYS TWO STRAY

In one stays two stray, students in group of 3 work together to do the tasks. Then one member stays, while the other two stray to the other groups to find out what other groups have done. The strayers return to their original group and tell about what they observed (adapted by Indriasari, 2012 from: Jacobs et al, 1997). The technique could be used as pre-reading activity or post reading activity.

C. JIGSAW READING

The jigsaw I is the cooperative learning techniques particularly used for reading skill. Each student on the home team gets a different piece (topic) of the reading material: topic A, B, C or D. Then each one of them becomes 'expert' on one topic by working with members from other teams assigned the corresponding expert topic. Experts discuss their topic, prepare a plan for presenting (sharing) their expertise to their home team members. Upon returning to their home teams, students take turn and teach their piece to their home team. Home teams combine the information from their experts with their other knowledge to perform a task.

Research Objectives

The objectives of this research are:

1. examining the implementation of Cooperative Learning.
2. finding out students responses to Cooperative Learning
3. finding out the effectiveness of applying Cooperative Learning.

METHODOLOGY

This classroom action research aims at enhancing students' engagement in classroom activities by using Cooperative Learning. The action was conducted in EC (English for Children) 5 class LBPP LIA CikokolTangerang, that study on Tuesday and Thursday, from 16:00 to 17.30 in room 205. The class consists of

11 students. The length of this study is about 4 sessions. The research were based on the implementation of Cooperative Learning in Reading session (Backpack Unit 5, page 76-77 and 80-81).

The Classroom Action Research Method

The Classroom Action Research method is used to conduct this research since it can solve learning problems and allow the use of Cooperative Learning in enhancing students' engagement in classroom activities. This research consisted of four meetings withtwo cyclical processes of planning, observing and acting, and reflecting. To find the effectiveness of Cooperative learning "Questionnaire"; "Teacher log entries" and students works are used to determine students' engagement in the learning process.

The Class Action Research cycle comprised the four parts of planning, acting, observing, and reflecting.

The **planning** part which was also the first stage of the cycle was the preparation part. Here, questions for the Questionnaire were designed, lesson plans, material for the lessons in Backpack,the teaching aidsand supplementary exercises were prepared.

The second stage consisted of the acting part and the observing part. These two parts of the cycle were conducted simultaneously. The **acting** part was the teaching-learning part in the classroom based on a prepared Lesson Plan where the teacher tried to useCooperative Learning to enhance students' engagement in learning. Here teacher tried to use several Cooperative Learning structures in the 3 stages for reading (Pre Reading; While Reading and After Reading).

Next is the observing part. The **observing** part was the result part. In this part, the teacher noted his/her observation concerning the result of the implementation Cooperative Learning technique in students' engagement through the teaching and learning process.

The last stage of the cycle is the reflecting part. The **reflecting** part was the evaluation part. It was where the research outcomes were analyzed, and measured.

First, the research was started by finding out the students' attitudes reading activity through pre intervention questionnaire.

Then, the main part of the research will be done by conducting two sessions of Cooperative Learning techniques. As supplement to the main treatment, each session will be preceded either by pre-teaching the necessary vocabulary, giving hints to help students to interpret/ make predictions about the following video-clips. And based on the video clips, students complete some tasks in worksheets. Finally students will discuss; describe; narrate or retell about the clips.

After the intervention, the students were asked to fill the post intervention questionnaire to find out whether the students like the technique and find it useful.

Finally, the outcome of the data analyses are hoped to reveal the students' participation in doing the activities and whether the implementation of Cooperative Learning is able to enhance whole-class communicative learning students' engagement in classroom activities.

Data Analysis

Data are collected from the questionnaires filled out by the students as pre and post-treatment investigation and direct observations on teacher's journal entries. Data will be analyzed by using descriptive method. The outcome of the data analyses are hoped to reveal the students' participation in doing the activities and whether the Cooperative Learning technique is able to enhance students' engagement in classroom activities.

The Pre Intervention and The Post Intervention questionnaires

There are two kinds of questionnaires taken in the research. The first one is the Pre Intervention, and the second one is the Post Intervention. The

questions in the questionnaire are mostly about students' attitudes before, and after the treatment.

The Pre Intervention questionnaire (appendix 1) was conducted at the beginning of the cycle before the students were given the treatment of Cooperative Learning techniques, to find out students' behavior toward the techniques having been used by their teacher, and their habits of using internet/ browsing video-sites. This questionnaire provides information on:

1. Students' knowledge about reading skill
2. Students' knowledge about Cooperative Learning
3. Whether students like reading.
4. Whether students have reading habit.
5. Whether students like reading activities in their classroom.
6. Whether students find it easy to understand a reading passage
7. Techniques having been used by teachers in LBPP LIA Cikokol for the lessons in the classrooms.
8. Students' preferences towards individual work or group work.
9. Students' preferences towards competitive group work or cooperative work.

The Post Intervention questionnaire (appendix 8) was given to students after the third implementation of video-telling. This Post Intervention questionnaire provides information on:

1. Students' opinion about Cooperative Learning,
2. Students' opinion about "Fact Fish Diagram"
3. Students' opinion about Think-Pair- Share activity
4. Students' opinion about One Stay Other Stray activity
5. Students' opinion about Jig-Saw reading activity
6. Whether students have better understanding on reading passages by using Cooperative Learning Method.
7. Whether they think that Cooperative Learning effective to make students participate in the classroom activities.
8. Whether they think that Cooperative Learning activity is useful for them to learn English
9. Whether students want to do Cooperative Learning in the classroom as an alternative way to learn English in the future.

Teacher Journal Entries

Teacher produced the observation notes after each treatment on teacher journal entries. The observation focused on how the treatment of Cooperative Learning

is done in the classroom. First, it focused on which stages the cooperative learning were implemented and the purpose of the technique.

Secondly, it focused on how the teacher gave instructions and how the students responded to the instructions.

Finally, it focused on finding out the effectiveness of Cooperative Learning by asking students to summarize into wall magazine article, or retell the reading passage they learned.

RESULT AND DISCUSSION

A. Result from Pre Treatment Questionnaire
1. All the students answered "no" when asked about their knowledge on the reading skill. That means 100% of the class has no clue on the reading skill.

2. Eight students answered "yes" and three students answered "no" when asked about whether they have a reading habit. That means 72.7% of the class has a reading habit and is not averse to reading.

3. Sevenstudents answered "yes" and fourstudents answered "no" when asked if they like reading activities in the classroom. That means 63.6 % of the class like the reading activities in the classroom and have not been bored by them yet.

4. Five students answered "yes" and sixstudents answered "no" when asked if it is easy for them to understand a reading passage. That means, most of the time, 45.5% of the class does not understand what they read in a reading text.

5. Seven students or 63.6 % of the class like to have discussion as an activity in the classroom.

6. All of the students or 100% of the class love to have games in their classroom.

7. Only 3 students or 27.3% of the class can enjoy doing formal exercise.

8. Nine students or 81.8% of the class answered they like to have group work in the classroom.

9. All of the students prefer group work to individual work.

10. Four students, or 36.4 % of the class, prefer to do competitive group work. On the other hand, seven students(63.6% of the class) would rather docooperative work in their classroom.

B. Result from Post Treatment Questionnaire

1. Nine students answered "yes" and one answered "no" when asked whether they like Cooperative Learning activity. That means 81.8% of the class enjoy the experience of Cooperative Learning in their classroom during the treatment.

2. Seven children answered "yes" and four children answered "no" when asked whether they like to use "Fact-FishDiagram". That means, 63.6 % of the class thinks that the Diagram is fairly attractive to them.

3. Eight children answered "yes" and three children answered "no" when asked if they liked the Think-Pair-Share activity. That means, 72.7 % of the class enjoys working together with their partners.

4. Six children answered "yes" and five children answered "no" when asked if they if they liked the One stays Other Strays activity. That means 54.5% of the class enjoys working together with their peers.

5. Seven children answered "yes" and four children answered "no" when asked if they if they liked the Jigsaw Reading activity. That means 63.6% of the class enjoys working together with their peers.

6. All the children answered "yes when asked whether they have better understanding on reading passages using the Cooperative Learning activity. That means the Cooperative learning Method can effectively improve young learners' reading ability.

7. Eight children answered "yes" and three children answered "no" when asked if they think all students in their classroom participate in Cooperative Learning session. That means, 72.7 % of the class agree that Cooperative Learning can make students participate in the classroom activities.

8. Nine students answered "yes" and one answered "no" when asked whether the Cooperative Learning activity is useful for them to learn English. That means 81.8% of the class really experienced the benefits of Cooperative Learning in their classroom during the treatment.

9. Eight children answered "yes" and three children answered "no" when asked if whether students want to do CL in the classroom as an alternative way to

learn English in the future.That means, 72.7 % of the class still want to use Cooperative Learning as a tool to learn English.

B. Result from Teacher Journal Entries

1. During The First Treatment

The teacher did not give a very clear instruction so that later on in the cooperative learning session, some students were confused and needed more explanation on the instructions. The confusion of the instruction giving created students' frustrations; and the experience of fatigue from being confused.

The group process in the first treatment went well. It smoothly processed all the stages of learning through the Cooperative Learning. Cooperative Learning built the social interaction between students in the classroom. The implementation Think-Pair-Share in Pre-Reading activity already could make students to speak. Although, the low achiever have difficulties to understand the procedure, their partners willingly helpin describing pictures of objects (using 'made of' and 'used for'). Besides, they did pair up with the similar friends that "always" sit next to them the whole term and felt comfortable with their partners.

At the beginning of While-Reading stage, students didn't really understand the JIGSAW reading activity procedures. Most of them were lookedconfused,Keyra and Bintang don't hesitate to ask over and over again. Students didn't mind to work with other members of their "Home-Group". The grouping for making "Expert Teams" was also successful, by using colored paper. Still, students were not comfortable with theother members in "their expert groups", so it was difficult for them to ask and help each other. Eventually, they could complete the Fish-Fact chart and summarize the article they read, after the Teacher encouraged them several times to do (discuss) it together. Most of them could practice to retell the passage. Only the weak students keep forgetting some details of the passage, because didn't really understand the passage. Keyra, Thrisan and Najla helped the weak member impatiently. Gaby and Risma were quite frustrated; Yosca and Satria were look helpless. Bintang was really helpful and patient to help his friends.

As the summing up, students do One Stays Other Stray start the Post Reading Activity. Here, one student of each Expert Team stayed at their post to present the article that they had read. While others went to other Expert Team posts and listened to the presenters of other articles. The students that present their part can did it very well, although seemed little bit nervous. On the other hand, the listeners weren't look really focused and attentive. Teacher had to remind and encourage them to listen attentively, even if necessary listeners could ask questions to the presenters.

For the assessment stage, students ended the JIG SAW READING by going back to their home group and sharing 'their parts' to other group member writing article about what they have read.Students were able to work together and rewrite the stories that they had read in a wall magazine, although they have not produce much writing on their articles.Some of the results showed inappropriate grammar. One article from group C was not complete, because 'the expert' was weak (new) student and could hardly remember about the reading passage.

2.During The Second Treatment

The teacher and the students were already familiar with the Cooperative Learning Method. The teacher gave fairly clear instruction.Although some students stumbled upon several difficulties they immediately found helps from their fellow group members who were generous in supplying valuable information for they know now that when engaging in the Cooperative Learning activity, positive interdependency is encouraged.

Group process was flowing smoothly that the students really enjoyed themselves and their friends' company in the learning of reading. All group members were simultaneously processed and helped in their learning of reading, they were encouraged by the motivational drive in the group.Cooperative Learning Method had given them the enjoyable experience as well as the tool to learn effectively.

At first, they didn't really understand what the topics were about. Teacher had to give more explanation and illustration. And, sometimes Teacher needed to paraphrase the questions. Still, at the end of the pre-reading activity (as the

warm up) students could predict the content of the articles in the 'magazine' doing Think-Pair-Share.

During while-reading activity Students read in silence in their home group. Then they took turn reading aloud for pronunciation and while others listen. Students (in random, voluntarily) could figure out the meaning of words from context, from accompanying pictures, and from each other with some encouragement from Teacher.

After that, students had to go to their "Expert Teams". Students who got Red origami papers formed 'Oil Spill Team', others who got Yellow origami papers formed 'Popsicles Team'; and finally those who got Green origami papers formed 'Bubble Wrap Team'. In each team, there are presenter, reader and secretary. Students could discuss in groups to answer comprehension questions about the reading passage. They were more relax and comfortable, since the procedures were now familiar to them. Students were quite cooperative to each other. The smart students were really helpful to assist their friends anytime; while, the weak students didn't hesitate to ask. Students could also summarize the article they read.

To sum up, Students performed the post reading activity by doing One Stays Other Stray activity once more. The presenters could do their parts very well. Meanwhile, the listeners were quite focused and attentive.

For the assessment Students went back to their "Home Group" at the end of the JIG SAW READING. They could retell "their part" of the story to other member of their group. As the closing of the session the groups took turn to present the "Magazine" they read in front of the class.

Task completion during the Second Treatment was better than the first one because the students were more confident in engaging themselves with the activities that the Cooperative Learning Method had to offer. This condition decreased the unconfident feeling to adjust themselves to new and sometimes

difficult learning techniques that they must perform. The task was already familiar to them, giving them the opportunity to be successful with it.

Overall result of this study shows that Cooperative Learning is applicable to stimulate students' engagement in the classroom activities. It worked well in making each student constantly participate and keeping student-student interaction during the pre-reading, while reading and post reading activity. It also can be embedded in the lesson plan having been prepared by the teacher.

CONCLUSION

1. Most students that have been asked in the research enjoy Cooperative Learning Techniques, especially Think-Pair-Share and Jigsaw Reading activity.
2. Student thinks that the Cooperative learning Method can improve their reading ability.
3. Students experienced the benefits of Cooperative Learning in their classroom during the treatment.
4. The implemented Cooperative Learning techniques in this study could make each student participate actively.
5. Cooperative Learning techniques could keepstudent-student interaction during the pre-reading, while reading and post reading activity.
6. Cooperative Learning techniques also can be embedded in the lesson plan having been prepared carefully and thoroughly by the teacher.
7. This study shows that Cooperative Learning is applicable to stimulate students' engagement in the classroom activities (Reading Sessions).

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Appendix 1.

READING ACTIVITY QUESTIONNAIRE

Tick the boxes ☑ based on your choices..

1. Do you know about reading skill? ☐ Yes ☐ No

2. Do you like reading? ☐ Yes ☐ No

3. Do you have reading habit? ☐ Yes ☐ No

4. Do you like reading activities in your class room? ☐ Yes ☐ No

5. Do you find it easy to understand a reading passage? ☐ Yes ☐ No

6. What kind of activities that you like in the class room?

☐ Discussion ☐ games ☐ doing exercise ☐ group work ☐ other

…………..

7. Which one do you like? ☐ individual ☐ group work

8. Which one do you like? ☐ competitive group work ☐ collaborative work.

9. Do you know about cooperative learning? ☐ Yes ☐ No

Appendix 2

COOPERATIVE LEARNING QUESTIONNAIRE

Tick the boxes (☑) under "Yes" or "No" as your answer :based on your choices.

		Yes	No
1.	Do you like Cooperative Learning?	☐	☐
2.	Do you like the "Fact Fish Diagram"?	☐	☐
3.	Do you like One Stay Other Stray activity?	☐	☐
4.	Do you like Think-Pair- Share activity?	☐	☐
5.	Do you like Jig-Saw reading activity?	☐	☐
6.	Do you get better understanding on reading passages by using Cooperative Learning Method?	☐	☐
7.	Do you think all students in you classroom participate in the Cooperative Learning session?	☐	☐
8.	Do you think Cooperative Learning activity is useful for you to learn English?	☐	☐
9.	Would you like to participate in Cooperative Learning activity in	☐	☐

	the future?		

Appendix 3.

LESSON PLAN

Level: EC 5

Lesson : Unit 7 – PUT ON YOUR THINKING CAP

Skills Focus: Reading

Material: pp 76 and 77.

Teaching aids: Pictures; origami paper; fact- fish charts.

Terminal Objective: SWBAT write article about inventions for their class wall magazine.

	Enabling objectives	Procedures and Techniques
Warm Up	SWBAT list down words to describe pictures of invention.	• T shows pictures to review "made of" "used for" and "used + infinitive of purpe" • SS work in pairs to do Think-Pair-Share (to describe pictures of items they have). • T draws SS attention to the pictures on pages 76 and 77and invites SS to discuss about the materials and uses of the inventions shown in the pictures.
Presentation stage		• T conveys the lesson objectives "Today we are going to read about some inventions, and later write article about those inventions for wall magazine".
	SWBAT comprehend the reading passage about invention.	• T asks SS to listen and read in silence the reading passage.

		• T checks students' comprehension by asking questions.
Skills practice	SS work in groups to do JIG SAW READING	
	SWBAT complete chart.	• Ss work in their "EXPERT TEAMS" tocomplete Fish Fact Chart bairsed on the article they read.
	SWBAT summarize the article.	• SS in their "EXPERT TEAMS" to summarize the article they read.
	SWBAT retell the story.	• SS take turn to retell the story in "EXPERT TEAMS".
Sum Up	SS tell what animals can/ can't do based on given cards.	• SS do One Stay other Stray. One member of each expert team present their reading material mentally, other members listen to other presenters.
Assessment	SWBAT rewrite the story that they have read in a wall magazine.	SS end the JIG SAW READING by going back to their Home Groups to share and write article about what they have read.

Appendix 4

LESSON PLAN

Level: EC 5

Lesson : Unit 7 – PUT ON YOUR THINKING CAP

Skills Focus: Reading

Material: pp 80-81

Teaching aids: Pictures; origami paper; and comprehension questions exercises.

Terminal Objective: SWBAT retell the reading passage they have read.

	Enabling objectives	Procedures and Techniques
Warm Up	SWBAT predict content to read for the main idea.	• T asks SS what they think the magazine will be about by doing Think-Pair-Share.
Presentation stage		• T conveys the lesson objectives "Today we are going to read about some young inventors, and later on eachone of you will retell about what you have read"
	SWBAT comprehend the reading passage about young inventors.	• T asks SS to take turn reading aloud other listen. • T encourage figure out the meaning of words from context, from accompanying pictures, and from each other.
Skills	SS work in groups to do JIG SAW READING	
	SWBAT answer comprehension questions.	• Ss work in groups to answer comprehension questions about the

		reading passage.
	SWBAT summarize the article they read.	• SS work in group to summarize the article they read.
Sum Up	SWBAT present and listen about young inventors.	• SS do One Stay other Stray.One member of each expert team present their reading material mentally, other members listen to other presenters.
Assessment	SWBAT retell the story.	SS end the JIG SAW READING by retelling the story to other member of their group.

TEACHER JOURNAL ENTRIES

Treatment: 1
Level: EC 5

Lesson : Unit 7 – PUT ON YOUR THINKING CAP

Skills Focus: Reading

Material: pp 76 and 77.

Teaching aids: Pictures; origami paper; fact- fish charts.

Terminal Objective: SWBAT write article about inventions for their class wall magazine.

WARMING UP STAGE
- T showed pictures to review "made of" ; "used for" and "used + infinitive"

- SS worked in pairs to describe pictures of items they had by doing Think-Pair-Share activity.

- T took SS attention to the pictures on pages 76 and 77and invited SS to discuss about the materials and uses of the inventions shown in the pictures.
- The purpose: SWABT

Note:
- students could work very well, since they did pair up with the similar friends that "always" sit next to them all these times and felt comfortable with their partners.
- studentswere still unaware with the grammar on giving description.

PRESENTATION STAGE
- After Teacher told the lesson objectives, students read in silence.

- Teacher checked whether students could comprehend the reading passage about inventions

- Teacher told student that they were going to do COOPERATIVE LEARNING. Teacher explained the procedure and made students to sit in the 'HOME GROUP'.
- Teacher used the 'Hot Air Balloon Article' as example to do the FISH FACT chart, Summarizing, One Stays Other Stray and write article magazine.

SKILLS PRACTICE

- SS worked in groups to do JIG SAW READING .

  Home Group 1: Bintang, Gabby, Najla, Handoko,

  Home Group 2: Farrel, Risma, Keyra

  Home Group 3: Thrisan, Satria, Yosca

  "Home Group" activities" :

- Students listened and read aloud (for pronunciation) in turn reading passage.

- T checked students' comprehension by asking questions.

- Students picked up origami with different colors (Red, Yellow, Green).

  'RED' Expert Team: Bintang, Keyra, Yosca.

  'YELLOW'Expert Team: Gabby, Farrel, Thrisan.

  'GREEN'Expert Team: Najla, Handoko, Risma, Satria.

  "EXPERT TEAM" activities.

- Students in groups completed Fish Fact Chart based on the article they read. RED group worked on Contact Lenses; Yellow group worked on Remote Control; and the GREEN TEAM worked on Rubber Band.

- SS work in group to summarize the article they read based on the Fish Fact Chart.

- SS take turn to retell the story in their group.

  Note:

- Students didn't really understand the JIGSAW reading activity procedures. Most of them look confused,Keyra and Bintang don't hesitate to ask over and over again. Still the grouping was successful, by using colored paper to determine "the experts" and "the expert groups".

- At first, students were not comfortable with the other members in "their expert groups", so it was difficult for them to ask and help each other.

- They can complete the Fish-Fact chart and summarize the article they read, after the Teacher encouraged them several times to do (discuss) it together.

Rubber bands are made of a special kind of elastic rubber

what

to hold together papers, books, and other things.

what?

Stephen Perry

1845

who

RUBBER BANDS

Risma
Najla
Handoko
satrio
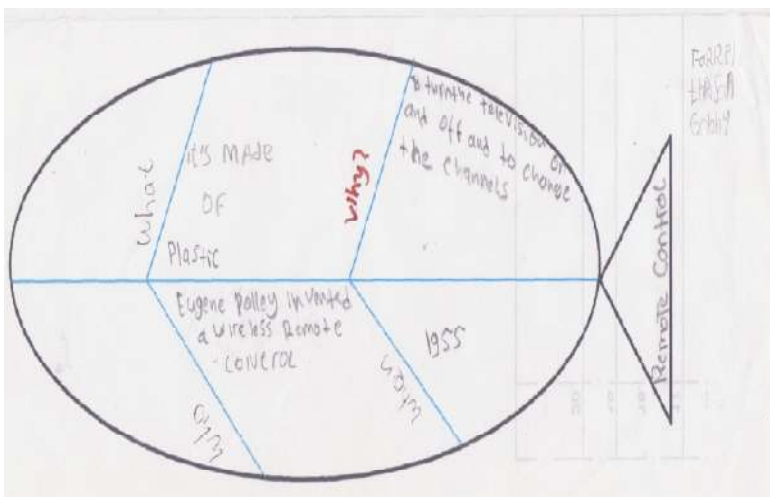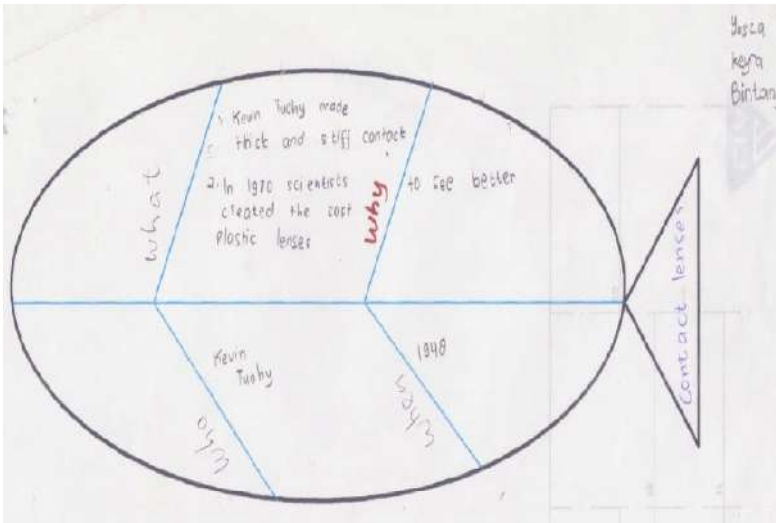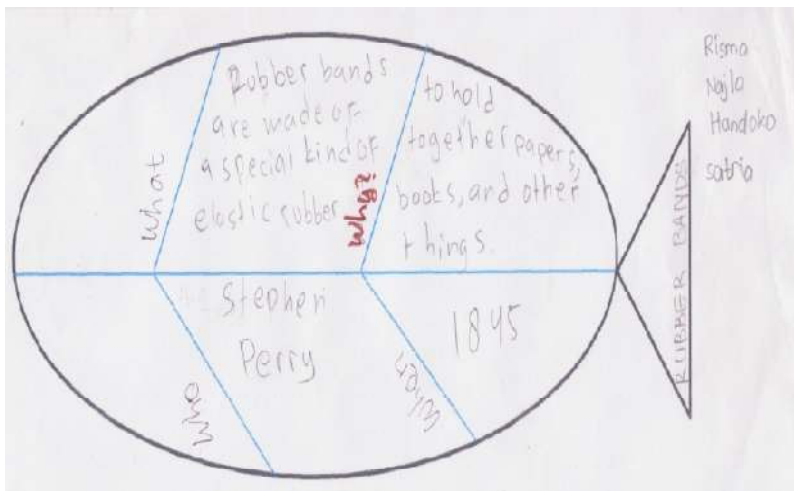
- Most of them can practice to retell the passage. Only the weak students keep forgetting some details of the passage, because don't really understand the passage. Keyra, Thrisan and Najla help the weak member impatiently. Gaby and Risma were quite frustrated; Yosca and Satria were look helpless. Bintangwas really helpful and patient to help his friends.

SUMMING UP
- Students present and listen about the reading passage by doing One Stays Other Stray.

Note:
- The students that present their part can did it very well, although seemed little bit nervous.
- On the other hand, the listeners weren't look really focused and attentive. Teacher had to remind and encourage them to listen attentively, even if necessary listeners could ask questions to the presenters.

ASSESSMENT

- Students ended the JIG SAW READING by going back to their home group and sharing 'their parts' to other group member writing article about what they have read.

Note:

- Students were able to work together and rewrite the stories that they have read in a wall magazine.
- Some of the results showed inappropriate grammar. One article from group C was not complete, because 'the expert' was weak (new) student and could hardly remember about the reading passage.

Contact lenses

Contact lenses was invented by Kevin Tuohy in 1948. it was made of heavy, dark glass. Now it is made of soft plastic lenses. it was to used see better

Remote Control

Remote Control was invented by Eugene Polley in 1955. It was made of paper.
It was used to turn on and off and to change the Remote control

Rubber bands

Rubber bands was invented by in 1845 it was elastic Rubber
It was hold together paper book's and ander thik's

Name :
Thrisan
Satria
Yosca

Contact lenses

Contact lenses was invited by Kevin Leung. In 1948 contact lenses made of stick or slick. In 1970 contact lenses made of soft plastic lenses. contact lenses use for see better

Remote Control

Eugene Polley worked a wireless Remote Control in 1955. His make of Plastic. Remote control use for to turn on and off television and to change a channels to see Film cartoon

Name :- Majla
- Baby
- Handoko
- Bintang

RUBBER BANDS

Rubber Bands was invented by Stephen Perry in 1845.
Rubber Bands are made of a special kind of elastic rubber.
We use to hold together papers, books and other things

Contact lenses

Contact lenses was invented in 1948 - it was made of soft pla...

Contact lenses

In 1970, Spentex made a contact lenses from Tuohy. It's lenses made a contact lenses. Contact lenses used for see better

Remote control

In 1955, it made of plastic. Eugene Polley invented a wireless Remote control. It turn the television on and off to change the channels

Rubbers bands

In 1845, Stephen Percy invented the Rubbers bands. Rubber bands made a special elastic rubber.

Group II
(Farrel, Risma, Keyra)

Appendix 6

<u>TEACHER *JOURNAL ENTRIES*</u>

Treatment **: 2**
Level **: EC 5**
Unit 5 : PUT ON YOUR THINKING CAP
Skills Focus **: Reading**
Material **: pp80-81**
Teaching aids **: Pictures/posters.**
Terminal Objective: SWBAT retell the reading passage they have read.

WARMING UP STAGE

- Students predicted the content of the articles in the 'magazine' doing Think-Pair-Share.
- At first, they didn't really understand what the topics were about. Teacher had to give more explanation and illustration. And, sometimes Teacher needed to paraphrase the questions.

PRESENTATION STAGE

- After telling the lesson objectives, Teacher told student that they were going to do JIGSAW READING and One Stays Other Stray once again.
- In their home group: Students read in silence, thenthey took turn reading aloud for pronunciation and other listen.

  Home Group 1: Rama, Gabby, Najla, Handoko,

  Home Group 2: Bintang, Risma, Keyra

  Home Group 3: Thrisan, Farrel, Yosca

- Students (in random, voluntarily) could figure out the meaning of words from context, from accompanying pictures, and from each other with some encouragement from Teacher.
- Students could comprehend the reading passage about young inventors.

SKILLS PRACTICE

- Students went to their "Expert Teams" (Red= Oil Spill; Yellow= Popsicles; and Green= Bubble Wrap)

  Home Group 1: Rama, Gabby, Najla, Handoko,

  Home Group 2: Bintang, Risma, Keyra

  Home Group 3: Thrisan, Farrel, Yosca

  RED Expert Team: Rama (Presenter), Keyra (Reader), Farrel (Secretary).

  YELLOW Expert Team: Najla (Presenter),Risma (secretary), Thrisan(Reader).

GREEN Expert Team: Handoko(Presenter), Bintang (Reader), Gabby (Secretary 1), Yosca (secretary 2).

- Students could discuss in groups to answer comprehension questions about the reading passage. They were more relax and comfortable, since the procedures were now familiar to them.

Eleven-Year-old Boy May Have the Solution!

1. How did Miro find out about the oil spill?
2. Why did Miro want to invent a way to clean up oil?
3. What was Miiro's solution to the oil spill problem?
4. How did he know his idea was a good ----?
5. What did he do with his idea?
6. What did the judges tell Miro?

Answer

1 Miro see an oil spill reported on Televiscion

2 Because the oil spill make polute the ocean and make the fish dead

3 Miro come up with the idea to use liquid nitrogen to freeze the oil

4 Because it can make the oil freeze and they can remove the oil

5 He make a patent to his idea

6 They told Miro to patent the idea

HAPPY ACCIDENT

1. Who invented Popsicles?
2. What are Popsicles made of?
3. What happened to the fruit drink when he left it outside all night?
4. How old was Epperson when he got the patent?
5. Does by accident mean planned or unplanned?
6. Name other frozen treats you enjoy.
7. Do you ever freeze other foods (such as bananas)? Which ones do you freeze?

1. Frank Epperson

2. That are made of Fruit juice, cream, and cho colate

3. The liquid froze and he had a new treat

4. 11 - years- old

5. unplanned

6. Ice cream

7. yes, ice cream

A Contest For Young Inventors

1. What is Bubble Wrap ®?
2. Who holds a contest each year to encourage students to invent new uses for Bubble Wrap ®?
3. What are some examples of these new inventions?
4. How can you find out more information about the contest?

1. Bubble Wrap® is those little plastic bubbles that we love to pop

2. Sealed Air corporation

3. - A kit to make kites
   - A bubble bank to save and show coins
   - A counting game for children
   - Touch Wallpaper
   - A tool for learning Braille

4. you can write E-mail the National Museum of Education at info@nmoe org for information about Bubble wrap ®

faty

- Students were quite cooperative to each other. The smart students were really helpful to assist their friends anytime; while, the weak students didn't hesitate to ask.
- Students could summarize the article they read.

SUM UP
- Students presented and listened about young inventors by doing One Stays Other Stray activity.
- The students that presented their part can did it very well.
- On the other hand, the listeners were quite focused and attentive.

ASSESSMENT
- Students went back to their "Home Group" at the end of the JIG SAW READING
- They could retell the story by "their part" of the story to other member of their group.
- The groups took turn to present the "Magazine" they read in front of the class.

Improving students' fluency through voice recording

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Abstract

Fluency as an important goal in learning English is the ability to produce the language smoothly and naturally. The problem is, learners often fail to achieve the expected fluency despite the time spent in learning English. In an attempt to help learners improve their fluency, we conducted this classroom action research. Two classes of Intermediate 4 at LIA Banjarmasin were selected to be the object of this research. The students in both classes were asked to read a monologue and their voice was recorded. The result was then played, and the teacher pointed out which parts needed improvement. At this stage, the teacher modeled the correct chunks, intonation, and stress. The next step, the students were asked to re-read the monologue, re-record their voice, and play the result to see the improvement. The result is, through this procedure most of the students were able to improve their reading fluency, as evidenced by their correct use of chunking, phrasing, intonation, and word stress.

Background

One important goal in learning English is fluency, that is, the ability to produce the language smoothly and naturally. Fluency involves a degree of automaticity and the ability to retrieve ready-made chunks of language (McCarthy, 2010). The term fluency is more often associated with speaking skills, while actually it can also be applied to reading skills. In reading, fluency is defined by the National Assessment of Educational Progress (NAEP) as "the ease or 'naturalness' of reading, including how a reader groups or phrases words as revealed through intonation, stress, and pauses, and expresses oneself in feeling, anticipation, and characterization during oral reading" (http://www.learningrx.com/reading-fluency.htm).

Reading fluency is a challenge for students who learn English as a foreign language, not only they have to deal with the pronunciation but also with the appropriate chunk and word stress to make the text meaningful. Ford (2012) stated that fluent readers are able to read words accurately and automatically with expression, and they can focus their attention on the text's meaning because they do not have to slow down in order to concentrate on decoding the individual words in a text. In this way, fluency acts as a bridge between word recognition and comprehension.

Unfortunately, teachers often overlook the power of reading aloud, and emphasize more on silent reading activity. There has been a belief that reading aloud is an inauthentic language activity, while as a matter a fact, reading aloud can contribute to spoken fluency (Thornbury, 2005; Ford, 2012). Among the advantages of reading aloud is it provides learners a framework to focus on lower level features of talk such as pronunciation, word stress, and intonation. It is also a form of scaffolding for learners before they are assigned to do a spoken activity. For example, prior to acting out a dialog, a role play, or giving an oral presentation, learners can rehearse the script first by reading it aloud (Thornbury, 2005, p. 70). In LIA promotion test, reading aloud is even a part of oral test which assesses the student spoken ability. In real life, reading fluency is

needed in certain occasion such as giving an announcement, giving a presentation, or reporting news.

Based on the consideration that improving learners' fluency in reading is equally important as fluency in speaking, we decided to conduct this classroom action research. Our main purpose is to tap the students' awareness of the importance of fluency and help them improve their ability in producing smooth and natural language. The technique we used in improving students' fluency is through voice recording. Voice recording is believed to be an effective way because when the voice is recorded, it can be replayed and students can listen again to it and notice the mistakes or which parts need improvement. The questions of this research are:

1. How will the use of voice recording improve the students' fluency?
2. Which component of fluency is most improved and which component is least improved?

Theoretical Framework

More fluent vs. less fluent reader

Several sources acknowledge that fluent readers can read aloud effortlessly and with expression, because they recognize the word automatically, and their reading sounds natural as if they are speaking. Hook and Jones (2004), for example, wrote that "Good readers read fluently with adequate speed and when they read aloud, they use appropriate phrasing, intonation, and their oral reading mirrors their spoken language" (p.18). In contrast, less fluent readers are marked by their halting and inconsistent rate, poor phrasing, and inadequate intonation pattern; they read slowly, word by word and their oral reading is often choppy, and without natural expression (sources:http://www.reading-skills-pyramid.org/reading-fluency.htm; http://www.learningrx.com/reading-fluency.htm).

A study on reading fluency conducted by the NAEP revealed that there is a significant correlation between reading fluency and reading comprehension. Another study conducted by Researchers at the National Institute for Literacy

investigated two major instructional approaches related to reading fluency. The first is repeated and monitored oral reading, where students read passages aloud several times and receive guidance and feedback from the instructor. The second is independent silent reading, where students are encouraged to read extensively on their own. The key finding was "repeated and monitored oral reading improves reading fluency and overall reading achievement*" (National Institute for Literacy* website, 2006*)*.

In the case of reading fluency of L2 learners, Robertson (2009) argued that "hearing the text out loud may not necessarily provide a step towards comprehension as it is likely to do for native speakers". Many L2 learners can read fast and accurate because they are good readers in their native language and have strong decoding skills but it does not mean they automatically understand the text (Robertson, 2009). A more important factor to be fluent and at the same time understand the text is by reading in meaningful chunks. In a study which investigated the relationship between chunking and L2 reading fluency, Yamashita and Ichikawa (2010) found that the difficulty of chunking a text negatively affected comprehension and smoothness for the intermediate learners. Therefore, they suggested that reading in meaningful chunks or grouping words into grammatical and meaningful units is one of the fundamental processes necessary for fluent reading (Yamashita & Ichikawa, 2010).

Students often fail to put chunks when reading because the prosodic features are not present explicitly in a text. In a spoken language, the features are easily recognized by gestures, facial expression, intonation, and stress. In a text, prosodic features are sometimes signaled through punctuation, but it is often not enough to guide the students to read in a meaningful chunks. Therefore, the students should be trained to map or to connect the prosodic features of spoken language onto a text (Hook & Jones, 2004), in order to enhance their fluency.

Instruction technique to improve fluency

To help students become more fluent readers, teachers can provide models of fluent reading, then have students reread the text on their own. By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. Usually, having students repeatedly read a text four times is sufficient to improve fluency (source: Reading Pyramid). Teacher can have the student immediately read it back to the teacher, or allow students to practice reading along with the taped text, which is an excellent way for them to learn appropriate pronunciation and phrasing (Robertson, 2009).

Several other ways of reading activities to improve fluency can also be done such as:
1). choral reading, that is, a group of students read the same material aloud;
2). paired reading, where students work with one competent reader and one that is not as strong in reading;
3). recorded reading , that is, students follow the reading by listening to the book from a tape or CD;
4). echo reading , that is, when the teacher reads a sentence or phrase and the student echoes back;
5). buddy reading, that is, students at about the same reading level are paired up and read together (source: http://www.learningrx.com/reading-fluency.htm)

To develop student awareness of the prosodic features such as intonation, stress, and phrasing, Thornbury (2005) suggested that before reading aloud activity, students are asked to mark on the stressed words and divided parts of the text into meaningful chunks. A more structured and systematic instruction to facilitate students to recognize prosodic features in a text was offered by Hook & Jones (2004). The first focus is by practicing on intonation. Teachers can introduce a short sentence and model how to read it with different word stress. When the students can practice it until they are fluent, teachers can modify and expand the sentence and vary the rate, intensity, and pitch. Teachers can also vary the sentence by alternating punctuation marks at the end of the sentence, so the students can see the different intonation and meaning between sentence with full stop, with question mark, or with exclamation point. The second focus is practicing phrasing. Teachers can assign the students to recite a group of alphabet in chunks, then when they understand the basic concept of chunking, teachers can move on the next step, that is, assign the

students to chunk a text into syntactic or meaningful units such as noun phrase, verb phrase, or prepositional phrase. Teachers can give example by marking the phrases with slashes, then ask the students to continue putting the slashes. An alternative way is by asking the student to read a text while scooping under the phrases with their finger or a pencil. Below is the example of slashing and scooping:

a) slashes: Meg told Jim / her kite was stuck / in a tree

b) scooping: Meg told Jim her kite was stuck in a tree

Measuring students' fluency

Ford (2012) proposed three components of measuring reading fluency, that is, *accuracy, automaticity*, and *prosody. Accuracy* refers to the percentage of words a reader can read correctly in a given text. Reading accuracy can be divided into three levels: independent level, instructional level, and frustrational level. A student is at *independent reading level* if he/she can read with 98-100% accuracy, or with no more than approximately 1 in 20 words difficult for him/her. The accuracy range for instructional-level text is 90-97%, or with no more than approximately 1 in 10 words difficult for the student. Whereas *frustrational reading level* is if the student can read with less than 90% accuracy, or with more than 1 in 10 words difficult for the student. At this level, the student would have difficulty reading and comprehending the text, even with the support of the teacher (Ford, 2012).

The second component, *automaticity* is usually measured as reading rate, or the number of words a student reads per minute (WPM). Teacher can use a stopwatch to count the minute, or in the voice recording, it is automatically shown on the screen. To count the reading rate, multiply the total number of words in the passage by 60, and divide by the student's reading time in seconds. For example, if a student read a 200-word passage in 2 minutes and 32

seconds, which is equal to 152 seconds, the reading rate is (200 x 60) ÷ 152 seconds = 79 words per minute (wpm).

The third component, *prosody* refers to the appropriate use of intonation and phrasing in reading, which involves paying attention to punctuation signs, assigning appropriate stress to individual words within a sentence, and raising or lowering voice intonation to match the meaning of the text. Chunking is included here. In assessing prosody, teacher can use rubrics to assess whether students are reading with appropriate pitch variation, intonation, phrasing, and expression. One such rubric is the *Oral Reading Fluency Scale* created for the National Assessment of Educational Progress (NAEP). To use this rubric, simply have a student read a short passage of text, and assign a score of 1-4 (see appendix 2).

As a comparison to this scale, Fountas and Pinnell (2001) also developed a fluency scale which consists of 6 components: *rate, phrasing, intonation, pausing, stress, and integration*. The first component, *rate* refers to pace in reading, which is not too fast or not too slow; in other words, the reader should moves along the reading text appropriately with few slow downs, stops or pauses. The second component, *phrasing* refers to the way the reader puts words together in group to represent the meaningful units of language, to make it sound like an oral language. The third component, *intonation* is sometimes called expression, or the variation of the voice in tone, pitch, and volume to reflect the meaning of the text. The fourth component, *pausing* refers to the way the reader pauses at punctuation such as commas, dashes or full stops. The fifth component, *stress*, refers to the emphasis put on particular word, which is marked with a louder tone. These four components: intonation, phrasing, pausing, and stress are part of prosody. Finally, *integration* as the sixth component is to assess the overall fluency which involves the consistent use of the five aforementioned dimensions (Fountas & Pinnell, 2001). The score for each component ranges from 1 to 4 (see appendix 3 for more details).

Data Analysis

In conducting this research, we followed an action research cycle: plan, act, observe, and reflect, as suggested by Burns (2010).

1. **Plan**: It is the first stage in which we started to identify the problem, develop research questions, and consult relevant literature. The identified problem was students of Intermediate levels cannot yet be categorized as fluent readers. Most of them still struggled to read smoothly, naturally, accurately, and automatically. Thus, we developed an action plan, that is, by using voice recording, and analyzed whether it could help improve student fluency. In addition, we consulted literature related to fluency including the theories and previous research on reading fluency

2. **Act**: It is the second stage in which we started to collect data by recording the students' voice. The data were collected during term 2/2013. Two classes of Intermediate 4 at LBPP LIA Banjarmasin were selected as the object of this research. We chose Intermediate 4 students because they have been learning about language chunk and word stress. The first recording was conducted after covering lesson 3, where at the end of the unit there is a listening practice on language chunk. The students read a monologue (see appendix 1), and their voice was recorded using a cellular phone. In the next meeting, the result was played, and the teacher pointed out which parts needed improvement. At this stage, the teacher modeled the correct chunks, intonation, and stress. Then, the students were asked to re-read the monologue, and re-record their voice.

   The total number of the students who were involved in this research was 16, consisting of 5 males and 11 females. Actually there were more students in the class but we could not involve all of them because a few students did not come either during the first recording or the second recording, so we decided to eliminate them from the data presentation and analysis.

3. **Observe**: It is the third stage in which the results of the plan are analyzed. As Burns (2010) points out, analyzing data in an action research cycle is a continuing process of reducing information to find explanations and patterns, which involve some steps such as: assembling the data, coding the data, comparing the data, and building meanings and interpretation. To implement the data analysis, we played both recordings and compared the results to see whether there was improvement in student fluency. This stage also included scoring the student fluency using a fluency scale rubric.

In assessing the students' fluency, we decided to use Fountas and Pinnell Fluency Scale because it includes the components of automaticity (reading rate), and prosody (phrasing, chunking, intonation, and word stress). However, we deliberately eliminated the sixth component (integration), as the sixth component is meant for overall performance, while we intended to focus on each component and see which component improved most and which one improved least. For accuracy, we assumed that the students were already between independent and instructional reading level.

4. **Reflect**: The last stage is making reflection and planning for further action. Reflecting includes reflecting on practice, reflecting on the research process, reflecting on beliefs and values, and reflecting on feelings and experiences (Burns, 2010). It is the point where we as the researchers question our action and the results whether it has made significant improvement to the students or not, and whether there is other alternative plan or further action which is more effective.

Result and Discussion

In analyzing the result we used both quantitative and qualitative analysis. Quantitative analysis was used to measure students' fluency in terms of nominal scale from 1 to 4, whereas qualitative analysis is used in describing the fluency components produced by the students while reading the text.

As previously explained, the first recording was conducted after the student finished learning Lesson 3 of Intermediate 4 book. At the end of the lesson there was a listening exercise where students had to identify the correct chunks in a monologue they heard by putting slashes on the text. As a follow up of this activity, the students were asked to read the text and their voice was recorded. Although the students have heard the text being read to them from the cassette, on the first recording, some of the students were unable to reproduce the text as smooth as the example. The result is presented in the following table:

Table 1. Result of the first recording of Mon-Wed class

No	Name	Rate	Phrasing	Intonation	Pausing	Stress
1	Iyet	3	2	2	2	2
2	Josh	3	3	2	3	3

3	Michael	3	3	3	3	3
4	Nabila	3	2	2	3	3
5	Nazmi	3	2	3	3	3
6	Ridho	2	2	2	2	2
7	Sean	3	2	3	2	3

Generally, students of Monday - Wednesday class were able to read the monologue at appropriate rate, so the score for the first component (rate) was quite good; although it still needs some improvement to make them achieve a higher score. The students were able to start reading the text quite smoothly, however, they stumbled over the words in the middle of the text, especially in the part : "*We didn't check everything twice the way we normally do and instead decided to start immediately. It turned out that the wire at the other end was not properly secured and it came loose.*" The sentence was quite long, so students had to figure out themselves where to pause or group phrases.

It was evident that most of the students still had problem in placing the appropriate phrasing and chunking in the text. For example, Iyet read: "*twice/ the /the /way/ we normally*" and *"at/ the/ the/ other end /was/ not properly/ se/cured"* instead of putting them into one phrasing. Beside repeating the word when she stumbled over some words, she also missed some words such as "*that*" after "*it turned out*" , and she misread some words such as "*was*" became "*ways*", "*the other*" become "*the others*", and *"this business"* became   "*the business"*.   Thus, Iyet needed to improve her reading ability not only in terms of fluency but also in terms of accuracy.

The other student, Josh was quite fluent but he read too fast, so he slipped in words such as *"decided"* became *"deciding"*. His intonation was also rather flat, little variation in tone and voice.   Similarly, Ridho had a flat intonation; he seemed to read in a hurry that he mispronounced some words such as: *"secured"* became *"square"*, *"the way we normally do*" became *"the way our normal do", "came"* became *"come"*, and *"loose"* became *"lost".*

Other examples of inappropriate phrasing and chunking are by Michael in reading *"the way we / normally / do"*, Nazmi in reading "*the other end wasn't/*

properly secured", or Sean in reading *"everything/ twice the way/ we normally do",* and *"the wire at the other/ end was not properly".* Sean, Nazmi, and Nabila had been trying to put stressing on certain words although it still did not sound natural. Particularly for Nabila, not only that she used wrong phrasing, but she also had some problems with pronunciation, so she needed more practice to improve her fluency.

Meanwhile, the result of the first recording of Tuesday- Thursday class is presented in the following table.

Table 2. Result of the first recording of Tue-Thu class

No	Name	Rate	Phrasing	Intonation	Pausing	Stress
1	Ferina	3	2	3	2	3
2	Naufal	3	3	2	3	2
3	Rezka	4	3	3	4	3
4	Rima	3	3	3	3	3
5	Rina	2	3	2	3	2
6	Rizwan	3	3	2	3	2
7	Roshi	1	1	1	1	1
8	Yulita	1	1	1	2	1
9	Windy	3	3	3	3	3

As shown in the table, the fluency of students of Tuesday-Thursday class was quite varied. Rezka was the best in terms of rate, as well as other components compared to her classmates. She was able to read smoothly with appropriate pace and pausing. The only part she hesitated was when she read: "*at the other /end".* Rima and Windy were also quite fluent, but Rima used inappropriate phrasing in reading "*check everthing/ twice/ the way we normally",* whereas Windy made some pronunciation errors when she read *immediately, lesson* and she stumbled on reading *"concentration"*

Other students mostly have problems in phrasing, stress, and intonation. For example, Ferina made inappropriate phrasing in reading "*It wasn't/ because I lost my concentration", "We didn't check/ everything/ twice the way/ we normally/ (do) and instead decided", "the wire at the other end/ wasn't/ properly /secured".* Rizwan stumbled over the part *"check everything twice the way/ we normally do/ and instead decided to/ start immediately".* Similarly, Naufal and Rina used inappropriate phrasing in reading *"everything twice/ the way we normally do".* In

terms of intonation and stress, Naufal was less expressive, while in terms of rate, Rina read rather fast so she made some pronunciation errors in reading *immediately, twice, came*, and *lesson.*

The worst fluency was shown by Roshi and Yulita. Referring to three components of fluency: accuracy, automaticity, and prosody as suggested by Ford (2012), these two students were the least fluent. It actually surprised us that students at Intermediate 4 level could be at frustrational reading level (less than 90% accuracy). Roshi read poorly and awkwardly as she tended to read word per word with lots of hesitation, and her reading rate was 58 seconds, much longer compared to her peers who took only between 30 – 35 seconds to read the monologue. She misread words such as *it wasn't* became *I wasn't,* and she also had difficulty in pronouncing some words such as *concentration, immediately, wire, secured, came, business, disastrous*, *crucial.* All this affected other component of fluency, that is, prosody, which includes phrasing, intonation, pausing, and stress.

Similarly, Yulita still lacked in accuracy and automaticity. She read slowly with lots of hesitation, repeated some words when she felt unsure about the way to say it, misread some words such as *everything* became *anything*, and paused too long at certain parts such as *a... mistake*, *rush…ing.* She used inappropriate chunks such as "*Yes, we made a/mistake that day*", "*we normally / do and/ instead/ decided*", "*It turned /out that / the wire /at the other / end was not properly/ secured*". As for reading rate, it took her 59 seconds to finish the monologue. It means she had problem in recognizing and decoding words automatically, not to mention reading them smoothly with appropriate phrasing and intonation.

Finding out from the first recording that the students had not yet been able to read fluently, we decided to re-teach the students about the importance of phrasing/chunking as part of reading fluency, and modeled how to read the text with appropriate chunking, intonation, and stressing. Then we asked the students to reread the monologue, and their voice was again recorded. The results of the second recording are presented in table 3 and 4.

Table 3. Result of the second recording of Mon-Wed class

No	Name	Rate	Phrasing	Intonation	Pausing	Stress
1	Iyet	4	4	4	4	4
2	Josh	4	4	4	4	4
3	Michael	4	4	4	4	4
4	Nabila	4	4	4	4	4
5	Nazmi	4	4	4	4	4
6	Ridho	3	4	3	4	4
7	Sean	4	4	4	4	4

Table 4. Result of the second recording of Tue-Thu class

No	Name	Rate	Phrasing	Intonation	Pausing	Stress
1	Ferina	4	4	4	4	4
2	Naufal	4	3	4	4	4
3	Rezka	4	4	4	4	4
4	Rima	4	4	4	4	4
5	Rina	4	4	4	4	3
6	Rizwan	4	4	3	4	4
7	Roshi	1	2	2	3	2
8	Yulita	4	3	4	4	4
9	Windy	4	4	3	4	3

These tables show that most of the students from the two classes have been able to make much improvement in all components of fluency. Rate improved as this time most of the students no longer read with hesitation, too slow, or too fast. They were able to read with intonation and stress, and make the text more meaningful. What is more important was in terms of phrasing and pausing. The correct chunking made the students sound more fluent and the monologue more meaningful.

Iyet, for example, who previously had problem in pausing at certain part, finally were able to improve, not only in terms of chunking but also in terms of stress and intonation. Ridho, although still sounded in a hurry at the beginning part of the text, also could improve in terms of pausing and stress. Rina also improved a lot, despite her struggles with correct pronunciation. To some

students, pronunciation problem had made them hesitant in saying certain words and pause at inappropriate place, thus hampered their fluency.

The most striking change was shown by Yulita. On the first recording she read poorly, but on the second recording she made significant improvement in almost all components. Her automaticity improved as it took her 33 seconds to finish the monologue, and she was able to recognize prosodic features of fluency by using appropriate phrasing, pausing and intonation. She only stumbled over "*we were/late*".

The only student who seemed difficult to improve was Roshi. She struggled to use correct phrasing, and in terms of automaticity she still read too slowly (57 seconds), and pronounced most of the words with difficulty. The teacher (Aldy) acknowledged that among her classmates Roshi is a weak student, but she is eager to learn. Her difficulty in producing an automatic and smooth language might be due to some psychomotor factors.

Conclusion and Suggestion

Based on the findings above, it can be concluded that teachers could not just take for granted that students at intermediate levels are already able to read fluently, as there are various components of fluency that should be paid attention to and be practiced on. We as teachers also need to ensure that students are aware of the importance of producing the language smoothly and naturally, and should facilitate them to achieve the expected reading fluency because it will lead to spoken fluency.

In this classroom action research, students are able to improve their fluency in reading through voice recording, as from their recorded voice students could identify the components of fluency which they were still weak at. After re-reading the text and re-recording the voice, it was found that the component of fluency that most improved was rate, phrasing, pausing, and stress. It was partly because the students had been shown the way to use the appropriate chunking and phrasing by marking parts in the text with slashes and then read them accordingly. The voice recording also helped them learn where to put the

appropriate stress on certain words. While automaticity and prosody improved, it was found that the least improved component was intonation, or where to raise or lower voice to emphasize on meaning. It was found as well that pronunciation is another area that least improved. Pronunciation error made the students fail to read the text smoothly, and this hampered their fluency.

Voice recording and chunking practice conducted in this action research is only one of many ways to help students produce the language smoothly and naturally. As our reflection we acknowledged that there was a limitation of this research as we did not do further action such as checking students' comprehension to prove whether their fluency significantly related to their comprehension of the text, neither did we conduct a follow-up activity such as speaking tasks to prove that reading fluency contributes to spoken ability. In regards to students' weakness in pronunciation, students would need a lot of repeated exposure on correct pronunciation as well as repetition drills, and this was not done in our action research. Therefore, further research on these aspects is strongly encouraged.

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Appendix 1: Monologue to be read by students

Yes, we made a mistake that day. It wasn't because I lost my concentration or anything like that. On that day we were late and people had been waiting to see the show. We didn't check everything twice the way we normally do and instead decided to start immediately. It turned out that the wire at the other end was not properly secured and it came loose. But we learned our lesson. In this business rushing things can be disastrous; being careful is crucial. (84 words)

(Source: *Explore 4* Lesson 3 p. 19)

Appendix 2: NAEP Oral Reading Fluency Scale

NAEP Oral Reading Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.D. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study

Appendix 3: Scale for assessing fluency by Fountas & Pinnel

Name				Level

A Scale for Assessing Fluency

1 Rate

Rate refers to the pace at which the reader moves through the text. An appropriate rate moves along rapidly with few slow-downs, stops, or long pauses to solve words. If a reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate. The pace is also appropriate to the text—not too fast and not too slow.

1	2	3	4
Almost no evidence of appropriate rate during the reading.	**Very little** evidence of appropriate rate during the reading.	**Some** evidence of appropriate rate during the reading.	**Almost all** the reading evidences appropriate rate.

2 Phrasing

Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Phrased reading should sound like oral language, although more formal.

1	2	3	4
Almost no evidence of appropriate phrasing during the reading.	**Very little** evidence of appropriate phrasing during the reading.	**Some** evidence of appropriate phrasing during the reading.	**Almost all** the reading is appropriately phrased.

3 Intonation

Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called "expression."

1	2	3	4
Almost no variation in voice or tone (pitch) to reflect the meaning of the text.	**Very little** evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	**Some** evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	**Almost all** the reading is characterized by variation in voice or tone (pitch) to reflect the meaning.

4 Pausing

Pausing refers to the way the reader is guided by punctuation (short breaths at commas; full stop at ending punctuation or dashes). Pausing also refers to how the reader uses the way print is organized on the page (line layouts, paragraphs, etc.)

1	2	3	4
Almost no pausing to reflect the punctuation and the meaning of the text.	**Very little** pausing to reflect the punctuation and meaning of the text.	**Some** pausing to reflect the punctuation and meaning of the text.	**Almost all** the reading is characterized by pausing to reflect the punctuation and meaning of the text.

5 Stress

Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.

1	2	3	4
Almost no stress on appropriate words to reflect the meaning of the text.	**Very little** stress on appropriate words to reflect the meaning of the text.	**Some** stress on appropriate words to reflect the meaning of the text.	**Almost all** the reading is characterized by stress on appropriate words to reflect the meaning of the text.

Provide an overall assessment of fluency below:

6 Integration

Integration involves the way the reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.

1	2	3	4
Almost none of the reading is fluent.	**Very little** of the reading is fluent.	**Some** of the reading is fluent.	**Almost all** of the reading is fluent.

Using the Scale to Assess Fluency

1	Find a readable text for the student, one that he or she can read with over 95% accuracy.
	Decide whether you want to assess the first or second reading.
2	Provide a brief, standardized introduction to the text.
3	Ask the student to read a significant portion of the text aloud; or have the student read the text once in full and then read it aloud for the second time.
4	Follow along as the student reads, using your own copy of the text, and marking errors.
5	Check the reading for accuracy—noting whether it is above 95%.
6	Use the rubric to rate the reading along the first five dimensions.
7	Make an overall assessment of the students' fluency—dimension 6 which refers to integrating the first five factors.
8	Repeat the assessment for a group of students.
9	Analyze reading fluency to determine what students are doing and not doing.
10	Plan small and large group instruction to address areas of need.

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Improving Speaking Ability by Using Communicative Approach Technique to ET 5 Students

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ABSTRACT

The purpose of this research is to investigate whether or not the use of communicative approach technique can improve the students' speaking ability for ET 5 students in LBPP LIA Pontianak.

The students' problem in mastering vocabulary and practicing speaking have made the students keep silent and shy because usually the students are asked to practice speaking in pairs. In solving this problem, the researcher used the communicative approach technique to improve the students' ability in speaking.

As the purpose of this research to improve the students' speaking ability, the method used in this research is action research in which the researcher concerned with the students speaking ability improvement in every meeting. This research was conducted in three cycles. The researcher gave pre test before she applied communicative approach technique and post test after she applied communicative approach technique. In collecting the data, the researcher used the scoring sheet and field notes to score the students' speaking ability where the students' scored based on the fluency and comprehensibility. The field notes were used to take notes of everything happens in teaching and learning activity. The improvement of students' speaking ability could be seen from the result of every meeting.

Based on the data analysis, the mean score of the students' pre test is 6.5, it is categorized "average to good". The mean score of the students in the first cycle is 6.5, it is categorized "average to good", the mean score of the students in the second cycle is 7.5, it is categorized "average to good", the mean score of the students in the third cycle is 7.5, it is categorized "average to good" and the mean score of the students in the post test cycle is 8, it is categorized "good to excellent."

Based on the mean score of the students' pre test and post test, it can be concluded that teaching speaking through communicative approach can improve the students' speaking ability.

Key Words: communicative approach technique, pre test, post test, fluency, comprehensibility, mean score

I. BACKGROUND

Teaching English consists of listening, speaking, reading and writing aspects. I am going to focus on teaching speaking. Speaking is one of the difficult things for the teacher to teach especially for teenagers. Many students are often shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Dennis Wilhort (1994:33) says "In order to properly develop this communication skill, the students must be active. Furthermore, they need to think in the target language."

The subject of this research is ET 5 class that consists of ten students. I have found some problems in speaking when I teach this class, they tend to keep silent and shy because usually the students are asked to practice speaking in pairs. They feel safe if they keep silent so that the teacher would not ask them. This is because they have lack of vocabulary and lack of self confidence, therefore the researcher intends to improve their speaking ability in speaking by using communicative approach technique.

ET 5 class should emphasize on fluency and comprehensibility as consideration that they need them to improve their speaking ability. In addition, the researcher had been getting them used to speak English in every meeting. As Rivers (1987:xiii) states, "Being able to interact is essential. Therefore, the language instructor should provide learners with opportunities for meaningful communicative behaviour about relevant topics by using learner-learner interaction as the key to teaching language for communication because communication derives essentially for interaction."

Based on the condition above, communicative technique can be one of the alternatives to solve the problem. In communication learning technique, the students are demanded to be more active in the class, they should not be passive learners because they are the center of teaching and learning process. There are many techniques in teaching

II. RESEARCH OBJECTIVES

The objective of writing this research is intended to know whether using communicative approach technique in teaching speaking can improve the low students' speaking ability of ET- 5 students.

III. LITERATURE REVIEW

A. The Nature of Teaching Speaking

1. The Nature of Teaching Speaking

Teaching is an activity came from the teacher in the classroom which is intended to give students knowledge or skills. According to James Levin and James F. Nolan (1996), "Teaching is the use of preplanned behaviors founded in learning principles and child development theory and directed to ward both instructional delivery and classroom management, which increase the probability of affecting a positive change in students' behavior."

The teacher must not only know the students' behavior but also have a clear picture of desired students' behaviors for only given instructional activity.

Spoken interaction has played a major role in communication and the most important type of spoken interaction is conversation. Conversation provides a means for sharing experiences and solving problems. In communicating, there are two parts, the first is sender, the other is receiver. According to Hybels and Weaver (1986:18) in a book "Communicating Effectively", there are five types of communications, namely:

a. Intrapersonal communication

Intrapersonal communication is centered in the self, one as the sender-receiver. The message is made up of thoughts and feelings. The channel is the brain, which processes what one is thinking and feeling.

b. Interpersonal communication

Interpersonal communication occurs when the communication is done usually in an informal, unstructured setting. This kind is mostly between two people, though it may include morethan two.

c. Interviewing

An interviewing is a series of questions and answers usually involving two people-whose primary purpose is to obtain information on a particular subject in interviewing, the verbal roles are usually used and the setting is usually quite formal.

d. Small group communication

This occurs when small group of people meet to solve a problem. The group must be small enough so that each member in the group has a chance to interact with all of the other members.

e. Public communication

In public communication, the speaker sends a message of the speech to an audience. The channels are more exaggerated than in interpersonal communication.

In this research, the researcher uses interpersonal communication to teach speaking. There are many techniques to teach speaking, such as discussion, debate, simulation and communicative approach technique. One of those techniques is communicative approach.

2. The Nature of Learning Speaking

Being able in practicing a language is one aspect in learning achievement. The more frequent the students practicing the language, the more fluent their speaking ability will be. An effective conversation class involves the active participation by students to express orally and confidently what they have in mind. Besides, learners should be taught to be involved in actual interaction in the classroom. Helen Basturkmen (1994:50) says, "One of the principle tenets of communicative approach to language teaching is that the learners are involves in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language. To these ends, arrange of activity tupes have come to be employed such as problem solving, role playing and information gap activities."

Learning speaking will be successful if the condition of the classroom activity is not too tension. The students will feel enjoyable and comfortable in the class. This condition will arouse students' curiosity to speak because they will not feel hesitated and embarrased to speak.

B. COMMUNICATIVE APPROACH TECHNIQUE

When we communicate, we use the language to accomplish some functions, such as arguing, persuading or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and

his level of emotion, but also on whom he is addressing and what relationship with that person is. There are some principles in this approach, they are:

a. Whenever possible, "authentic language"-language that is used in areal context-should be introduced.
b. Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.
c. The target language is a vehicle for classrooom communication, not just the object of study.
d. One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.
e. Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
f. Games are important because they have certain features in common with real communicative events-there is a purpose to the exchange.
g. Students should be given an opportunity to express their ideas and opinions.
h. Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.
i. One of the teacher's major responsibilities is to establish situations likely to promote communication.
j. Communicative interaction encourages cooperative realtionships among students. It gives students an opportunity to work on negotiating meaning.
k. The social context of the communicative event is essential in giving meaning to the utterances.
l. Learning to use language forms appropriatelyis an important part of communicative competence.
m. The teacher acts as an advisor during communicative activities.
n. In communicating, a speaker has a choice not only about what to say, but also how to say it.
o. The grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors.
p. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

The goal of teachers who use the communicative approach is to have one's students become communicatively competent. Communicative competence involves being able to use the language appropriate to a

given social context. To do this, students need knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must be able to manage the process of negotiating meaning with their interlocutors.

C. The Teaching of Speaking Through Communicative Approach Technique

- **The Implementation of Communicative Approach Technique**

  In teaching learning process, students are asked to practice dialogue through communicative approach. Students practice in pairs. Here are the procedures:

  a. Pre activity
  1) The teacher asks the students some questions, for example:
     - Where did you go last holiday?
     - What did you do when you went there?
  2) The teacher prepares activity
     The preparation of giving the activity is as follow:
     a. Teacher preparation
        1) Selecting teaching topic or material
           The teacher chooses a topic that supports the syllabus. For example: people personality. The students are asked to play a role of certain situation.
        2) Break down of roles, attitude and function
           a) Situation   : at school, at the house
           b) Roles   :
              - At school (students-students)
              - At the house (friends-friends)
           c) Attitude   : neutral, polite
           d) Language function
              - Telling about past activity
              - Expressing of buying and selling
              - Describing zodiac sign and the personality
        3) Requisite of students knowledge
           a) New material
              - Polite expression of telling past activity
              - Polite expression of expressing of buying and selling
              - Polite expression of describing zodiac sign and the personality
           b) Assumed knowledge

Before preparation, the students have to know:
Greetings, such as hi, good morning.
The situation and the task of the roles
Some common expression
4) Requisite teaching aids
A model dialogue
b. Class preparation
1) Linguistic preparation
New material is presented and practiced.
a) Expressing of telling past activity
- What did you do last holiday?
Response:
I went to Pasir Panjang beach
I just stayed at home
b) Expressing of buying and selling
Excuse me, where can I find sugar?
Response:
It is in the confectionery section
c) Describing zodiac sign and the personality
She was born on July 27.
Response:
She must be Leo
2) Linguistic, situational and functional preparation
a) The utterances practiced orally
The aim is to get the students to say the utterances with fluency and comprehensibility.
For example:
A : Hi, long time no see. Where have you been?
B : I spent my holiday out of the town.
A : Where did you spend your holiday?
B : I spent my holiday at Pasir Panjang beach.
b) The students are given a dialogue to fill in the blanks in order to complete it.
A : Hi,..
B : I spent my holiday.............................
A : Where did you ....
B : I spent my holiday at ....

b. Whilst Activity
    1) The students are divided into pairs.
    2) Each pair is given a role card to be completed.
    3) Each student in one group complete the dialogue in the role card
    4) The students practice the dialogue with their pairs.
    5) The students do the dialogue
    6) The other students' give response of each pair performance.
c. Post activity
Assessment
- Students complete the dialogue.
Follow up
1) The students and teacher make correction of the role play performers
2) Teacher explains any difficulties that might arise in the class

IV. RESEARCH METHOD
A. FORM OF RESEARCH

Research is a systematic problem solving based on data obtained for that purpose. This research is action research in which the researcher pays more attention in teaching and learning process. The researcher searches what the real problems to analyze the caused and decides what action should be taken to solve such kind of problems.

John Elliot (1991:69) cited in Hopkins, David (1993:45) says "Action research is the study of a social situation with a view to improving the quality of action within it."

The teacher or researcher conducts action research which purposes to overcome the problem that appears in the classroom, apply the planning in the real treatment, observes the process and finally reflects the treatment.

The aim of action research is to change and to improve what happen in the classroom. Kemmis and Mc Taggart say (in Nunan 1995:17) that there are three defining characteristics of action research:
a. It is carried out by practitioners
b. It is collaborative
c. It is aimed at changing things
The part of action

Planning

Reflecting   Acting
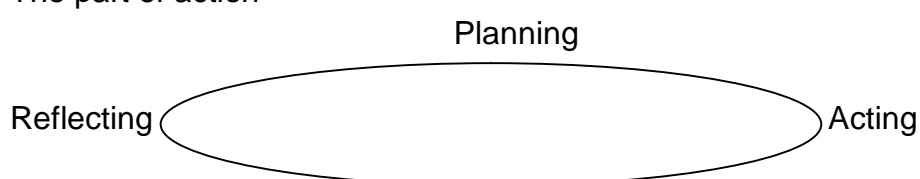
Observing

B. THE PROCEDURE OF ACTION RESEARCH

The procedure of the research can be seen from the activities of each cycle as these following:

1. Planning: the teacher preparation before doing the action
   a. Steps of teaching within procedure of action and activities in implementing actions towards problem solving as have been planned.
   b. Prepare media and facility as needed in the classroom such as paper, card, dialogue, recorder and cd.
   c. Prepare the way of observation and recording such as cd, recorder, scoring sheet, teacher personal field note.

2. Acting
   The actions are held in one meeting of actual classroom teaching and learning activities. They consist of model from the teacher and presentation from the students. The first meeting uses one material and model teaching conversation through communicative approach technique. The second meeting is used for presentation or students' performance. Students' performance can be measured in two components such as fluency and comprehensibility in doing conversation.

   In order to achieve the aim of this research, the researcher sets three cycles of action research as follow.
   Cycle 1 consists of the 1st meeting
   Cycle 2 consists of the 2nd meeting
   Cycle 3 consists of the 3rd meeting
   Every cycle consists of one meeting. One meeting is one hundred twenty minutes. It means three cycle needs two weeks.

3. Observing
   The observation is done based on students' performance in their fluency and comprehensibility which is measured by using scoring sheet.

4. Reflecting
   Every each cycle students' performances are evaluated to define weaknesses or problems. Then, the researcher decides which action is needed to overcome the weaknesses or problems.

C. SUBJECT OF RESEARCH

This research is conducted to ET 5 students of LBPP LIA Pontianak. The class consists of ten students.

D. TECHNIQUE AND TOOL OF DATA COLLECTING

  1. Technique of Data Collecting

  In this research, the researcher used observation technique to observe the students' practicing conversation. The researcher carried out the observation when she was taking the data in this classroom. The data are collected by researcher and observed by her collaborator. Here, the researcher took the data of the students' speaking ability in fluency and comprehensibility. Besides, the researcher also took some notes while and after teaching.

  The procedure technique of data collecting:

  a. Observing
    1) Taking some notes of the classroom activity
    2) Taking score of students speaking fluency and comprehensibility

  b. Recording
    Recording the students speaking fluency and comprehensibility by using recorder.

    In this research, the researcher uses observation technique to observe the students' practicing conversation. The researcher takes the data to get information of the students' improvement in speaking; the writer gives oral test by giving instruction to them to perform at the front of the class. Each pair is given time to perform and then the writer decides their speaking abilities, namely fluency and comprehensibility with the rating scale provided. The result of students' speaking is recorded and then collaborator decided the score from the recording. Then the scores from the writer and collaborator are calculated. Besides, the researcher does the observation to know the students' competence in speaking that is fluency and comprehensibility. Observation is done by the help of collaborator.

  2. Tools of Data Collecting

  The tools of this research are:

  a. Recorder
    The conversation activities are recorded by recorder. The use of recorder requires some technical knowledge. The main functions of recorder are:
    - As general diagnostic tool for identifying aspects of one's teaching
    - For providing detailed evidence on specific aspects of teaching through the use of transcripts, and

- As an additional source of evidence for classroom assessment, conversations are recorded as the pair discussed and talked.

This will help much to know what they are talking about, the fluency they made and how their speaking ability. After the conversation is recorded then it will be measured.

b. Field Note

Field note is a note that certifies teacher's activities when he or she applies his or her technique. In conducting the research, the researcher asks a collaborator to help her jot down anything occur when the researcher applies the technique, including the obstacle which the researcher finds in teaching learning process. Keeping field notes is a way of reporting observations, reflections and reactions to classroom problems.

c. The Scoring Sheet

The data is the students' performance in speaking which focuses on their fluency and comprehensibility. Students' ability in their speaking is scored by scoring sheet. In judging the students' score, the researcher should refer to the rating scale. It can be seen in appendix 3.

V. ANALYSIS AND DISCUSSION
A. ANALYSIS

The researcher has conducted pretest and post test. Pre test was conducted in order to see the improvement before and after the treatment. In pre test, the researcher uses the material that is used in post test. But, in here, the techniquen has not been applied yet. After having pre test, the researcher applied post test by giving treatment for three times. The researcher did pre test and post test to get final conclusion that communicative approach technique can improve the students speaking ability.

Measurement of Mean Score of Pre Test and Post Test

The result in pre test and post test are figured out in the following table:

Table 1
The Pre Test Result

No	Students'	Fluency	Comprehensibility	Score

No	Names			
1.	Wardah	4	4	8
2.	Dila	4	4	8
3.	Akhdam	3	3	6
4.	Ridho	2	2	4
	Total			26

The mean score

R = ΣX
    N

  = 26
    4

  = 6.5

The result of pre test cycle is categorized into **average to good** with the qualification score is 6.5

Table 2
The First Treatment Result

No	Students' names	Fluency	Comprehensibility	Score
1.	Rora	3	3	6
2.	Nabila	4	4	8
3.	Akhdam	3	3	6
4.	Ridho	3	2	5
5.	Wardah	3	4	7
6.	Nia	3	4	7
	Total			39

The mean score

R = ΣX
    N

  = 39
    6

  = 6.5

The result of the first treatment cycle is categorized into **average to good** with the qualification score is 6.5

Table 3
The Second Treatment Result

No	Students' Names	Fluency	Comprehensibility	Score
1.	Nabila	4	4	8
2.	Akhdam	4	4	8
3.	Jeanette	4	4	8
4.	Ronald	3	4	7
5.	Ridho	3	3	6
6.	Wardah	4	4	8
	Total			45

The mean score

R = $\underline{\Sigma X}$
       N

= $\underline{45}$
     6

= 7.5

The result of the second treatment cycle is categorized into **average to good** with the qualification score is 7.5

Table 4
The Third Treatment Result

No	Students' Names	Fluency	Comprehensibility	Score
1.	Ridho	3	3	6
2.	Wardah	4	4	8
3.	Nia	4	4	8
4.	Dila	4	4	8
Total				30

The mean score

R = $\underline{\Sigma X}$
       N

= $\underline{30}$
     4

= 7.5

The result of the third treatment cycle is categorized into **average to good** with the qualification score is 7.5

Table 5
The Post Test Result

No	Students' names	Fluency	Comprehensibility	Score
1.	Nabila	4	4	8
2.	Akhdam	4	4	8
3.	Rora	4	4	8
4.	Dila	4	4	8
	Total			32

The mean score

R = $\frac{\Sigma X}{N}$

= $\frac{32}{4}$

= 8

The result of post test cycle is categorized into **good to excellent** with the qualification score is 8.

Students' score speaking ability:

Cycle	Score
Pre test	6.5
First treatment	6.5
Second treatment	7.5
Third treatment	7.5
Post test	8

From the above result, the researcher concluded the third cycle in one diagram as follow:

The Students' Speaking Ability
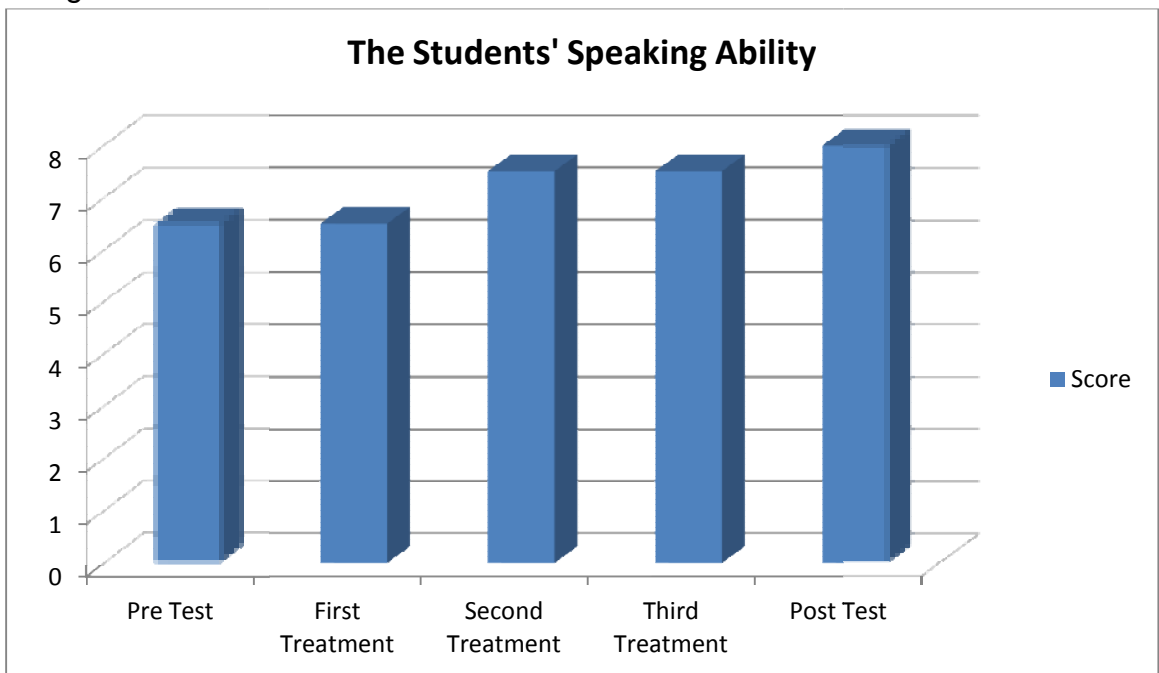
After knowing the students' speaking ability result above, the researcher categorizes the students speaking ability by using the qualification below:

Test Score	Specification
8.0 – 10	Good to excellent
6.0 – 7.9	Average to good
5.0 – 5.9	Poor to average
0 – 4.9	Poor

It is modified from J.B Heaton (1988:96)

The classification of students' speaking:

Pre test   : 6.5 (average to good)

Post test   : 8 (good to excellent)

The difference of the result between pre test and post test is described as follow:

M_{tot} $= X2 - X1$

M_{tot} $= 8 - 6.5$

M_{tot} $= 1.5$

The progression for each students speaking ability for pre test and post test can be seen in the table below:

Table 6
Students' Qualification for Pre Test

No	Students' Names	Score	Qualification
1.	Wardah	8	Good to excellent
2.	Dila	8	Good to excellent
3.	Akhdam	6	Average to good
4.	Ridho	4	Poor

The percentage of students' qualification for pre test

Score	Qualification	Percentage
8.0 - 10	Good to excellent	50 %
6.0 – 7.9	Average to good	0 %
5.0 – 5.9	Poor to average	25 %
0 – 4.9	Poor	25 %
Total		100 %

Table 7
Students Qualification for The First Treatment

No	Students' names	Score	Qualification
1.	Rora	6	Average to good
2.	Nabila	8	Good to excellent
3.	Akhdam	6	Average to good
4.	Ridho	5	Poor to average

5.	Wardah	7	Average to good
6.	Nia	7	Average to good

The percentage of students' qualification for the first treatment

Score	Qualification	Percentage
8.0 - 10	Good to excellent	16.67 %
6.0 – 7.9	Average to good	66.64 %
5.0 – 5.9	Poor to average	16.67 %
0 – 4.9	Poor	0 %
Total		100 %

Table 8
Students Qualification for The Second Treatment

No	Students' Names	Score	Qualification
1.	Nabila	8	Good to excellent
2.	Akhdam	8	Good to excellent
3.	Jeanette	8	Good to excellent
4.	Ronald	7	Average to good
5.	Ridho	6	Average to good
6.	Wardah	8	Good to excellent

The percentage of students' qualification for the second treatment

Score	Qualification	Percentage
8.0 - 10	Good to excellent	66.68 %
6.0 – 7.9	Average to good	33.32 %
5.0 – 5.9	Poor to average	0 %
0 – 4.9	Poor	0 %
Total		100 %

Table 9
Students Qualification for The Third Treatment

No	Students' Names	Score	Qualification
1.	Ridho	6	Average to good
2.	Wardah	8	Good to excellent
3.	Nia	8	Good to excellent
4.	Dila	8	Good to excellent

The percentage of students' qualification for the third treatment

Score	Qualification	Percentage
8.0 - 10	Good to excellent	75 %
6.0 – 7.9	Average to good	25 %
5.0 – 5.9	Poor to average	0 %
0 – 4.9	Poor	0 %
Total		100 %

Table 10
Students Qualification for The Post Test

No	Students' names	Score	Qualification
1.	Nabila	8	Good to excellent
2.	Akhdam	8	Good to excellent
3.	Rora	8	Good to excellent
4.	Dila	8	Good to excellent

The percentage of students' qualification for the post test

Score	Qualification	Percentage
8.0 - 10	Good to excellent	100 %
6.0 – 7.9	Average to good	0 %
5.0 – 5.9	Poor to average	0 %
0 – 4.9	Poor	0 %
Total		100 %

From the result above, students speaking ability get improvement 1.5 after the researcher gives treatment. It means that students speaking ability can be improved by using communicative approach technique.

VI. CONCLUSIONS AND SUGGESTIONS
A. Conclusion
1. Communicative approach is one of the good techniques to be applied in teaching learning process because it helps the students to communicate each other orally and it also could change the atmosphere of the classroom since the students can speak more actively, expressing their idea spontaneously and can make the students more enjoyable in the teaching and learning activity.
2. Based on this technique, the students ability in speaking increase from the first cycle to the last cycle. The mean score of the first cycle is 6.5 which categorized into average to good and in the last cycle is 7.5 which categorized into average to good.
3. The result of the students speaking ability through communicative approach can be found that the students score percentage from 10 students on the first cycle is 25% students had poor qualification, 25% students had average to good qualification and 50% students had good to excellent qualification, no one had poor qualification. The result of the second cycle is about 33.32% students had average to good qualification, 66.68% students had good to excellent qualification, no one had poor and poor to average qualification and the result of the third cycle is about 25% students had average to good qualification, 75% students had good to excellent qualification, no one had poor and poor to average qualification.

4. The students' percentage of the post test is 100% students had good to excellent qualification, no one had poor, poor to average and average to good qualification even not all students come.
5. In conclusion, by applying communicative approach technique in teaching learning process, the students can improve their ability in speaking both fluency and comprehensibility because by using communicative approach technique, the students can be enjoyable and relaxed in expressing their ideas and opinion.

B. Suggestion

1. Communicative approach technique can be applied in the English class since this technique is very useful to increase the students ability in speaking especially to increase the fluency and comprehensibility of students who have low ability in speaking.
2. Since most of the students have lack vocabulary and have lack of practicing conversation, it is better for the teacher to give the students a blank dialogue to be completed and the opportunity to practice it with their friend.
3. In conducting communicative approach technique to the students who have low ability in speaking, the teacher should prepare the topic and prepare the dialogue materials which consist of some blank expressions that have to be completed by the students.
4. It is suggested for the teacher to check the students' pronunciation until they have good pronunciation of the words before conducting the role play technique.
5. In conducting this technique, it is suggested to have a group which consists of two students in order to make conversation become more effective.

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For Pre test and Post test

LESSON PLAN

Level   :ET5
Topic   :Going to Kepulauan Seribu
Subtopic   :Expressing the activity in the past
Material   :English Text Book
Time   :120 minutes
Source   :Star 1
Skill focus   :Speaking
                (*Note: For pre test, the technique has not been applied yet*)

I. Lesson Objective
    Students are expected to be able to do simple conversation fluently.
    In the process, the students are expected to be able to:
    1. Use the correct expression to express it
    2. Express a simple idea, opinion and their feeling
    3. Complete the jumbled dialogue
    4. Perform the role play

II. Pre Activity (20 minutes)
    1. The teacher asks the students some questions:
       a. Did you spend your holiday somewhere?
       b. What did you do last holiday?
       c. Where did you spend your holiday?
       d. Whom did you spend your holiday with?
       e. How was your feeling after holiday?
    2. The teacher gives brief explanation about communicative approach
       technique
    3. Teacher prepares the technique
       a. Teacher preparation
          1) Selecting the topic or material
          2) Break down of roles, functions, etc.
             Situation   : at school
             Roles   : at school (students-students)
             Attitude   : neutral,polite
             Language function   : expressing the activity in the past
          3) Requisite of students knowledge
             a) New material   : Polite expression of expressing the activity
                                     in the past
             b) Assumed knowledge
                Before preparation, the students have to know:
                - The expression of asking about past activity/experience, such as
                  where did you go for holiday?

- The situation and the task of the roles
- Some common expression

4) Requisite teaching aids

A model dialogue

Ridho   : Hi, Akhdam, long time no see.
Akhdam   : Yes, I have just arrived from my holiday.
Ridho   : Where did you spend your holiday?
Akhdam   : I spent my holiday in Singkawang.
Ridho   : When did you go there?
Akhdam   : I went there last week.
Ridho   : What interesting thing did you see there?
Akhdam   : I saw many temples and beach.
Ridho   : What did you do there?
Akhdam   : I took some pictures there.
Ridho   : What was your feeling after the holiday?
Akhdam   : I felt happy.

a) Teacher reads the dialogue text and followed by the students
b) Teacher asks the students to find some difficult words in the text
c) Teacher and students find the meaning of difficult words in the text

b. Class preparation

1) Linguistic preparation

New material is presented and practiced.

Expression of telling past activity

- Hi, long time no see. Where did you go?
- When did you go to Semarang?
- Whom did you go there with?
- What did you do there?
- How was your feeling after holiday?

The response of the expressions are:

- I went to Sinka island
- I went there last week
- I went there with my family
- I made sand castle and had banana boating
- I felt happy

a) Teacher pronounces those expressions
b) Teacher asks students to pronounce them
c) Linguistic, situational and functional preparation

1) The utterances practiced orally

The aim is to get the students to say the utterances with fluency and comprehensibility.

For example:

Ridho   : Where did you spend your holiday?
Akhdam   : I spent my holiday in Singkawang.

2) The students are given a dialogue to fill in the blanks in order to complete it.

Ridho	:Hi, Akhdam, long time no see.
Akhdam	: ....
Ridho	: Where did you spend your holiday?
Akhdam	: ....
Ridho	: When did you go there?
Akhdam	: ....

III. Whilst Activity (60 minutes)
1. The students are divided into pairs.
2. Students are given a dialogue to be completed.
3. The students fill in the blank dialogue.
4. Each student practices the dialogue.
5. The dialogue is recorded.
6. The other students observe some mistakes might the performers made.

IV. Post Activity (40 minutes)
Assessment
1. Students complete the dialogue
Complete the dialogue below!

Dila	:Hi, Akhdam, long time no see.
Rora	: ....
Dila	: Where did you spend your holiday?
Rora	: ....
Dila	: When did you go there?
Rora	: ....
Dila	: What interesting did you see there?
Rora	: ....
Dila	: What did you do there.
Rora	: ....
Dila	: What was your feeling after the holiday?
Rora	: ....

Follow up
2. The students and teacher make correction of the performers
3. The teacher explains any difficulties that might arise in the class

LESSON PLAN

Level   :ET5
Topic   :Supermarket VS Traditional Market
Subtopic   :Expressing of buying and selling
Material   :English Text Book
Time   :120 minutes
Source   :Star 1
Skill focus :Speaking

I. Lesson Objective
   Students are expected to be able to do simple conversation fluently.
   In the process, the students are expected to be able to:
   1. Use the correct expression to express it
   2. Express a simple idea, opinion and their feeling
   3. Complete the jumbled dialogue
   4. Perform the role play

II. Pre Activity (20 minutes)
   1. The teacher asks the students some questions:
      a. Do you like shopping?
      b. What do you usually shop?
      c. Where do you usually shop?
      d. Can we bargain in the supermarket?
      e. How about in traditional market, can we bargain in traditional market?
   2. The teacher gives brief explanation about communicative approach technique
   3. Teacher prepares the technique
      a. Teacher preparation
         1) Selecting the topic or material
         2) Break down of roles, functions, etc.
            Situation   : at school
            Roles   : at school (students-students)
            Attitude   : neutral,polite
            Language function : expressing the activity in the past
         3) Requisite of students knowledge
            a) New material   : Polite expression of expressing buying and
                                   selling
            b) Assumed knowledge
               Before preparation, the students have to know:
               - The expression of buying and selling something, where can I
                 find chocolate?, they are in the confectionery section.
               - The situation and the task of the roles
               - Some common expression

4) Requisite teaching aids

A model dialogue

Jeanette   : Excuse me, miss, Where can I find beef?

Nabila   : They are in the meat section next to dairy product section in the right side of the store.

Jeanette   : I see. And how about syrup?

Nabila   : They are in the beverage section two aisles from here.

Jeanette   : Can you tell me where the broccoli is?

Nabila   : They are in the vegetable section.

Jeanette   : All right. Thank you very much.

Nabila   : You're welcome.

a) Teacher reads the dialogue text and followed by the students

b) Teacher asks the students to find some difficult words in the text

c) Teacher and students find the meaning of difficult words in the text

b. Class preparation

1) Linguistic preparation

New material is presented and practiced.

Expression of buying

- Excuse me,miss. Where can I find some milk?
- I see and can you tell me where the paper clips are?
- I'd like a bunch of banana
- I cannot find the price tag of this shoes.
- Thank you

The response of the expressions are:

- May I help you, ma'am?
- It's in the beverage section, three aisles from here
- It's in the fruit section
- You can check it with the price-checking machine
- You're welcome

a) Teacher pronounces those expressions

b) Teacher asks students to pronounce them

c) Linguistic, situational and functional preparation

1) The utterances practiced orally

The aim is to get the students to say the utterances with fluency and comprehensibility.

For example:

Ridho   : Where can I find fruit cocktail?

Akhdam   : It's in the canned goods section next to the dairy product section.

2) The students are given a dialogue to fill in the blanks in order to complete it.

Wardah   : Excuse me, miss.

Nia   : ....

Wardah	: Where can I find ties?
Nia	: ....
Wardah	: How about spices?
Nia	: .... Anything else, ma'am?
Wardah	: Yes, can you tell me where I can find toasters?
Nia	: ....
Wardah	: Thank you.
Nia	: ....

III. Whilst Activity (60 minutes)
1. The students are divided into pairs.
2. Students are given a dialogue to be completed.
3. The students fill in the blank dialogue.
4. Each student practices the dialogue.
5. The dialogue is recorded.
6. The other students observe some mistakes might the performers made.

IV. Post Activity (40 minutes)
Assessment
1. Students complete the dialogue
   Complete the dialogue below!

Rora	: Excuse me, miss.
Nabila	: ....
Rora	: Where can I find blender?
Nabila	: ....
Rora	: How about yogurt?
Nabila	: .... Anything else, ma'am?
Rora	: Yes, can you tell me where I can find kiwi?
Nabila	: ....
Rora	: Thank you.
Nabila	: ....

Follow up
2. The students and teacher make correction of the performers
3. The teacher explains any difficulties that might arise in the class

LESSON PLAN

Level   :ET5
Topic   :Zodiac
Subtopic   :Describing Zodiac Sign and Its Personality Traits
Material   :English Text Book
Time   :120 minutes
Source   :Star 1
Skill focus :Speaking

I. Lesson Objective
    Students are expected to be able to do simple conversation fluently.
    In the process, the students are expected to be able to:
    1. Use the correct expression to express it
    2. Express a simple idea, opinion and their feeling
    3. Complete the jumbled dialogue
    4. Perform the role play

II. Pre Activity (20 minutes)
    1. The teacher asks the students some questions:
       a. When were you born?
       b. Do you know about your zodiac?
       c. What are your personality traits according to your zodiac sign?
    2. The teacher gives brief explanation about communicative approach technique
    3. Teacher prepares the technique
       a. Teacher preparation
          1) Selecting the topic or material
          2) Break down of roles, functions, etc.
             Situation   : at school
             Roles   : at school (students-students)
             Attitude   : neutral,polite
             Language function   : describing the zodiac sign and its personality traits
          3) Requisite of students knowledge
             a) New material   : Polite expression of describing the zodiac sign and its personality traits
             b) Assumed knowledge
                Before preparation, the students have to know:
                - The expression of describing the zodiac sign and its personality traits such as when is your birthday?, what is she like?
                - The situation and the task of the roles

- Some common expression

4) Requisite teaching aids

A model dialogue

Shafira	: Akhdam, I heard your brother Luthfi was born on July 27.
Akhdam	: Well, he is a leo.
Shafira	: What is he like?
Akhdam	: He is outspoken, ambitious and lazy.
Shafira	: But, I think he is not that lazy?
Akhdam	: How do you know?
Shafira	: He is involved in many activities like youth organization, social activities and many others and I also the member of that youth organization.
Akhdam	: Really? I did not know that.
Shafira	: Yes, that is why I know exactly what your brother likes.

a) Teacher reads the dialogue text and followed by the students
b) Teacher asks the students to find some difficult words in the text
c) Teacher and students find the meaning of difficult words in the text

b. Class preparation

1) Linguistic preparation

New material is presented and practiced.

Expression of telling past activity
- When is your birthday?
- When were you born?
- What is your zodiac sign?
- What is her personality traits?

The response of the expressions are:
- It's August 17th.
- I was born on July 9th.
- I am Virgo.
- He is critical, emotional and sensitive.

a) Teacher pronounces those expressions
b) Teacher asks students to pronounce them
c) Linguistic, situational and functional preparation
   1) The utterances practiced orally
   The aim is to get the students to say the utterances with fluency and comprehensibility.
   For example:

Ridho	: When were you born?
Akhdam	: I was born on January 28th.

   2) The students are given a dialogue to fill in the blanks in order to complete it.

Ridho	: My sister is really annoying.
Nia	: It must be something to do with her zodiac sign. ....
Ridho	: I do not know.
Nia	: ....
Ridho	: .... April 1st?
Nia	: Well, then she is

.... Ridho :

....

Nia	: According to her zodiac, she is ...., and

....

Ridho	: That is true. She never stays seated for a long time. She is very

....

III. Whilst Activity (60 minutes)
1. The students are divided into pairs.
2. Students are given a dialogue to be completed.
3. The students fill in the blank dialogue.
4. Each student practices the dialogue.
5. The dialogue is recorded.
6. The other students observe some mistakes might the performers made.

IV. Post Activity (40 minutes)
Assessment
1. Students complete the dialogue
Complete the dialogue below!
Wardah : I just read about zodiac in the website.
Rora   : Really, tell me about it.
Wardah : Well, I tell you about your zodiac sign.
....
Rora   : .... May 28th. I am
....
Wardah : Really? My brother, too.
Rora   : OK. So,
....
Wardah : You
are...
Rora   : What is
....
Wardah : It means you are not consistent about what you say.

Follow up
2. The students and teacher make correction of the performers
3. The teacher explains any difficulties that might arise in the class

LESSON PLAN

Level   :ET5
Topic   :Watching a Live Concert
Subtopic   :Expressing the an experience in the past
Material   :English Text Book
Time   :120 minutes
Source   :Star 1
Skill focus :Speaking

I. Lesson Objective
   Students are expected to be able to do simple conversation fluently.
   In the process, the students are expected to be able to:
   1. Use the correct expression to express it
   2. Express a simple idea, opinion and their feeling
   3. Complete the jumbled dialogue
   4. Perform a dialogue

II. Pre Activity (20 minutes)
   1. The teacher asks the students some questions:
      a. Have you ever watched a concert?
      b. What kind of show did you watch?
      c. How was the performance?
      d. What do you think about the performance?

   2. The teacher gives brief explanation about communicative approach technique
   3. Teacher prepares the technique
      a. Teacher preparation
         1) Selecting the topic or material
         2) Break down of roles, functions, etc.
            Situation   : at school
            Roles   : at school (students-students)
            Attitude   : neutral,polite
            Language function   : expressing an experience of watching a
                                     performance in the past
         3) Requisite of students knowledge
            a) New material   : Polite expression of expressing an
               experience of watching a performance in the past
            b) Assumed knowledge
               Before preparation, the students have to know:
               - The expression of asking about experience, such as what kind of
                 performance did you watch?
               - The situation and the task of the roles

- Some common expression
4) Requisite teaching aids

A model dialogue

Ronald   : Hi, Dila, how are you?

Dila   : I'm good, thanks. How about you?

Ronald   : I am fine. Where have you been?

Dila   : I've been watching a concert.

Ronald   : What concert?

Dila   : Ungu concert. How about you? Have you ever watched a concert?

Ronald   : Yes, I have. I have watched Keith Martin concert.

Dila   : How was the concert?

Ronald   : It was very cool.

Dila   : Then, how was the costume?

Ronald   : The costumes were great.

Dila   : How did you feel at that time?

Ronald   : I felt amazed.

a) Teacher reads the dialogue text and followed by the students
b) Teacher asks the students to find some difficult words in the text
c) Teacher and students find the meaning of difficult words in the text

b. Class preparation
1) Linguistic preparation

New material is presented and practiced.

Expression of telling past experience of watching a concert
- Have you ever watched a concert?
- What kind of show did you watch?
- How was the performance?
- What do you think about the performance?

The response of the expressions are:
- Yes, I have.
- I watched a concert.
- It was amazing.
- I think the performance was marvelous.

a) Teacher pronounces those expressions
b) Teacher asks students to pronounce them
c) Linguistic, situational and functional preparation
   1) The utterances practiced orally

The aim is to get the students to say the utterances with fluency and comprehensibility.

For example:

Ridho   : What kind of show did you watch?

Ronald   : I watched a ballet dance.

2) The students are given a dialogue to fill in the blanks in order to complete it.

Nabila   : Hi, Ronald, how are you?
Ronald   : …………………………. How about you?
Nabila   : ……………………... Where have you been?
Ronald   : I've been watching ………………...
Nabila   : What concert?
Ronald   : ……………………... How about you? Have you ever watched a concert?
Nabila   : Yes, ……….. I have watched …………………...
Ronald   : How was the concert?
Nabila   : …………………………………………………………
Ronald   : Then, how was the costume?
Nabila   : …………………………………………………………
Ronald   : How did you feel at that time?
Nabila   : …………………………………………………………

III.   Whilst Activity (60 minutes)
1. The students are divided into pairs.
2. Students are given a dialogue to be completed.
3. The students fill in the blank dialogue.
4. Each student practices the dialogue.
5. The dialogue is recorded.
6. The other students observe some mistakes might the performers made.

IV.   Post Activity (40 minutes)
Assessment
1. Students complete the dialogue
Complete the dialogue below!

Rora   : Hi, Ridho, how are you?
Ridho   : …………………………. How about you?
Rora   : ……………………... Where have you been?
Ridho   : I've been watching ………………...
Rora   : What concert?
Ronald : ……………………... How about you? Have you ever watched a concert?
Rora   : Yes, ……….. I have watched ……………………...
Ronald : How was the concert?
Rora   : …………………………………………………………

Ronald : Then, how was the costume?

Rora   : ………………………………………………………

Ronald : How did you feel at that time?

Rora   : ………………………………………………………

Follow up

1. The students and teacher make correction of the performers
2. The teacher explains any difficulties that might arise in the class

Appendix II
Field Notes
The First Cycle

No	Planning	Acting	Observing	Reflecting
1.	The teacher greets the students.	The teacher greets the students.	The students respond greeting.	The teacher should greet loudly.
2.	The teacher explains about communicative approach.	The teacher explains about communicative approach technique.	The students listen carefully and make questions about communicative approach and its procedure.	The teacher should consider about the time allocation when presenting.
3.	The teacher mentions the topic.	The teacher mentions the topic and aspects measured.	The students still have problem in understanding the aspect measured.	The teacher repeats explaining the aspect measured in details.
4.	The teacher asks the students to work in pair.	The teacher asks students to gather in pair.	Some students looks shy to say something because they have lack of vocabulary.	The teacher should help the problem of vocabulary by giving dialogue text to help them understand the vocabulary.
5.	The teacher asks the students to conduct dialogue about telling past activity.	The teacher asks the students to conduct dialogue about telling past activity.	Some students look nervous in doing dialogue.	The teacher encourages them to be brave to speak English because in English, making mistake means learning.
6.	The teacher does assessment.	The teacher mentions something that will be measured from assessment.	The students do assessment seriously. Sometimes, they ask the teacher about the vocabulary.	The teacher gives them the meaning of some vocabulary.
7.	The teacher does follow up.	The teacher mentions some mistakes that will be fixed.	The students listen the teacher explanation and note it.	The teacher makes sure that the students understand her explanation.

Field Notes
The Second Cycle

No	Planning	Acting	Observing	Reflecting
1.	The teacher greets the students.	The teacher greets the students.	The students respond greeting.	The teacher should greet loudly.
2.	The teacher reminds about communicative approach.	The teacher explains about communicative approach technique.	The students listen carefully and make questions about communicative approach and its procedure.	The teacher should consider about the time allocation when presenting.
3.	The teacher mentions the topic.	The teacher mentions the topic and aspects measured.	The students do not ask question anymore because they have understood about the procedure.	The teacher reminds the students about the procedure.
4.	The teacher asks the students to work in pair.	The teacher asks students to gather in pair.	The students already able to produce speaking without any embarrassment.	The teacher motivated the students to speak English.
5.	The teacher asks the students to conduct dialogue about expressing buying and selling.	The teacher asks the students to conduct dialogue about expressing buying and selling.	The students began confidence in speaking for this time.	The teacher encourages the students to be more confidence.
6.	The teacher does assessment.	The teacher gives instruction how to answer the questions.	The students listen the teacher's instruction.	The teacher makes sure the students understand the explanation.
7.	The teacher does follow up.	The teacher mentions some mistakes that will be fixed.	The students listen the teacher's explanation and note it.	The teacher makes sure that the students understand her explanation.

Field Notes
The Third Cycle

No	Planning	Acting	Observing	Reflecting
1.	The teacher greets the students.	The teacher greets the students.	The students respond greeting.	The teacher repeats greeting.
2.	The teacher reminds about communicative approach.	The teacher explains about communicative approach technique.	The students already able to produce speaking with confidence.	Once again,the teacher should consider about the time allocation when the students perform.
3.	The teacher mentions the topic.	The teacher mentions the topic and aspects measured.	The students even feel relaxed by this time. They can smile and laugh while studying.	The teacher makes them relaxed but still being seriously.
4.	The teacher asks the students to work in pair.	The teacher asks students to gather in pair.	The students perform well for this time.	The teacher arranges the class to be conducive condition.
5.	The teacher asks the students to conduct dialogue about expressing zodiac and its personality traits.	The teacher asks the students to conduct dialogue about expressing zodiac and its personality traits.	The students conduct the technique quite well even not all pair.	The teacher pays attention to the pair that still cannot conduct the technique well.
6.	The teacher does assessment.	The teacher gives instruction how to answer the questions.	The students follow the instruction attentively.	The teacher reminds the students not to imitate their friends answer.
7.	The teacher does follow up.	The teacher mentions something that will be fixed.	The students listen the teacher's explanation and note it.	The teacher mentions some points that need to be fixed by the students.

Appendix III
Analytical Rating Scale for Fluency and Comprehensibility

Score	Fluency	Comprehensibility
5	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
4	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
3	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
2	Has to make an eefort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
1	Long pauses while she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making an effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by smeone who is used to listening to the speaker.
0	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Adapted from J.B Heaton (1988:10)

APPENDIX IV

<h2 style="text-align:center">Observation Sheet</h2>

Material   : Expressing
Skill Focus   : Speaking
Observed Teacher : Henni Dwi Daryati

No	Observed Activity	Observation								
		1st meeting			2nd meeting			3rd meeting		
		A	S	N	A	S	N	A	S	N
	Students									
1.	Follow the lesson actively		✓		✓			✓		
2.	Try to use English in the teaching and learning process		✓		✓			✓		
3.	When presenting, students speak by using English	✓			✓			✓		
4.	Being motivated to speak in English	✓			✓			✓		
5.	Brave to speak English and to perform the communicative approach technique well	✓			✓			✓		

A = Always, S = Sometimes, N = Never

Pontianak,   June 2013

Observed Teacher   Collaborator

Henni Dwi Daryati   Sundari   Widia Lestari

Corrective Feedback on Young Learner's Writing

Afifah Muharikah
LBPP LIA Depok

This small study investigates in what extend scaled corrective feedback helps young learners to improve their accuracy in their writing on sentence level. The participants on the study are two students of EC-5A2. One is given some scaled feedback using a regulatory scale developed by Aljaafreh and Lantolf (1994) from the teacher and the other one is given some random feedback by the teacher and peers. The feedback given to both participants focuses on the form of past progressive and simple past. The study shows that the one who receives random feedback shows better performance on the assessment than the one who receives scaled feedback.

BACKGROUND

Paul Black and Dylan William, as quoted by Jeremy Harmer in his book titled "The practice of English Language Teaching", found that feedback on student's work has more effect on achievement. Many kinds of techniques in giving feedback have been elaborated by researchers and teachers to find the most effective feedback on the learners since many researchers and teachers believe, as much what Vygotskians do, that the effective feedback for some learners can be suitable scaffolding for the learners to achieve their Zone Proximal Development (ZPD) area.

Vygotsky (Metchell and Myles, 2004: 211) states that the formulation of ZPD involves the interaction between "novice" and "expert". Experts can help novices to go to the higher level of knowledge through the interaction. The area between the current levels of the novices to their next level is what Vygotsky calls as ZPD area. In classroom context, teachers and peers may be seen as experts while the learners are seen as novices. The feedback given by teachers to the learners reflects the interaction between novices and experts in students ZPD area where teachers can help learners to reach their next level of knowledge. The feedback itself may be considered as some form of scaffolding—some support.

There are many ways to give feedback during accuracy as written by Harmer in the same book. One of them is hinting. Hinting activates students' knowledge about rules they already know. Harmer considers this as the quickest way in helping students identifying their mistake. I sometimes use this technique when I correct my students' writing before I get the mistakes right. The time limit I have somehow does not allow me to hint, so, I often more give my students explicit corrective feedback by crossing or circling the error and provide the students the right answers. The common respond I have when I see my students receive my feedback either in written or oral form is they make a new draft by copying the feedback written and seem to forget everything when they have to deal with the similar task.

Concerning to Vygotsky's idea about scaffolding makes me think about the effectiveness of the feedback technique I usually use in the writing class. Do I have

good 'interact' with my students through the feedback? Do they have enough scaffolding to formulate their ZPD area and reach the higher level of knowledge? Can I find more effective technique in giving feedback so my students can show more independent performance? Those questions lead me to modify my technique in giving feedback on my students' writing. I try to apply the scale of my feedback from implicit to explicit using Aljaafreh and Lantolf's regulatory scale to find out in what extend it helps my students to have better writing performance and promotes the interaction between the students and I in the class.

THEORETICAL FRAMEWORK

Ur (1996) defines feedback as information provided to the learners in purpose to help students' performances on a learning task. In the same book, Ur says:

"Feedback has two main distinguishable components: assessment and correction. In assessment, the learner is simply informed how well or badly he or she has performed. A percentage grade on an exam would be one example; or the response 'No' to an attempted answer to a question in class; or a comment such as 'Fair' at the end of a written assignment. In correction, some specific information is provided on aspects of the learner's performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner."

Ur also emphasizes that learners must know what they did both right and wrong as well as the reason why they did right or wrong.

Harmer (2007) offers alternative techniques in showing incorrectness and getting it right. To show incorrectness, there are repeating, echoing, statement and question, expression, hinting, and reformulation. Those techniques encourage learners to correct themselves. If learners are not able to correct themselves, the teachers can focus more on the correct version. It means that the teachers explicitly explain in detail the problem the learners have.

The techniques introduced by Harmer above are similar to idea of Aljaafreh and Lantolf's which has tried to scale the feedback from implicit to the explicit. Aljaafreh and Lantolf (1994) have developed a regulatory scale to rack the error feedback. The scale is between 0-12. The closer the feedback given to the learners ranks to the 0, the more independent the performance the learners have. Here is the complete scale cited from Methcell and Myles (2004):

Table 7.1 Ranking error feedback on an implicit/explicit scale

Regulatory scale – Implicit (strategic) to Explicit

0 Tutor asks the learners to read, find the errors, and correct them independently, prior to the tutorial
1 Construction of a 'collaborative frame' prompted by the presence of the tutor as a potential dialogic partner
2 Prompted or focused reading of the sentence that contains the error by the learner or the tutor
3 Tutor indicates that something may be wrong in a segment (e.g. sentence, clause, line) – 'is there anything wrong in this sentence?'
4 Tutor rejects unsuccessful attempts at recognizing the error
5 Tutor narrows down the location of the error, (e.g. tutor repeats or points to the specific segment which contains the error)
6 Tutor indicates the nature of the error but does not identify the error (e.g. 'There is something wrong with the tense marking here')
7 Tutor identifies the error ('You can't use an auxiliary here')
8 Tutor rejects learner's unsuccessful attempts at recognizing the error
9 Tutor provides clues to help learner arrive at the correct form (e.g. 'it is not really past but something that is still going on')
10 Tutor provides the correct form
11 Tutor provides some explanation for use of the correct form
12 Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.

Aljaafreh and Lantolf applied this scale to their respondents in 1994. The focus is the accuracy on the use of the Modal + Verb. The longitudinal research showed that the students's performance on the particular construction is error-free (Metchell and Myles, 2004)

The same book also discusses about the similar research done by Nassaji and Swain (2000) who worked with two case study learners. Both learners are Korean first language adult learners of English as a second language. One received corrective feedback using the principles developed by Aljaafreh and Lantolf, while the other is treated with random feedback. The result shows that the treatment on the first learner has led into the microgenesis.

The latest research about scaled corrective feedback is done by Erlam, Ellis, and Batstone (2013). They tried to compare the effectiveness of explicit feedback promoted by cognitive-interactionist theory with graduated feedback promoted by sociocultural theory. The result of the research showed that the graduated

feedback was more effective in promoting self-correction than the explicit feedback.

DATA ANALYSIS

Two students of EC 5A2 were chosen based on their unit test. Two of them had score ranged between 2.5 and 3.5. Other students' score were higher and lower than those two. I took the two because they had similar achievement score and were considered in the same level of English proficiency. In this paper, the first case study learner is called ER. ER received feedback with Aljaafreh and Lantolf's principle. The second case study learner is called AZ. AZ received random feedback.

The study was conducted into the following steps:

1. The teacher distributed five sets of picture taken from BACKPACK workbook unit 5 to the whole students in the class, including the two case study learners.

2. The teacher let the students create a sentence based on the first set of picture. The time limit was 5 minutes for each set of picture.

3. After the first set of picture had been done, the teacher checked each student's writing and gave them hinting feedback by circling the problem which they had on their writing and let them think by themselves to make the second draft.

4. The teacher asked the ER to go to the other empty room next to the class.

5. Teacher gave the second hinting feedback while prompting about the form of past progressive and simple past to the second draft of AZ.

6. AZ was allowed to receive elicitation from other friends who had succeeded to complete the task on the first and the second draft. Teacher emphasized the students not to give the right answer. They were allowed to give clues only.

7. After making sure that AZ was able to finish the task. The teacher allowed the rest of students to make other drafts until they were able to have the right answer.
8. The teacher went to the room where ER was waiting for and checked his first draft.

9. The teacher gave Aljaafreh and Lantolf scaled feedback to ER.

10. The teacher let ER to make the final draft.

11. The same procedure was repeated for the second, third, the fourth and the fifth set of picture.

12. On the next meeting, the teacher gave the class a writing assignment.

   On the first task, AZ was successful to have free-error writing on the fourth draft, while ER was successful to do self-assessment on the scale 9, where the teacher provided clues to help the learner arrive at the correct form. ER himself found the error after several attempts at recognizing the errors.

ER

T   : Okay, Now look at the picture. What was he doing? (Pointing to the first picture)

ER   : Take a bath

T   : This one? (Pointing to the second picture)

ER   : The phone ring

T   : Look at your writing. Is there something wrong with your writing?

ER   : Hm…..

T   : Mm?

ER   : No.

T   : No?

ER   : (Shaking head)

T   : Actually, there is a little mistake. Can you guess?

ER   : *Bagaimana maksudnya?*

T : In your writing, there is a little mistake. *Bisa tebak yang mana salahnya?*

ER : *Ini?* (point to the word "rang")

T : This one? (point to the word "is rang"). Yes, you're right! Actually, in this verb (point to the area of first clause), you are also wrong.

ER : Taking!

T : Yeah! So it's supposed to be "while I …."

ER : While I taking a bath, the telephone is rang

T : It's close enough! *Dikit lagi betul.* 'Taking'-nya udah benar. So, you have to put something before "taking'. What is that?

ER : (confused)

………………………

T : OK. It's like this: she was walking, they were walking. How about "I"?

ER : While I was ….

T : Good….

ER : While I was taking a bath, the telephone is rang.

T : Na! You said that "is rang" is wrong. Actually, "rang" is right. This is right (point to the word "rang"). *Tapi, pake* 'is" *gak*?

ER : No.

T : So, it's supposed to be ….

ER : The telephone rang.

T : Can you say the sentence in complete?

ER : While I was taking a bath, the telephone rang.

AZ

1st Draft : While <u>I take a bath</u>, the telephone <u>is rang</u>

2nd Draft : While I was <u>to take</u> a bath the telephone <u>is rang</u>

3rd Draft : While I was taking a bath the telephone rang

On the second task, AZ was successful to have free-error writing on the third draft, while ER was successful to do self-assessment on the scale 6, where the

teacher indicated the nature of the error, but does not identify the error. ER himself found the error on the first attempt.

ER

T   : Look at your sentence. Is there something wrong?

ER   : Yes

T   : Yes? Which one?

ER   : (point to the word 'come')

T   : The word 'come'?

ER   : (nod)

T   : Well, actually on the first verb and the second verb you have a little mistake. Can you guess? How do you compare to the first picture?

ER   : While I was taking a bath, the telephone rang

T   : Okay, so, how about this? (point to the second picture)

ER   : While I was have a picnic, the rain come.

T   : Something wrong?

ER   : Oh, taking a picnin

T   : So, it is supposed to be …

ER   : While I was having a picnic, the rain come.

T   : (T points to the first picture and the sentence) "Rang" or 'Ring"

ER   : Rang

T   : "Come" or ….

ER   : Came

T   : Good. So it is ….

ER   : While I was having picnic, the rain came.

AZ

1st Draft   : While I <u>was picnic</u>, the rain <u>is</u> came

2nd Draft   : While I was <u>have</u> picnic, the rain came

3rd Draft   : While I was having picnic, the rain came

On the third task, AZ was successful to have free-error writing on the third draft, while ER was successful to do self-assessment on the scale 4, where the teacher rejected unsuccessful attempts at recognizing the error. ER himself found the error on the third attempt.

ER

T   : It's almost correct. Just one mistake. Can you find what it is?

ER   : (point to the "was")

T   : No. That's right.

ER   : (point to "opening")

T   : No. That's right.

ER   : (point to "bark")

T   : Yes! Good! What is it supposed to be?

ER   : *Itunya…* Verb two-*nya*.

T   : Good. It is supposed to be verb 2, right? You wrote verb 1. What's the verb 2 of "bark"?

ER   : I don't know.

T   : You don't know? Put –ed

ER   : Barked

T   : So, it is supposed to be …

ER   : While I was …… (write the correct sentence)

T   : Very good

AZ

1st Draft   : While I <u>was picnic</u>, the rain <u>is</u> came

2nd Draft   : While I was <u>have</u> picnic, the rain came

3rd Draft   : While I was having picnic, the rain came

On the fourth task, AZ was successful to have free-error writing on the second draft, while ER was successful to do self-assessment on the scale 0, where the

teacher asked the learner to read, find the errors, and correct them independently, prior to the tutorial.

ER

T   : May I check yours?

ER   : Wait. (cross the first clause and change with his own answer without any prompt)

T   : (check the first draft). Perfect!

AZ

1ST draft   : While I was going to school, the snow <u>felled</u>.

2nd draft   : While I was going school, the snow fell.

On the fifth task, AZ was successful to have free-error writing on the very first draft, while ER was successful to do self-assessment on the scale 0, where the teacher asked the learner to read, find the errors, and correct them independently, prior to the tutorial.

On the writing assessment, the class was asked to answer the following question: What happened to you while you were travelling? AZ made less form accuracy error than ER. ER forgot to use the past progressive form on the while-clause, while AZ had no accuracy error on form but he had some on spelling and pragmatic.

ER's answer: While I <u>go</u> to Bali, the rain came

AZ's answer: While I was <u>takeing</u> photos <u>when</u> it started to rain.

RESULT AND DISCUSSION

Both ER and AZ received implicit feedback on their first draft. Their difference was ER received the scaled feedback while AZ got random feedback.

AZ received the first implicit feedback from the teacher through hinting technique. Then, he was allowed to do self-assessment. But, sometimes he often asked his friends to explain why he was wrong on certain hints when he got frustrated, especially, when he had done the second draft but still received some hints on the same place from the teacher.

There are some students who have very good proficiency who even did not need to write any single other draft. So their first draft became their final draft either. Those persons were often asked to give clues by their other friends who needed to find out the right answer. Because I asked them not to tell the right answer, most of them helped their friends just by saying, "You missed a word before the word 'having', or "Don't use verb two in the while-clause". Those high proficiency students are considered as "experts" by Vygotskian. The natural interaction happened between AZ and the other expert students. This is the benefit that AZ gained since he interacted with more than one expert. It means that AZ received various feedbacks from different experts. However, the feedback received from those expert students was not scaled. Sometimes they started from scale 10, where they provided the correct form, but jumped back to the scale 9 where they gave back the clues related to the correct form. It happened when they were so eager to give the correct answer directly but then remembered that they were not allowed to do so.

The hint given to AZ also gave him more time to think without any pressure from the expert. AZ felt free to ask anybody he wanted to ask and felt free to change his answers because no teacher paid attention directly to him. It was different from ER who seemed to have a pressure because the teacher wanted him to find out the mistake as soon as possible while at the same time he should deal with the existence of the teacher near him.

Both AZ and ER improved their accuracy from task to task. It is proven by the decrease of the number of the drafts made by AZ. On the first, second, and the third task, AZ should make three drafts. He made two drafts for the fourth task and one draft only on the last task. The feedback scale received by ER went closer to the implicit strategic, which means ER had more self-regulated and independent performance from task to task as well.

Here is the summary of treatments received by ER and AZ:

ER	AZ
Did not receive any feedback as the starter (scale 0)	Received implicit feedback as a starter: the error-hint
Received scaled feedback from	Received random feedbacks; it may

implicit to explicit	start from implicit-explicit-implicit
Received feedback from one expert: teacher only	Received feedback from many experts: teacher and peers
The expert waited the respond soon	The expert did not expect any respond

On the assessment, we can see that AZ had less error in accuracy. However, we cannot ignore that ER had much improvement on his accuracy. If we see the writing process we can say that both ER and EZ improved their accuracy from task to task though the assessment result showed that AZ worked better on the accuracy.

CONCLUSION

There are some limitations on this study that probably have affected the result. First, I realize that the very small size of participant number is not really representative for the field I discuss on. The time period for this study was not long enough to show the impact of implicit feedback in accuracy on writing assessment. The affective factor also includes the result since one respondent worked with teacher only while the other worked with peers. The further investigation about it may reveal more findings. However, I believe that implicit feedback, either given randomly or based on scale, very much help the learners in writing process. It promotes the autonomous learning and taps the curiosity of the learner. Scaffolding given by teachers and peers has formulated classroom interaction. Through the interaction, ZPD area of ach learners will be developed more and more that will make the learners' knowledge grow and grow.

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APPENDIX

Task 1
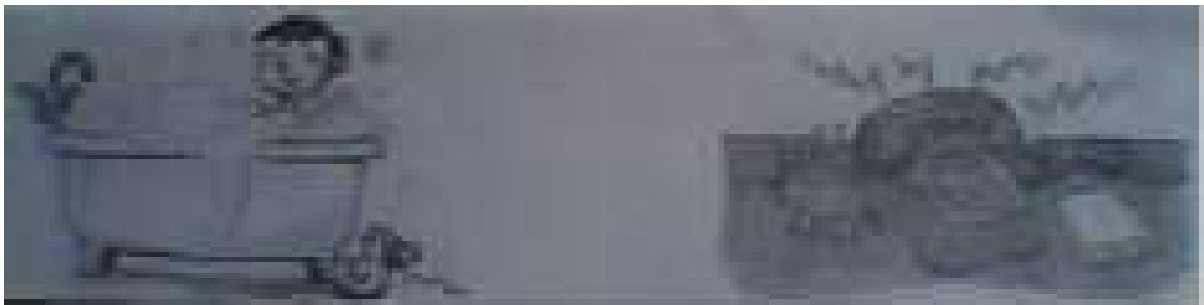
Task 2

Task 3
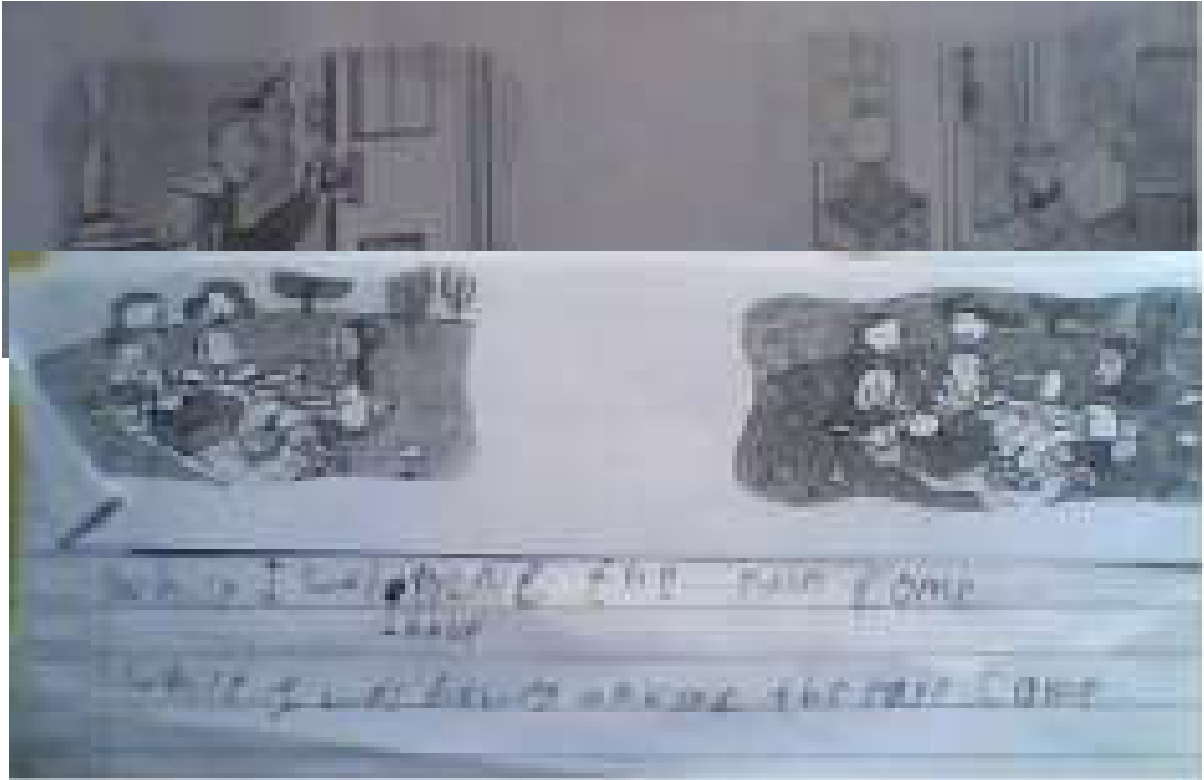
Task 4

Task 5

Samples of work

ER's task 2

AZ's task 2

ER's assessment

AZ's assessment
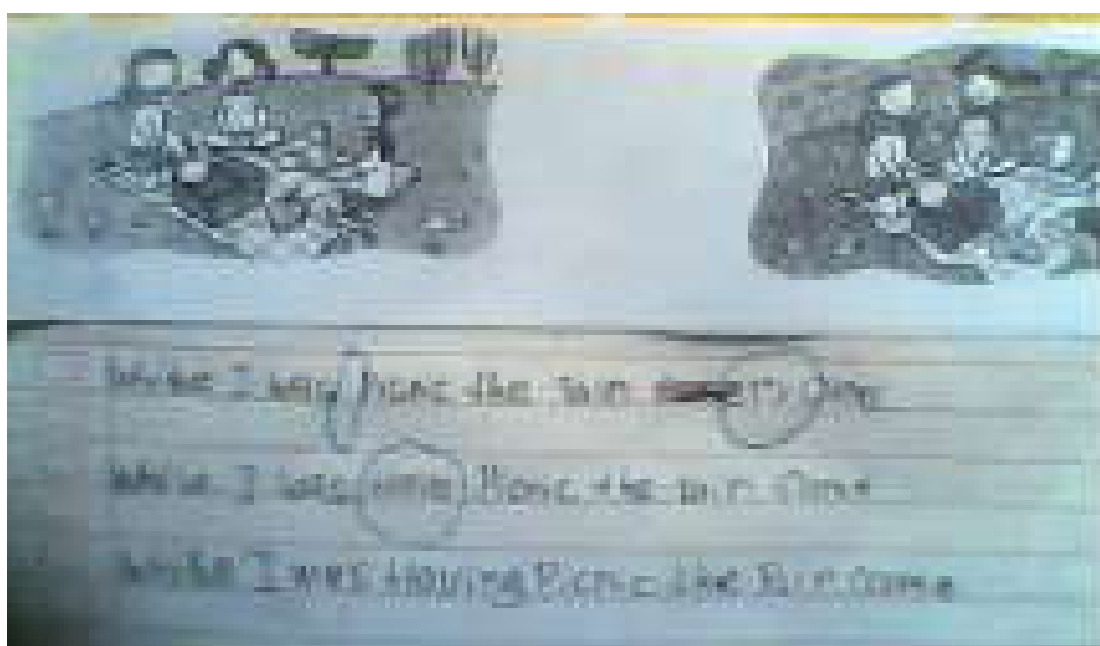
Implementing 'Take a Stand' Technique to Improve ET 11 Students' Ability in Giving a Talk and Carrying out a Discussion

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Abstract:

In ET 11 level, there are lessons which condition the students to carry out a discussion and to give a talk. It always brings problems for the teacher in asking the students to carry out discussion because they do not take it seriously to perform the discussion in English. Moreover, it causes similar difficulty in asking the students to give a talk because they do not do it naturally with regard to some identified problems obtained from the talk videotapes. The most possible cause is that the activity conducted in 'traditional' discussion or talk does not stimulate the students to be enthusiastically involved. This study tries to implement a strategy called take a stand' in stimulating the students to take part actively and devotedly. With some variations of the strategy, the teachers try to give stimulants through small and classroom group work. Theories in Psychology and Second Language Acquisition (SLA) conclude that the role of peers is significant in shaping the adolescents. Each student is given chances to state his/her stand on the statements he/she gets, as the rules of the games always oblige them to do so. The technique is carried out for three meetings in May – June 2013, based on the ET 11 lessons in one cycle of this Classroom Action Research. The techniques for data collection are test (pre and post), observation and questionnaire. The data analysis is especially on whether there is an improvement on the students in giving a talk and the effect of the technique on the students. The conclusion is drawn based on the quantitative and qualitative analysis.

Background

LBPP LIA's curriculum and syllabus stresses on the mastery of the four language skills –Listening, Speaking, Reading and Writing. The priority of each skill is of the same level of concern. In other words, there is no skill which is more important to be taught than others. Speaking as one of the skills has been included in almost every lesson or unit in English for Teen (ET) Program and being able express their ideas in English becomes the only choice for the students. Many areas are covered in order to enable the students using their English verbally and the activities in the lessons vary from the group work to the individual ones.

In ET 11 level, there are lessons, which condition the students to carry out a discussion and to give a talk. They are Lesson 1: It Has Been Proven Effective, Lesson 3: Listen To Your Heart, Lesson 6: My Family Is Unique, and Lesson 9: Just For You. It always brings problem for the teacher in asking the students to carry out discussion because they do not take it seriously to perform the discussion in English. As it can be seen in Appendix 1, the result of the Pre-test conducted in teaching and learning process of Lesson 1, a few students are already "good" in the sense that they are almost able to deliver the talk with less anxiety. Both teachers agree that Naila and Yulinda are good enough in doing the short talk. Others including Alifia, Erika, Ivania, Annisa and Satria are admitted as good by one of the teachers / raters. However, although there is no particular students belong to "bad" category, there are more students are in the area of "fair" which means that improvement is necessary.

The things that must be worked out with are the voice, the confidence in term of nervousness, the eye contact, the time management, and the natural act when giving the talk. Moreover, it causes similar difficulty in asking the students to give a talk because they did not do it naturally with regard to some identified problems obtained from the talk videotapes. Since presenting something in front of audience is not a habit, acting naturally becomes somehow difficult. The most

possible cause is that the activity conducted in 'traditional' discussion or talk does not stimulate the students to be enthusiastically involved.

This study tries to implement a strategy called 'take a stand' in stimulating the students to take part actively and devotedly. With some variations of the strategy, the teachers try to give stimulants through small and classroom group work. Each student is given chances to state his/her stand on the statements he/she gets, as the rules of the games always oblige them to do so. The technique, varied in each step, is carried out for three meetings in May – June 2013, based on the ET 11 lessons in one cycle of this Classroom Action Research. The site of the research is LBPP LIA Banjarmasin. The participants of the study are the ET 11's students of Friday-Saturday Class in Term II/2013.

Theoretical Framework

The opinion of Bendt, Palmonari, Buhrmester, and Harris, in Teacher's Manual of ET 11 Program (2008) confirms about how adolescents are greatly influenced by their peers. Bendt (1979) states that peers can encourage both pro-social behavior, which peaks at 11 – 12 years, or anti-social behavior, which peaks at 14 - 15 years. In Palmonari's research (1989), it was found that 90% of adolescents identify themselves with peer group. Buhrmester, (1992) mentions that adolescents are less likely to feel depressed or anxious if their peer group provides emotional support. According to Judith Rich Harris' theory of group socialization (1997), children and adolescents are shaped more by their peers than by their parents. These theories conclude that the role of peers is significant in shaping the adolescents, whether or not they are successful in their learning.

Working in a group for most adolescents is always supposed to be interesting and enjoyable because they are collaborating with their peers. The group work also makes them comfortable with themselves. Harmer (2001:39) defends that teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm. In other

words, a stimulating activity or technique might bring the students to explore their capacity in learning, especially in EFL learning.

'Take a stand' is a technique that asks individual students or the class as a whole to take a stand on material in the lesson. It is the 21st technique in Doug Lemov's book, *Teach* *Like* *a* *Champion.* (http://specialed.about.com/b/2010/09/26/teach-like-a-champion-technique-21.htm). The nature of the technique might be able to 'force' the students' to express their ideas in English in giving a talk or while involving in a group discussion. The technique is modified to meet the need of obliging the students to speak their minds while presenting a talk and joining a discussion. The details of the technique used are in the appendices.

Data Analysis

The techniques for data collection are test and observation. The instruments are talk checklist and observation sheet. The data collected in this classroom action research are quantitative data (obtained from the talk checklist in form of students' scores of their talk) and qualitative data (obtained from the comments from the talk checklist and the observation sheet). The outline of the cycle plan can be seen in the chart below:
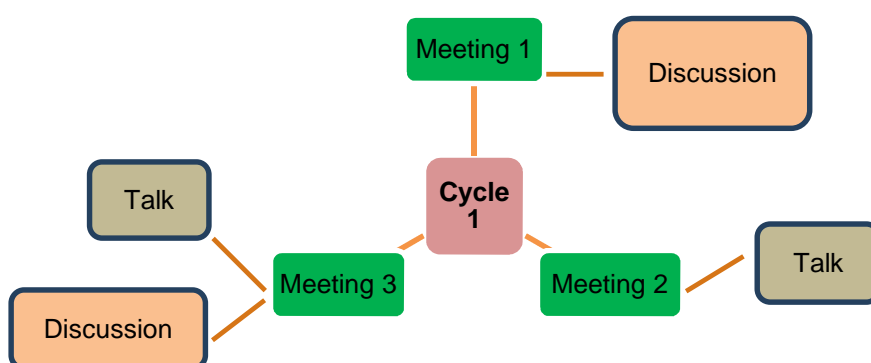
Chart 1. The Meeting Plan of Cycle 1

The three meetings in one cycle are divided into two coverage. Meeting 1 and 2 are intended to train the students in carrying out a discussion and giving a talk respectively. Only in Meeting 3, the activities are combined and the students did a discussion and gave a talk.

In implementing the technique, the researchers played roles as a teacher and/or as an observer. The collaborative work is between the classroom teacher and another teacher who was the standby teacher. The implementations of the techniques were carried out by both teachers in turns. The talks and the discussions were videotaped. The second teacher (the teacher who did not handle the meeting) scored and observed from the recordings.

In the reflection, after conducting the data analysis, the result or the findings are compared with the criteria of success that has been defined in advance. The criteria of success for a classroom action research are important to determine whether the cycle should be continued or stopped. When the criteria have been achieved the cycle should be stopped and vice versa (Latief:2011). The table below is the set criteria after the implementation of the technique:

Table 1. The CAR Criteria of Success

The Criteria After the implementation of the technique …..	Take a Stand for 'talk' activity	Take a Stand for 'discussion' activity
(1) the students' talk scores improves a few points	√	-
(2) the discussion runs smoothly	-	√
(3) students are able to communicate their ideas	√	√

The first criterion is shown from the result of the talk checklist. That is a comparison of the pre and post test result. The second and third criteria are taken into account because they are the indicators whether the techniques can be of any help in improving the students when they carry out a discussion and give a talk. The determination of success is based on the observation. The data analysis is especially on whether there is an improvement on the students in giving a talk and the effect of the technique on the students.

Result and Discussion
Giving a Talk

The quantitative findings of the study related to improving the students in giving a talk are not quite satisfying. Meeting 2 and 3 are intended to train the students in giving a talk with the 'Take a Stand' technique. The result of the talk checklist in the two meetings of Cycle 1 shows that there are five students, who showed an improvement in giving the talk for Meeting 2 and 3 according to the two raters. They are Naila, Andreas, Aulia, Ivania and Annisa as it can be seen in the Chart 2.
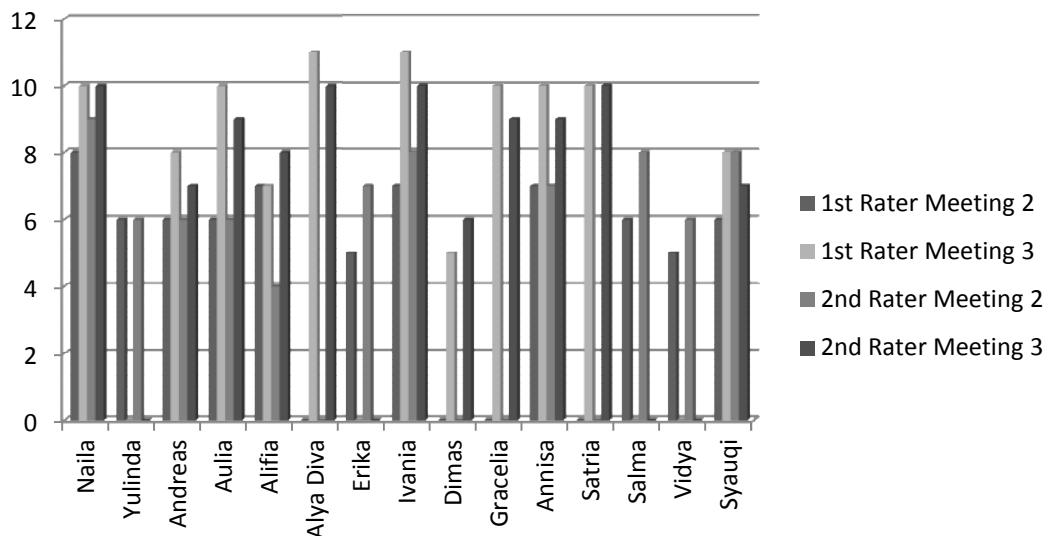
Chart 2. The Result of Talk Checklist from the First and Second Rater / Teacher for Meeting 2 and 3

A different case happens to Syauqi and Alifia. He shows an improvement according to the first rater, but the second rater judged him differently. Alifia made no betterment according to the first rater; however, she improves her scores from the second rater. The rest eight students were absent in either Meeting 2 or Meeting 3. In fact, their progress cannot be determined during these two meetings. Nevertheless, they at least got the exposure of the technique.

Students who shows improvement in Meeting 2 and 3 as well as in the pre and post tests according to both raters, are Aulia and Ivania. Yulinda, Alya Diva, and Gracelia also get better scores of giving a talk in the post test although it cannot be determined during both meetings of the cycle due to their attendance. First rater thinks that Andreas, Erika, Dimas and Annisa improve even though the second raters judges that they stay the same. On the other hand, Naila and Salma are scored the other way. Moreover, both raters agree that Satria is scored the same in the pre and post test. For Alifia, they had different opinion that she made improvement (1st rater) and got worse (2nd rater). The chart below shows the students' progress in the pre and post test:
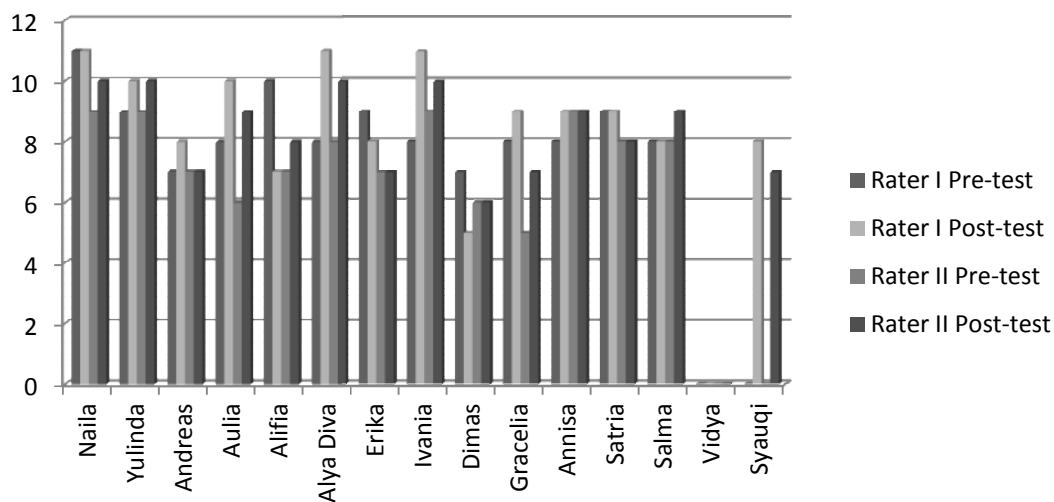
Chart 3. The Pre and Post Test Result of Talk Checklist from the First and Second Rater / Teacher

From the students' scores of Meeting 2 and 3 as well as pre and post test results, it can be described that the improvement of the students vary and it does not show a significant enhancement of students' performance in giving a talk. A conclusion which can be drawn is that the criteria of success determined for the students' performance in giving the talk after the treatment or the implementation of the technique cannot totally be achieved because not all students' scores increase some points.

Some failure is shown also from the summary of the elements which the students must reveal when they did the talk (Table 2). Although the total scores

of each student do not display that the students did better as a whole, there are some points or elements which are improved significantly such as looking at the audience and using appropriate body language. Unfortunately, it seems that the students still have the problem in summarizing and concluding their talk because those two points are frequently forgotten during the talks. It might be due to the lack of ability in making a good summary and conclusion. In greeting the audience, introducing themselves, stating the purpose, including some main points, appropriately using the transition signal, having acceptable pronunciation and finishing on time, the students already did them well seeing from the pre test, the meetings until the post test.

Table 2 The Summary of Elements in Giving Talk done by the Students

Checklist Points	Pre-test Ss=13		Meeting 2 Ss=11		Meeting 3 Ss=11		Post-test Ss=14	
	I	II	I	I	II	II	I	II
1. Greeting the audience	13	12	0	13	12	9	11	13
2. Introducing herself / himself	12	10	10	12	10	9	12	12
3. Stating the purpose of the talk	13	13	10	13	13	7	14	14
4. Having some main points	13	13	11	13	13	11	13	14
5. Appropriately using the transition signal	13	13	9	13	13	5	13	14
6. Looking at the audience	3	0	1	3	0	8	11	10
7. Using appropriate body language	0	4	0	0	4	8	12	9
8. Using pleasant voice	12	9	11	12	9	9	13	12
9. Having 'good and correct' pronunciation	13	8	11	13	8	7	10	9
10. Summarizing the talk	4	0	0	4	0	0	9	1
11. Making a conclusion	3	4	0	3	4	0	1	0
12. Finishing on time	13	9	4	13	9	2	4	9

The qualitative analysis and discussion of the study for giving a talk session is based on the data obtained from the talk checklist comments and observation sheet as the raw data is presented in Appendix 2, 6 and 7. The result of the preliminary study (Appendix 2) shows that voicing, expression, confidence, eye contact problems appeared. However, in the cycle during Meeting 2 and 3 (Appendix 6), some students improved, but some others not. The problems in voicing are the loudness and the clarity. It seems difficult for the students to manage their voice loud and clear enough. Expression and

confidence are related to each other. A few students could not show the appropriate expression because they are not confidence. For example, the students' body languages when they are talking are still quite inappropriate. They moved their hand forward and backward or touched their veil (the girls). Shy students still cannot manage to maintain eye contact with the audience. More training is necessary.

Although there are some limitations, the technique causes some good effect. Students' participation is better during the implementation of the technique. It brings positive influence that the students are braver to speak up their mind. They are more relax during the activity and it eased them to express their ideas. In addition, the boredom of studying English for two hours could be reduced because the activities made the class become alive and it seems that the students were happy during the activities. The weakness of the technique is that when certain student got a turn to give his / her talk, other students mostly did not pay good attention. They were busy of avoiding the chance of being caught and be the next person who gave the talk. The students were excited when doing the activity in the same time they ignored some details when they have to do the talk. All in all, positive atmosphere still dominated when this technique was implemented. The activities are able to put the students at ease. However, it does not work very well in improving and enhancing the students' talk in the sense that it is completely able to boost the students' confidence, but not ability in giving a talk.

Carrying out a Discussion

As the result of the observation shows, the 'take a stand' technique is able to stimulate the students to be actively involved in the discussion. In Take a Stand 1, the group participation is high. They are obliged to state their opinion. If they do not say their stand, they will get compensation. Although Take a Stand 1 worked well with most of the students, there was still one student who did not seem to like it. It might also be due to the student's personality; he is a silent type person. The peers are also not able to support him speaking up.

In Take a Stand 3, the discussion was not completely in English. The students used Bahasa Indonesia and Banjarese because there was a chance of doing it and the teacher could not put a 100% control on each group. However, the students really gave their thought in determining what their stand is related to the task. Training the students to state their opinion at the early stage will benefit them in their later stage of life.

Conclusion

Every English teaching and learning process faces various obstacles and difficulty. Sometimes the problems can be solved just easily, or they might need full of concern from teachers. Giving a talk and carrying a discussion is not an easy task for adolescent because it is not only a matter of the abilities to speak English, but also they have to deal with the circumstances in the sense that how they might put themselves at comfort. English teachers really need to help them with those things, English speaking skills and acceptable feeling of the condition. In order that the students can obtain them, particular strategies or techniques should be utilized. Although success or failure might happen in implementing the proposed ideas, being not easily giving in is a choice for the teachers. To keep on trying and experimenting the most suitable ways is obligatory in order that the students are successful in their learning of English as a foreign language.

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Appendices

Appendix 1 The Raw Data of the Students' Talk Scores in the Pre-test

Students' Names	Lesson 1: It has been proven effective (Pre-test)																											
	Teacher I (Henny)														Teacher II (Elvina)													
	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark
Naila	√	√	√	√	√	√	-	√	√	√	√	√	11	Good	√	√	√	√	√	-	√	√	-	-	√	√	9	Good
Yulinda	√	√	√	√	√	-	-	√	√	√	-	√	9	Good	√	√	√	√	√	-	√	√	√	-	-	√	9	Good
Andreas	√	-	√	√	√	-	-	√	√	-	-	√	7	Fair	√	-	√	√	√	-	-	-	√	-	√	√	7	Fair
Aulia	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	√	√	√	√	√	-	-	-	-	-	-	√	6	Fair
Alifia	√	√	√	√	√	-	-	√	√	√	√	√	10	Fair	√	√	√	√	√	-	-	√	-	-	-	√	7	Fair
Alya Diva	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair
Erika	√	-	√	√	√	-	-	√	√	√	√	√	9	Good	√	-	√	√	√	-	-	√	√	-	-	√	7	Fair
Ivania	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	√	√	√	√	√	-	√	√	√	-	-	√	9	Fair
Dimas	√	√	√	√	√	-	-	-	√	-	-	√	7	Bad	√	√	√	√	√	-	√	-	-	-	-	-	6	Fair
Gracelia	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	-	-	√	√	√	-	-	-	√	-	-	√	5	Bad
Annisa	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	√	√	√	√	√	-	-	√	√	-	√	√	9	Fair
Satria	√	√	√	√	√	√	-	√	√	-	-	√	9	Good	√	√	√	√	√	-	-	√	-	-	√	√	8	Fair
Salma	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair
Vidya	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Syauqi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	13	12	13	13	13	3	0	12	13	4	3	13			12	10	13	13	13	0	4	9	8	0	4	9		

Appendix 2 The Result of the Pre-test from the Talk Checklist and the Comments

Students' Names	Pre-test				Comments
	I	Remark	II	Remark	
Naila	11	Good	9	Good	Very easy going! Good job!
Yulinda	9	Good	9	Good	She's good enough, just need a little work out here and there. Bravo …
Andreas	7	Fair	7	Fair	Lack of confidence The voice was too soft
Aulia	8	Fair	6	Fair	The voice was not pretty clear
Alifia	10	Good	7	Fair	No expression The voice is already good, but she still needs to practice more
Alya Diva	8	Fair	8	Fair	She's just reading it until the end
Erika	9	Good	7	Fair	Lack of practice, but nice try
Ivania	8	Fair	9	Good	Good voice No eye contact
Dimas	7	Fair	6	Fair	The voice was not clear enough No eyes contact Nervous as always
Gracelia	8	Fair	5	Fair	Still need to improve her confidence No eye contact Louder voice, please
Annisa	8	Fair	9	Good	Too short talk Still need more practice Lack of confidence
Satria	9	Good	8	Fair	Keep up the good work!
Salma	8	Fair	8	Fair	Lack of practice and lack of confidence, too

Appendix 3 The Observation Result of the Group Discussion in the Preliminary Study

1. Are all members of the group actively involved in the discussion?	Not all members
2. Who are really not participating?	Andreas, Dimas.
3. Give any comments based on your observation of the students' discussion.	- The use of Bahasa Indonesia is prominent. - Those introvert students who are not confident enough with their English kept silence most of the time. - The students only actively talk when the teacher is around them. - There are a few talkative students voluntarily dominating the discussion in order that the group is 'alive'. - The discussion didn't flow smoothly. - The students didn't have any resources to talk about. - The challenge to be actively involved in the discussion is minimum. - The procedure of the discussion didn't condition the students to take the turn actively.

Appendix 4 The Raw Data of the Students' Talk Scores in Meeting 2

Students' Names	Lesson 6: My Family is Unique (Meeting 2)																											
	Teacher I (Henny)														Teacher II (Elvina)													
	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark
Naila	-	√	√	√	-	√	√	√	√	-	-	√	8	Fair	-	√	√	√	√	√	√	√	√	-	-	√	9	Good
Yulinda	-	√	√	√	√	-	-	√	√	-	-	-	6	Fair	√	√	√	√	-	-	-	√	√	-	-	-	6	Fair
Andreas	-	√	√	√	√	-	-	√	√	-	-	-	6	Fair	√	√	-	√	√	-	-	√	√	-	-	-	6	Fair
Aulia	-	√	√	√	√	-	-	√	√	-	-	-	6	Fair	√	√	√	√	-	-	√	√	-	-	-	-	6	Fair
Alifia	-	√	√	√	√	-	-	√	√	-	-	√	7	Fair	√	-	√	√	-	√	-	-	-	-	-	-	4	Bad
Alya Diva	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Erika	-	√	√	√	-	-	-	√	√	-	-	-	5	Fair	√	√	√	√	-	√	√	√	-	-	-	-	7	Fair
Ivania	-	√	√	√	√	-	-	√	√	-	-	√	7	Fair	√	√	√	√	-	√	√	√	√	-	-	-	8	Fair
Dimas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gracelia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Annisa	-	√	√	√	√	-	-	√	√	-	-	√	7	Fair	√	√	-	√	-	√	√	√	√	-	-	-	7	Fair
Satria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Salma	-	√	√	√	√	-	-	√	√	-	-	-	6	Fair	√	√	-	√	√	√	√	√	√	-	-	-	8	Fair
Vidya	-	-	-	√	√	√	-	√	√	-	-	-	5	Fair	-	-	-	√	√	√	√	√	√	-	-	-	6	Fair
Syauqi	-	√	√	√	√	-	-	√	√	-	-	-	6	Fair	√	√	√	√	√	√	√	-	-	-	-	√	8	Fair
TOTAL	0	10	10	11	9	1	0	11	11	0	0	4			9	9	7	11	5	8	8	9	7	0	0	2		

Appendix 5 The Raw Data of the Students' Talk Scores in Meeting 3

Students' Names	Lesson 9: Just for You (Meeting 3)																											
	Teacher I (Henny)														Teacher II (Elvina)													
	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark
Naila	√	√	√	√	√	√	√	√	√	√	-	-	10	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Yulinda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Andreas	-	-	√	√	√	√	√	√	√	√	-	-	8	Fair	√	-	√	√	√	-	-	√	√	-	-	√	7	Fair
Aulia	√	√	√	√	√	√	√	√	√	√	-	-	10	Good	√	√	√	√	√	√	-	√	√	-	-	√	9	Good
Alifia	-	-	√	√	√	-	√	√	√	√	-	-	7	Fair	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair
Alya Diva	√	√	√	√	√	√	√	√	√	√	-	√	11	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Erika	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ivania	√	√	√	√	√	√	√	√	√	√	-	√	11	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Dimas	√	√	√	-	√	-	-	-	-	-	-	√	5	Fair	√	√	√	√	√	-	-	-	-	-	-	√	6	Fair
Gracelia	√	√	√	√	√	√	-	√	√	√	-	√	10	Good	√	√	√	√	√	√	-	√	√	-	-	√	9	Good
Annisa	√	√	√	√	√	√	√	√	-	√	-	√	10	Good	√	√	√	√	√	√	√	√	-	-	-	√	9	Good
Satria	√	√	√	√	√	√	√	√	√	-	-	√	10	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Salma	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vidya	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Syauqi	-	√	√	√	√	-	√	√	√	-	-	√	8	Fair	-	-	√	√	√	-	√	√	√	-	-	√	7	Fair
TOTAL	8	9	11	10	11	8	9	10	9	8	0	7			10	9	11	11	11	7	5	9	9	0	0	11		

Appendix 6 The Result of the Meeting 2 and Meeting 3 from the Talk Checklist and the Comments

Students' Names	Meeting 2		Comments	Meeting 3		Comments
	I	II		I	II	
Naila	8	9	She is nervous	10	10	A bit nervous, but still can be fixed.
Yulinda	6	6	Her voice still can't be heard clearly	0	0	She is nervous and her voice is unclear
Andreas	6	6	He still needs some helps from the teacher to respond the statements. There is no eye contact to his friends around. His voice is rather unclear to hear. Mother tongue use still can be heard.	8	7	His voice is not pretty clear.
Aulia	6	6	The voice is not clearly heard.	10	9	She has unclear voice and is nervous
Alifia	7	4	This girl was talking in Bahasa Indonesia before she finally spoke in English.	7	8	She still used Bahasa Indonesia and needs fixes in grammar.
Alya Diva	0	0	0	11	10	She is actually good if only she practice.
Erika	5	7	She must speak louder She needs more time to think about and express the ideas.	0	0	She needs to train her eye contact with the audience.
Ivania	7	8	She couldn't get her friends' attention during her talk.	11	10	She stammered in some parts.
Dimas	0	0	0	5	6	He is too silent.
Gracelia	0	0	0	10	9	She is already good, just need to be relaxed.
Annisa	7	7	She is too shy to show her off.	10	9	She needs to give longer talk and fixes in grammar, too.
Satria	0	0	0	10	10	
Salma	6	8	The mother tongue is the matter with her.	0	0	The talk is too short and she needs some fixes in grammar, too.
Vidya	5	6	The voice was too small.	0	0	0
Syauqi	6	8	He's not pretty bad in sharing the ideas. He's a bit nervous in expressing his ideas	8	7	He had no eye contact with the audience.

Appendix 7 The Observation Result of 'Take a Stand' Technique for the Group Discussion and Talk Giving

Meeting 1 (Discussion)	Meeting 2 (Talk)	Meeting 3 (Discussion and Talk)
1. Can the students state their opinion well? How is their participation		
- Almost all members of the group were actively involved in the discussion. - Group 1 (Ivania, Alya, Erika, Annisa): very active in giving their pro and contra statements. Everybody talked and had a good time in doing it. - Group 2 (Yulinda, Andreas, Salma, Aulia): was not as active as Group 1, but they still tried hard to speak though I found one student participate less in the discussion. - Group 3 (Vidya, Gracelia, Syauqi, Naila): Everybody talked and gave their pro and against ideas freely. Nobody seemed quiet, everybody spoke.	- Some of them yes, but some didn't - Still can't avoid mother tongue in class - The class had good participation although still need a few more things to work out	- Group 1 (Ivania, Alya, Alifia, Annisa), Group 2 (Aulia, Naila, Gracelia), and Group 3 (Satria, Syauqi, Dimas, Andreas) - In this activity, YES. They all are participating well in giving the talk about their family. - Within the group discussion, the students used Bahasa Indonesia / Banjarese.
2. In your opinion, what are the weaknesses of this activity?		
- There is still one student who didn't participate much. His name is Andreas from group 2. However interesting the technique is, it seem like he kept unmotivated to speak.	- No time limitation in giving the talk - Student stood behind the camera - The use of mother tongue - Messy class – students were busy with	- Some of them just got small voice so I can't hear their voices well. - Mother tongue only exists in the first

	themselves	performance.
	- The voice was too small, happened to some students	
	- Some particular students seemed to be the target for this activity.	
	- The students were busy with themselves when their friend was giving a short talk.	
3. What are the strengths of the activity?		
- This activity is good to improve students' speaking ability. Most of the students enjoy it much, only one student who didn't seem to enjoy it.	- They were given sometimes and a place to tell us what they have in mind. - The class became alive when this kind of activity was given to them / not get bored.	- They got the chance to speak about their mind.
4. Give any comments / critics about the technique.		
	- They were busy thinking of whose turn after this. So, their main concern was only to take the pen immediately or grab their friends' hands as fast as they can.	- It's already good.

Appendix 8 The Raw Data of the Students' Talk Scores in the Post Test

Students' Names	Post Test																											
	Teacher I (Henny)														Teacher II (Elvina)													
	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark	1	2	3	4	5	6	7	8	9	10	11	12	Ave	Remark
Naila	√	√	√	√	√	√	√	√	√	√	-	-	10	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Yulinda	√	√	√	√	√	√	√	√	√	√	-	-	10	Good	√	√	√	√	√	√	√	√	√	√	-	-	10	Good
Andreas	-	-	√	√	√	√	√	√	√	√	-	-	8	Fair	√	-	√	√	√	-	-	√	√	-	-	√	7	Fair
Aulia	√	√	√	√	√	√	√	√	√	√	-	-	10	Good	√	√	√	√	√	√	-	√	√	-	-	√	9	Good
Alifia	-	-	√	√	√	-	√	√	√	√	-	-	7	Fair	√	√	√	√	√	-	-	√	√	-	-	√	8	Fair
Alya Diva	√	√	√	√	√	√	√	√	√	√	-	√	11	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Erika	√	√	√	√	√	√	√	√	-	-	-	-	8	Fair	√	√	√	√	√	√	√	-	-	-	-	-	7	Fair
Ivania	√	√	√	√	√	√	√	√	√	√	-	√	11	Good	√	√	√	√	√	√	√	√	√	-	-	√	10	Good
Dimas	√	√	√	-	√	-	-	-	-	-	-	√	5	Fair	√	√	√	√	√	-	-	-	-	-	-	√	6	Fair
Gracelia	√	√	√	√	√	√	√	√	√	-	-	-	9	Good	√	√	√	√	√	√	-	√	-	-	-	-	7	Fair
Annisa	√	√	√	√	√	√	√	√	√	-	-	-	9	Good	√	√	√	√	√	√	√	√	-	-	-	√	9	Good
Satria	√	√	√	√	√	√	√	√	√	-	-	-	9	Good	√	√	√	√	√	√	√	√	-	-	-	-	8	Fair
Salma	√	√	√	√	√	√	√	√	-	-	-	-	8	Fair	√	√	√	√	√	√	√	√	√	-	-	-	9	Good
Vidya	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Syauqi	-	√	√	√	√	-	√	√	√	-	-	√	8	Fair	-	-	√	√	√	-	√	√	√	-	-	√	7	Fair
TOTAL	11	12	14	13	13	11	12	13	10	9	1	4			13	12	14	14	14	10	9	12	9	1	0	9		

Appendix 9

Take a Stand I

Focus: Carrying out a discussion
Lesson: 3 – Listen to Your Heart
Preparation**:**
- Type/write *pro* and *against* statements related to the lesson on pieces of card/paper sized 3' x 1.5'
- Laminate the card/paper (if possible).

Procedures:
- Have the students work in groups of three or four.
- Give each member chips/cards (e.g. poker chips, domino cards, etc.).
- Place a set of cards, which contain pro and against statements on particular topics depending on the lesson for one group.
- Inform the groups that a member should read the statement in turns and the other members have to give their opinion by taking a stand.
- Tell them that when they wish to speak they are to place their chip/card in the center of the table. They should get rid of their chips/cards.
- After all statements have been read out, the members who still have some chips/cards with them should be given punishment, depending on the numbers of the remaining chips/cards.
- Observe the students' participation by using the observation sheet below:

OBSERVATION SHEET
Day/Date: …………………..   Observer: ………………….
4. Can the students state their opinion well? How is their participation?   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………   5. In your opinion, what are the weaknesses of this activity?   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………   6. And what are the strengths of the activity?   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………   7. Give any comments/critics about the technique.   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………………   ………………………………………………………………………………………

Media:

You're at a mall and you see one of your friends slip a pack of bubble gum into his pocket. You let him/her do it. He/she won't get caught anyway.	You're at a mall and you see one of your friends slip a pack of bubble gum into his pocket. You pretend that you didn't see it.

You're at a mall and you see one of your friends slip a pack of bubble gum into his pocket. You tell him that shoplifting is stealing and it's wrong. Make him/her put it back

You're hanging out with a bunch of friends. Your friends are ordering beer and you are dared to drink a can of beer. You go for it. You don't want to be different from your friends.

You're hanging out with a bunch of friends. Your friends are ordering beer and you are dared to drink a can of beer. You open the can but at the last minute say "no".

You're hanging out with a bunch of friends. Your friends are ordering beer and you are dared to drink a can of beer. Say no and when your friends make fun of you, make a joke or tell a story ton distract their attention.

While sitting in the cafeteria with a bunch of schoolmates, they start making fun of one of your absent friends. You join it. Your friend won't find out and might be made fun of it you don't.

While sitting in the cafeteria with a bunch of schoolmates, they start making fun of one of your absent friends. You eat your lunch quietly. You promise not to sit with them anymore.

While sitting in the cafeteria with a bunch of schoolmates, they start making fun of one of your absent friends. You stick up for your friend.

You really want to go to a party because the person you like will be there. Your parents have said, "NO WAY." Your best friend says he/she will help you sneak out. You accept and start getting ready. What an awesome friend!

You really want to go to a party because the person you like will be there. Your parents have said, "NO WAY." Your best friend says he/she will help you sneak out. You end up staying home but fight with your parents the whole time.

You really want to go to a party because the person you like will be there. Your parents have said, "NO WAY." Your best friend says he/she will help you sneak out. You stay home and make the best of it.

You're camping with some friends when one of them lights a cigarette. Then everybody starts to do the same. You ask for one. It looks cool.

You're camping with some friends when one of them lights a cigarette. Then everybody starts to do the same. You don't join. You don't need to smoke to have fun.

You're camping with some friends when one of them lights a cigarette. Then everybody starts to do the same. You give them a look of disgust as you go find another place away from the smoke

I have never given in to peer-pressure.

I would try using drugs if I have the chance. You think it looks cool.	It's Friday night. All of your friends are going to the movies but you already promised your cousin you would go bowling with her. You cancel your plan with your cousin. You want to have fun.
It's Friday night. All of your friends are going to the movies but you already promised your cousin you would go bowling with her. You go bowling with your cousin but meet up with your friends later.	It's Friday night. All of your friends are going to the movies but you already promised your cousin you would go bowling with her. You tell your friends that a promise is a promise and you go with your cousin.
Your classmates are trying to make you rub your teacher's table with menthol oil. You say, "Sure".	Your classmates are trying to make you rub your teacher's table with menthol oil. You shrug and say, "I don't know".
Your classmates are trying to make you rub your teacher's table with menthol oil. You say, "Absolutely not".	In history class, a friend wants to look at your test. You let him because someday you might want to look at his.
In history class, a friend wants to look at your test. You let him, but show him the wrong answer.	In history class, a friend wants to look at your test. You cover your paper so he can't see it.
You continually make bad decision because of other people's influence on you.	You need to decide who you really are.
You just don't go along with the crowd.	You are a person who is able to make your own choices.
You still let other people's pressure on you	You are a strong person since you always stand up for what you believe in.
You know how to resist peer pressure.	You know what you want
You are comfortable with what you want and don't mind being different.	Friends have a big influence on your lives. Sometimes they get you to do things that you may not want to do.
There was nothing I could do but follow what my friends said.	I often give in to pressure. For example, when a friend gets me to lend him/her stuff I am using or to do something I don't feel like doing.

I give in to peer-pressure because I simply don't want to hurt someone's feelings.	If someone is trying to make you do something against your will, you have the right to resist.
When his friends throw little paper wads around in class, Tarigan does the same thing because he wants to be liked by his classmates	Arumi skips classes because she wants to be liked and doesn't want to be called coward.
Moa smokes because he wants to appear grown-up.	Ima always follows the latest fashion trend because she doesn't want to be called old-fashioned.
Frederik never asks his friends to return his stuff because he doesn't want to hurt their feelings.	Arief always goes with the crowd because he isn't sure of what he really wants.
Actually, Sabia has beautiful long black hair. Since most of her friends often change their hair color, Sabia must do the same thing.	Rosa's class has a substitute teacher today. Her classmates don't like it. They all throw little paper wads at each other. Rosa thinks it's wrong, so she ignores them.
I dare to be different so I can make decisions that peers may not agree with. I don't feel uncomfortable when I'm different from my friends. I know how to handle peer pressure.	You have to make everybody's opinion heard.
When Bowo says his favorite team is Bayern Munchen, his friends laugh and make fun of him. Bowo should look them in the eye and say confidently, "You have to see how good Mario Gomez plays."	Raisa thinks she is too young to date. She should have as many friend as possible. Raisa is alone while her close friends each have a boyfriend. Raisa should find a boyfriend.
Aldo, the most popular boy in school, tells his friends to cut math class. Raka pretends to go to the toilet. He doesn't want to take part. Raka wants to stay. He loves math. Raka is doing the right thing.	Teens sometimes make mistakes, but there are ways to get back on the right track. When teens are honest and do what they know is right, they will feel happier and a whole lot better about themselves. We should do what we think is right.
If we follow the crowd all the time, our peers will think we are weak.	Most teens feel uncomfortable when they are different from their friends.

Take a Stand II

Focus: Giving a talk
Lesson: 6 – My Family Is Unique
Preparation**:**

- Type/write *pro* and *against* statements related to the lesson on pieces of card/paper sized 3' x 1.5.' Laminate the card/paper (if possible).
- Bring colored markers as the tool for pairing the students. The number of the pens should be less than the number of the students.

Procedures:

Activity 1

- Have all students stand.
- Tell them that you are going to throw some colored markers and they have to take it. One marker is for two persons. There will be a student, who does not get a pen. This student has to take the card (Media 1), read it and state his/her opinion (agreement or disagreement). After that, he/she gets the turn of throwing the pens and the activity continues. Below is the Media 1:

THOUGH EVERYONE IN MY FAMILY IS BUSY, WE'VE NEVER HAD A MAID.	EVERYONE IN MY FAMILY IS BUSY. WE MUST HAVE A MAID.
EVERYBODY HAS TO DO THEIR SHARE OF DOING THE CHORES.	THE WOMEN IN THE FAMILY HAVE TO DO ALL THE CHORES.
MY PARENTS NEVER LETS THE GIRLS TO GO OUT BY THEMSELVES.	IT IS OKAY FOR THE GIRLS TO GO OUT BY THEMSELVES.
MY PARENTS DO NOT MAKE US EXCEL AT SCHOOL.	MY PARENTS EXPECT MUCH ON THEIR CHILDREN. WE HAVE TO EXCEL AT SCHOOL.
MY PARENTS ALWAYS LET US DO WHAT WE LIKE BEST	MY PARENTS NEVER LET US DO WHAT WE LIKE BEST IF THEY THINK IT IS NOT OKAY.

A GOOD FAMILY SHOULD STICK TOGETHER.	A FAMILY DOES NOT HAVE TO DO EVERYTHING TOGETHER.
MY MOTHER DOESN'T MAKE ME EAT VEGETABLES, BUT SHE ALWAYS TELLS ME HOW IMPORTANT IT IS.	MY MOTHER ALWAYS TRIES TO MAKE ME EAT VEGETABLES.
OUR TEACHER DIDN'T MAKE US STAY AFTER SCHOOL.	OUR TEACHERS MAKE US STAY AFTER SCHOOL.
MY PARENTS LET ME STAY UP UNTIL MIDNIGHT ON SCHOOLNIGHTS.	MY PARENTS LET ME STAY UP UNTIL MIDNIGHT ON SCHOOLNIGHTS.
MY PARENTS NEVER LET YOU USE PUBLIC TRANSPORTATION.	MY MOTHER OR OUR DRIVER ALWAYS DRIVES ME.
MY PARENTS LET ME GO OUT BY MYSELF, BUT I HAVE TO LET THEM KNOW WHERE I'M GOING.	MY PARENTS NEVER LET ME GO OUT BY MYSELF ALTHOUGH I LET THEM KNOW WHERE I'M GOING.
MY MOTHER MAKES ME CHECK IN WITH HER LIKE EVERY TWO OR THREE HOURS WHEN I'M NOT AT SCHOOL.	MY MOTHER NEVER MAKES ME CHECK IN WITH HER WHEN I'M NOT AT SCHOOL.
MY PARENTS SET A CURFEW	MY PARENTS DO NOT SET A CURFEW.

I HAVE TO BE HOME BY NINE WHEN I GO OUT WITHOUT MY PARENTS.	**I DON'T HAVE TO BE HOME BY NINE WHEN I GO OUT WITHOUT MY PARENTS.**
MY FAMILY ALWAYS HAS DINNER TOGETHER AT SEVEN. THAT IS WHY I HAVE TO GET HOME BEFORE IT.	**MY FAMILY NEVER HAS DINNER TOGETHER AT SEVEN. THAT IS WHY I DON'T HAVE TO GET HOME EARLY.**
MY BIG BROTHER HAS TO WATCH OUT FOR ME ALL THE TIME.	**I DO NOT HAVE SIBLING TO WATCH OUT FOR ME.**
MY SISTER / MOTHER (BROTHER / FATHER) NEVER LETS ME WEAR HER/HIS CLOTHES.	**MY SISTER / MOTHER (BROTHER / FATHER) AND I EXCHANGE CLOTHES SOMETIMES.**
MY PARENTS NEVER LET US WATCH TV ON SCHOOLNIGHTS.	**MY PARENTS OFTEN LET US WATCH TV ON SCHOOLNIGHTS.**

▪ Observe the students' participation by using the observation sheet below:

OBSERVATION SHEET

Day/Date: …………………..
Observer: …………………

1. Can the students state their opinion well? How is their participation?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. In your opinion, what are the weaknesses of this activity?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

………………………………………………………………………………...………
………………………………………………………………………………………
3. And what are the strengths of the activity?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
4. Give any comments/critics about the technique.
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

- Continue the next activity by dividing the students into two groups and have them seated.
- Tell them that the music will be played. When it stops they have to grab someone's hand from the opposite group, and they stand back to back. There will be one student who doesn't get a partner. He/she should take a card (Media II) and do whatever the statement instructs. (If the number of the students is even, the teacher should join them.) The activity continues.
- Below is the Media 2, copy it as necessary:

GREET / START A TALK	**INTRODUCE A TOPIC**
CLOSE A TALK	**CAUSE SOMEONE TO DO SOMETHING**
ALLOW SOMEONE TO DO SOMETHING	**RULES IN THE FAMILY**
CUSTOMS IN THE FAMILY	**FAMILY MEMBERS**

- Ask the students to give a spontaneous talk about "The Rules and Habits in their Family."
- Score them using this checklist:

TALK CHECKLIST

Does the presenter……..	Yes	No	Comments
1. greet the audience?			**Name/No. :**

2.	introduce herself / himself?				_____
3.	state the purpose of the talk clearly?				
4.	have some main points?				
5.	appropriately use the transition signal?				
6.	look at the audience?				
7.	use appropriate body language?				
8.	use pleasant voice?				
9.	have 'good and correct' pronunciation?				
10.	summarize the talk				
11.	make a conclusion				
12.	finish on time				

In overall, what do you think of the talk? **GOOD / FAIR / BAD**

Take a Stand III

Focus: Giving a talk
Lesson: 9 – Just For You
Preparation**:**
▪ Prepare as many as possible word cards related to the topic "Gifting" like this:

Leaving the price tag to show how much the gift worth	Customarily refusing a gift before accepting since to prevent from appearing greedy	Baby box	Money
Giving items such as underwear, perfumes, and alcohol	Use right hand in handing the gift	House wares	Kopiah
Gifts are opened in front of the giver.	Smile	To give a blessing	Wedding necessities
Directly saying that you like or dislike the gift after opening it	To give a blessing	To wish good things	To congratulate
Using the left hand	To thank	To wish good things	To celebrate an occasion
To celebrate an occasion	To congratulate	Ties	Clothes
Clothes	Honeymoon package	Sarong	Baby utensils

Money	Cosmetics	Baby clothes	Blankets

- Prepare the worksheet based on the occasion for gifting.
- Group the students into two or three.

Procedures:

Activity 1

- Have all students stand and choose the paper without knowing what's written on it. Below is the example of the worksheet:

Occasion	AFTER BIRTH	
People	INDONESIAN	INDONESIAN
Place		
Kinds of gift		
Don'ts		
Things that matter		
Purpose		

The number of the worksheet made depends on the numbers of the group. The occasions might be *birthday, wedding, circumcision, a 7-month pregnancy (baby shower), Christmas time, Lebaran, wedding shower, etc.* The first blank column should be filled out with the cards prepared by the teacher. The second one is supposed to be completed by the students by their own words.

- When they open it, the occasion is on it. The students, then, are asked to attach the worksheet on the wall.
- Tell them that they have to stand next to an occasion for gifting worksheet.
- When the music is on, the students have to move from one 'occasion' to another. If the music stop, they have to take as many as possible cards which are relevant to fill out the first column in the worksheet. The activity continues for several rounds.
- Observe the students' participation by using the observation sheet below:

OBSERVATION SHEET

Day/Date: …………………..
Observer: …………………

1. Can the students state their opinion well? How is their participation?

   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

2. In your opinion, what are the weaknesses of this activity?

   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

> ……………………………………………………………………………………….…….…
> …………………………………………………………………………………………………
>
> 3. And what are the strengths of the activity?
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………
>
> 4. Give any comments/critics about the technique.
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………
>   …………………………………………………………………………………………………

- After all groups have the chances of filling out other groups' worksheet, the activity stops.
- Ask the students to return to their 'original' worksheet and give a short talk based on their worksheet about "Gifting in Indonesia" depending on the occasion.
- Score them using this checklist:

TALK CHECKLIST

Does the presenter……..	Yes	No	Comments
1. greet the audience?			**Name/No. :**
2. introduce herself / himself?			
3. state the purpose of the talk clearly?			_____
4. have some main points?			
5. appropriately use the transition signal?			
6. look at the audience?			
7. use appropriate body language?			
8. use pleasant voice?			
9. have 'good and correct' pronunciation?			
10. summarize the talk			
11. make a conclusion			
12. finish on time			

In overall, what do you think of the talk?   **GOOD /   FAIR /   BAD**

Is Acknowledging Differences equal to Successful Learning?

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Abstract: Teaching students with different levels of proficiency has always been problematic (even burdensome) for teachers**.** As a classroom teacher, she/he has to achieve learning objective satisfactorily while at the same time attending to differences among students. This study adopts an action research in which the procedure includes planning, implementing, observing and reflecting. An approach called differentiated instruction is applied with the aim of maximizing learning in a big class with mixed ability.   Differentiated instruction is defined as an approach that enables teachers to plan strategically to meet the needs of every student. It is rooted in the belief that there is variability among any group of learners and that teachers should adjust instruction accordingly (Tomlinson, 1999, 2001, 2003). In other words, differentiated instruction is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. The research is conducted in EC4B class consisting of 17 students. The strategies implemented are *tiered assignments* through which students are given tasks based on their learning ability and *choice boards* through which students are to decide preferred tasks to meet lesson objective.

Keywords: Differentiated instruction, action research, mixed ability, tiered assignments, choice boards.

I. RESEARCH BACKGROUND

That language classes contain students with mixed ability is a common situation. Even though LIA has minimized the situation by giving prospective students a placement test, it still happens for some possible reasons. Very frequently it is because of differences in learning styles, learning speed and variations in motivation as well. As Richards (1998:1) affirmed that every learner has his own learning style, linguistic background knowledge or individual pace of learning and developing. Hence, the majority of foreign language classes involve students of varying abilities. In addition, Ur (1996:304) stressed that the differences which cause problems in heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interests, and/or educational level (cited in Copur, 2005).

Harmer (2007:127) suggested that the response to that situation is to view the teacher's role with a group in terms of differentiation. In differentiated classroom there are a variety of learning options designed around students' different abilities and interest as the use of single-paced lessons delivered through a singular instructional approach disregards the different learning styles and interests present in all classrooms (Fischer and Rose, 2001; Forsten et al., 2002; Guild, 2001; Tomlinson and Kalbfleisch, 1998). In addition, addressing student differences and interest appears to enhance their motivation to learn while encouraging them to remain committed and stay positive (Stronge, 2004; Tomlinson, 2004b). Ignoring these fundamental differences may result in some students falling behind, losing motivation and failing to succeed (Tomlinson and Kalbfleisch, 1998) cited in Subban (2006:938).

Research conducted by Alavinia and Farhady (2012:78) explored the potential effect of DI on learners' vocabulary acquisition process. 60 female EFL institute learners were grouped based on their unique learning styles and multiple intelligences. As the results of their experimentation disclosed, the group in which the learners' differences had been attended to via the implementation of DI had significantly outperformed the control group in terms of performance on the vocabulary achievement test. Meanwhile, Subban (2006: 943) wrote that research conducted by McAdamis (2001) reported significant improvement in the test scores of low-scoring students in the Rockwood School District (Missouri),

following the use of differentiated instruction. Apart from this tangible impact of the differentiated model, teachers in this study indicated that their students were more motivated and enthusiastic about learning.

The idea and promising results from the above researches might help EC 4B students of the writer's. As, it was very frustrating moment that after teaching the students for three months, the result of the mid semester test was far beyond expectation. The scores of mid test result had the writer to a decision to apply differentiated instruction using *tiered assignments* and *choice boards* techniques.

Tiered assignments are differentiated learning tasks that a teacher develops based on the diagnosis of students' needs, learning profile, readiness and interest. For this strategy, the writer gives the students tasks based on students' ability; below level-task, on level task, and above level task (Heacox, 2002:91-92). Similar to tiered assignments, Tomlinson (2001) suggested that choice boards are also differentiated instruction techniques in which the students have to choose an option as to what they want to do in order to meet the requirements of the class. It can be for a daily lesson, a week long period, or even a monthly study. Choice boards deal with readiness and the interest of the student.

In short, this research focuses on applying differentiated instruction to a big class that has mixed ability students in it. The objective of this study is to answer the following research questions; (1) Can Differentiated Instruction help students improve their learning? (2) Do students have positive attitude toward Differentiated Instruction?

II. THEORITICAL FRAMEWORK

2.1 MIXED ABILITY CLASS

Spratt, (2011:163) said that mixed ability class or level is one where learners are at different language level that needs to be given appropriate materials for different learners. Moreover, the class needs to get different tasks to different groups, pairs or individual which are more suited to learners' level. In a real sense, Harmer (2007:127) agreed that all classes have students with a mixture of different abilities and language levels, even if it successfully get assembled as homogenous class, it would be soon be clear that some learn faster than other-or learning different things.

Simply, a mixed ability class is a class in which learners with differing abilities are taught together in the same class. In an English class, mixed ability class can be referred to a class in which there is a very clear difference in language proficiency among the students. These differences can be at the level of the receptive and productive skills, fluency and accuracy, grammatical knowledge, size of the vocabulary, pronunciation and accent.

2.2 DIFFERENTIATED INSTRUCTION

According to Tomlinson (2001:3), Differentiated Instruction or DI offers several avenues to learning. It does not assume a separate level for each learner. It focuses more on meaningful or powerful ideas for all learners. In DI, a teacher assumes that different learners have differing needs and it is effective when proactively planned by him/her. Furthermore, DI should be qualitative, not quantitative, in a sense that a teacher should prepare qualified tasks to advance learners, n less one to those who are average. Giving two books to be read by advanced ones and one for the others as a task is not what in DI.

In Differentiated Instruction, learning should be student-centered in which a teacher helps learners make the most of his potential and talent. It also needs multiple approaches that a teacher offers different approaches to what learners learn, how they learn it, and how demonstrated what they have learned. During

the process, both students and teacher are learners together. (Tomlinson, 2001: 3-5).

Based on the concept, DI requires analyzing the needs of the learners. Once the analysis process is done, the teacher will be able to coordinate the learners into functional learning, whether in group, pairs or individual, as and when needed, based on their skills, strength, and learning pace. On the basis of the compatibility with their individual learner profile the groups will do tasks that the learners themselves select or the tasks that are assigned to them by the teacher within different working arrangements. Here, the teacher is required to maintain the balance. This balance will vary to a degree for each student, based on the student's maturity, the nature of the task, classroom conditions. (Bremmer, 2008: 4)

2.3 TIERED ASSIGNMENTS

There some techniques which is used to implement DI method. One of the techniques is called tiered assignments. Tiered assignments are differentiated learning tasks that a teacher develops based on the diagnosis of students' needs, learning profile, readiness and interest. (Heacox, 2002:91-92). In addition, Tomlinson (1995: 111) stated that tiered assignments are used by teachers within a heterogeneous classroom in order to meet the diverse needs of the students within the class. Teachers implement varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas.

One of the main benefits of tiered assignments is that they allow students to work on tasks that are neither too easy nor too difficult. They are highly motivating because they allow students to be successful at their level of readiness. Tiered assignments also allow students to work in their specific learning styles, interest, ability and also preferences (Williams,2002). http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/tiered_assignments

In short, tiered assignments are intended to provide a better instructional match between students and their needs.

Table 1: Tiered assignments, unit 8

Group I: Make a report on your classmates' collection.	**Group 2**: List and compare your friends' collections (in group).
Group 3: List new and different interest/collection/hobbies that others never have.	**Group 4**: Write about new and different collection/ hobbies your group would like to try.

2.4   CHOICE BOARDS

Choice boards are numbered lists of assignments that a teacher can use for a variety of purposes in mixed ability class as one of techniques in differentiated instruction. (Heacox, 2001: 47)

Harding and O'Malley (2010:2) defined Choice Boards as organizers that contain a variety of activities from which students make selections. Choice boards provide students with the responsibility of deciding what they will do to satisfy class requirements, and can be organized so that students are required to choose options that focus on several different skills.

The goal of the Choice Boards are to have equally acceptable activities that a teacher wants the learners to complete that are similar end products, but have varying ways to accomplish the final product.

Choice Boards engage students by tapping into individual strengths and interests, fostering creativity, providing opportunities for autonomy and ownership and most of all-making learning fun.

There are checklist of six essential features of Choice Boards suggested by Harding and O'Malley (2010:2), namely; (1) Presents activities clearly focused on learning goals or academic standards. (2) Presents activities involving a process or product that *all* students have previously experienced. (3) Presents

activities reflecting multiple learning preferences. (4) Organizes tasks in ways that control choices to benefit students. (5) Offers engaging, interesting choices for *all* students. The goal is to offer a choice of activities so that students are challenged, but not frustrated. (6) Represents a variety of tasks purposefully differentiated by learning preference, readiness, and challenge and/or complexity. As an alternative, represents tasks specifically differentiated and prescribed to respond to the needs of a particular group of learners for example, several boards, each assigned to a group based on learning needs for enrichment or for reinforcement.

Table 2: Choice Boards, from unit 8

Interview your friends about their hobbies/ collections	Draw your collection	Make a book about your collection
Tell class how to make something (your hobby)	Write a paragraph about your hobby/collection	Write your opinion about hobbies/ collections

Table 3: Choice Boards on Reading (taken from reading text in Unit 9)

Design a card with information about dances in it	List new words that you have learned from the text	Write sentences using new words that you have learned from the text
Draw your favorite dancing based on the text you read	Write Questions about what you want to know more about the dancing.	Answer the questions about the text

III. METHODOLOGY

To answer the research questions, an action research study, which is classroom-based and teacher-initiated is applied. Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to come to some conclusions about what future practice should be. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers to be

involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998).

3.1 TASK

The tasks are in the form of tiered activities or assignments and choice boards applying differentiated instruction method. The process of instruction is during students learning time at LIA.

3.2 RESEARCH SETTING

The study is conducted in EC 4B class which consists of 17 students; 5 female students and 12 male students. The characteristic and ability of the students are significantly varied.

The study was conducted from April 9 to June 11, 2013, during two months' studying in level EC4B. The class was on Tuesdays and Thursdays at 3:30 to 5:00 PM. There were two units that they had to learn. As they finished one unit, they got traditional paper-test assessment to record their learning achievement.

3.3 DATA COLLECTION

The data were compiled from scores- gathered from Mid-Semester test, Progress test- and students' responses to the distributed questionnaire.

Mid Semester test was conducted officially by LIA. Later on, the result was used as based data to identify learners' problem in learning. After the intervention, learners took Progress Test which is also officially held by LIA.

As for the questionnaire, it was given to the learners to find out their positive attitude toward the intervention. There were 7 statements that they had respond

3.4 INSTRUMENT

The instruments used were tests, task and questionnaire. The first test was taken from Mid-Semester Test. The second test was Progress Test. Meanwhile, the tasks given during the intervention were following the differentiated instruction

method. Finally, a seven-statement questionnaire is used as instrument to measure learners' attitude towards the activities during intervention

3.5 PROCEDURE

First, the problem was identified from the result of the Mid-Semester test. Then, I observed learners while reading literature to find possible medication for the problem. I found out that learners had mixed ability and interests. Next, I applied differentiated instruction method to help them learn through the units left. Finally, I gave them questionnaire to ascertain whether learners have positive attitude towards the intervention.

3.6 DATA ANALYSIS

Having collected the data, I analyzed the data by studying the scores from mid-semester test and progress test, and looking over students' responses to questionnaire.

The process of interpreting and making sense of the collected data took place here. Data analysis was guided by the research questions. Every piece of collected information was analyzed and interpreted. The interpretation was limited to the data findings. Finally the writer concluded the findings.

IV. RESULT AND DISCUSSION

There are two points discussed here; learners' scores and learners' responses to the questionnaire.

4.1 LEARNERS' SCORES
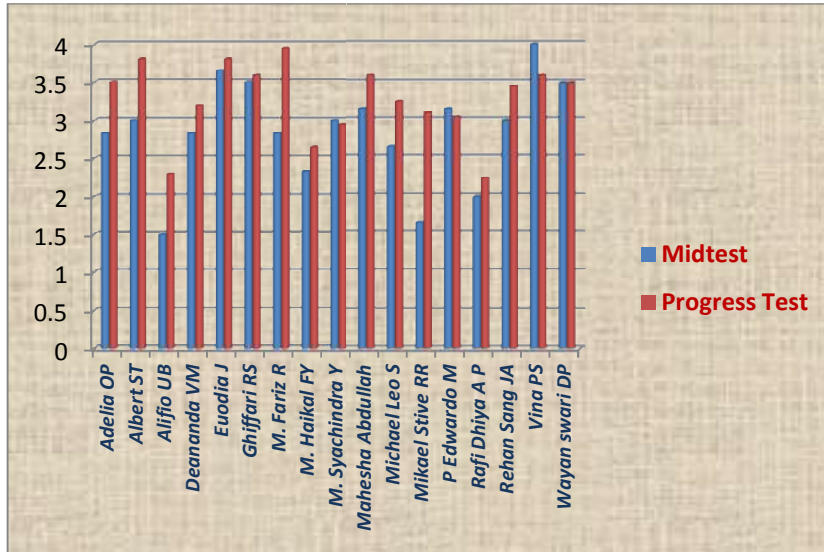
Details are as follow:

Table 4

Achievement	Number	Percentage
Stagnancy or decrease in score	4	23.5%
Increase in score but stay in the same predicates	8	47%
Increase in score and achieve higher predicates	5	29.5%
Total	17	100%

Table 5

Predicate	Midtest		Progress Test	
	Number	%	Number	%
A	0	0	0	0
B	6	35.3	9	53
C	9	53	6	35.3
D	2	11.7	2	11.7

The chart above suggests that in general there is an increase in score achievement. The findings showed that not only 8 students or 47 % of them increased in scores but also 5 learners or 29.5 % of them increased in both scores and predicate. While still needing to pay a heed to some students' score decrease, I assume that the majority increase in score achievement results from the applied intervention as the class achievement increased 0.41point -from 2.86 to 3.27- or 14.3 %.

To conclude, the results of the study confirm theory and previous studies on differentiated instruction. According to Tomlinson (2001:6) differentiated instruction asks teachers to continually strive to know and to respond to each learner's needs to maximize learning. Learners need choices as to how they will engage in classroom activities in order to be successful. They have to be excited and interested in the topics discussed in order to participate and learn. Furthermore, the feeling of being successful in learning would increase their motivation to learn more.

4.2 LEARNERS' RESPONSES TO THE QUESTIONNAIRE

There were seven statements measuring students' attitudes toward Differentiated Instruction. For each statement the responses were coded 1 for "strongly

disagree" to 5 for "strongly agree". Thus the scores for each student on the seven statements range from 7 to 35. Scores from 6.5-17.5, 17.5-26.5, and 26.5-35.5 were each classified as having "negative", neutral", and "positive" attitudes toward Differentiated Instruction.

Most of the students had positive attitudes toward the tasks both in tiered assignments and choice boards. The distribution of the students' overall scores and attitudes is shown in Table 6.

Table 6

Scores	Attitudes	Frequency
7-18	Negative	0
18-27	Neutral	4
27-35	Positive	13

V. CONCLUSION

The findings supported the work of differentiated instruction theory (Tomlinson, 2001) that learners learn better when the teacher designs varied tasks accommodating their ability, readiness, interests and needs.

The tasks given during the intervention were valued as something positive by learners as they could choose they preferred tasks. The tasks might be suitable for their level or ability. It is supported by theory that when learning tasks are consistently too hard, students become anxious and frustrated. Tasks which are consistently too easy, lead learners to boredom. Both boredom and anxiety inhibit a learner's motivation to learn, and — eventually — harm achievement as well. (Heacox, 2002:4)

I am eventually convinced of the benefits of differentiated instructions and keen to design tasks which embrace learners' differences.

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Appendices

Appendix 1

TASKS (taken from unit 8)

1. Tiered Assignments

Group 1	Group 2	Group 3
Arranging jumbled words (the words are written in small cards) 1. I liked the antique cars the best. 2. I like to write stories and poems. 3. It's fun to make or collect things. 4. I think collecting coins is a kind of boring. 5. In my opinion, Collecting shells is interesting	Writing your opinion Example; Taking pictures *In my opinion, taking pictures is fun* 1. Making jewelry 2. Collecting coins 3. Building models of cars 4. Collecting stamps 5. Collecting comics	Reporting an interview Example; Taking pictures *Fira likes taking pictures. She thinks it's cool* 1. Drawing 2. Collecting comics 3. Key-chain collections 4. Building models 5. Collecting dolls

Notes: Group 1 gets below-level task, group 2 does on-level task and group 3 is above-level task.

Group 1	Group 2
Write correct sentences from realias Realia 1: Anna's coins are 5, Jeni's coins are 10, Ben's coin are 3 Realia 2: Jean's drawing, Mika's drawing and Tedy' drawing	Roleplay: talking about collection Realia 1: CnS junior magazines Realia 2: fidge magnets Realia 3: Cd's

Group 1: mixed below- level and on-level students. Group 2: mixed on-level and above level students.

2. Choice boards

Interview your friends about their hobbies/ collections	Draw your collection	Make a book about your collection
Tell class how to make something (your hobby)	Write a paragraph about your hobby/collection	Write your opinion about hobbies/ collections

Design a card with information about hobbies in it	List new words that you have learned from the text	Write sentences using new words that you have learned from the text
Draw your favorite hobby from the text and talk about it	Write Questions about what you want to know more about the hobbies.	Answer the questions about the text

TASKS (Taken from Unit 9)

Tiered Assignments

Group 1 Act out a dialog using *let's* and *would like*…	Group 2 Arrange sentences to form a dialog and act it out.	Group 3 Completing blanks in a dialog with correct expression

Choice Boards

Design a card with information about dances in it	List new words that you have learned from the text	Write sentences using new words that you have learned from the text
Draw your favorite dancing based on the text you read	Write Questions about what you want to know more about the dancing.	Answer the questions about the text

Work in pairs

Draw movements of your made up dance	Make up a dance and write what dancers should do	Perform your own made up dance

Appendix 2

MID TEST RESULT EC4B Term 1/2013

No	Name	No of correct answer			Raw	Score	Predicate
		Listening	Reading	Writing			
1	Adelia Ofira Putri	1	13	3	17	2.83	C
2	Albert Sebastian T	2	12	4	18	3.0	C
3	Alifio Ulong B	0	8	1	9	1.5	D
4	Deananda Viany M	1	13	3	17	2.83	C
5	Euodia Jennifer	1	16	5	22	3.66	B
6	Ghiffari RS	1	15	5	21	3.5	B
7	M. Fariz Rashad	1	13	3	17	2.83	C
8	M. Haikal Fachrie Yuza	0	11	3	14	2.33	D
9	M. Syachindra Yuza	2	12	4	18	3.0	C
10	Mahesha Abdullah	1	14	4	19	3.16	C
11	Michael Leonardo S	0	13	3	16	2.66	C
12	Mikael Stive Ronald R	0	7	3	10	1.66	D
13	Paniel Edwardo M	2	14	3	19	3.16	C
14	Rafi Dhiya A Pasha	1	9	2	12	2.0	D
15	Rehan Sang Jori Aman	2	13	3	18	3.0	C
16	Vina Putri Saffanah	2	18	4	24	4	B
17	Wayan swari Dharma P	3	14	4	21	3.5	B

PROGRESS TEST RESULT EC4B Term 1-2/2013

No	Name	No of correct answer			Raw	Score	Predicate
		Listening	Reading	Writing			
1	Adelia Ofira Putri	10	20	5	35	3.5	B
2	Albert Sebastian T	9	25	4	38	3.8	B
3	Alifio Ulong B	6	13	4	23	2.3	D
4	Deananda Viany M	9	18	5	32	3.2	C
5	Euodia Jennifer	10	23	5	38	3.8	B
6	Ghiffari RS	8	20	4	36	3.6	B
7	M. Fariz Rashad	9	26	4.5	39.5	3.95	B
8	M. Haikal Fachrie Yuza	7	16	3.5	26.5	2.65	C
9	M. Syachindra Yuza	7	18	4.5	29.5	2.95	C
10	Mahesha Abdullah	9	23	4	36	3.6	B
11	Michael Leonardo S	8	20	4.5	32.5	3.25	C
12	Mikael Stive Ronald R	7	19	4	31	3.1	C
13	Paniel Edwardo M	7	20	3.5	30.5	3.05	C
14	Rafi Dhiya A Pasha	4	15	3.5	22.5	2.25	D
15	Rehan Sang Jori Aman	10	20	4.5	34.5	3.45	B
16	Vina Putri Saffanah	9	22	5	36	3.6	B
17	Wayan swari Dharma P	10	20	5	35	3.5	B

Appendix 3

Students' Responses on the questionnaire

Name	1	2	3	4	5	6	7	Total
Student 1	4	3	5	4	3	4	4	27
Student 2	4	3	4	5	3	3	4	26
Student 3	4	4	3	3	4	5	5	28
Student 4	5	3	3	3	4	4	4	26
Student 5	5	3	4	4	4	3	5	28
Student 6	5	3	4	4	3	3	4	26
Student 7	5	5	5	4	4	4	4	31
Student 8	3	3	3	3	4	3	4	23
Student 9	5	4	5	4	5	5	4	32
Student10	4	4	4	4	4	4	4	28
Student 11	5	3	3	4	4	3	5	27
Student 12	4	3	3	4	4	4	5	27
Student 13	5	4	4	4	4	3	5	29
Student 14	5	4	4	4	4	4	4	29
Student 15	4	4	5	4	4	4	5	30
Student 16	4	4	5	5	4	5	5	32
Student 17	4	4	5	5	4	3	4	29

Appendix 4

Direction: Read the following statements and put a checklist in the box that describe yours best.
1: Strongly Disagree
2: Disagree
3: Ok
4: Agree
5: Totally Agree

No	Statements	1	2	3	4	5
1	I enjoyed doing the activities so much.					
2	I did my best to do the tasks I have chosen.					
3	I always find my preferred option from the tasks.					
4	I think I did the tasks very well.					
5	I am satisfied with my performance at the tasks.					
6	I thought the activities were interesting.					
7	I am satisfied with my group work.					

300-Counting and 5-Star-Awarding to Encourage EC-5 Students in Keeping on Using English

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Abstract

It is a classical problem that most of students keep on using their mother tounge in the classroom no matter how hard their teachers deal with it. In the class where the researcher held the research, EC-5B, the students rarely said something in English other than classroom language prior to the research, even though they were able to. This action research, therefore, was carried out to find out the way to lead EC-5 students into getting the habit of using English. For students whose social and cultural milieu are other than English as the ones in Indonesia, this kind of habit is much of benefit for their own learning. Moreover, as they get used to use English, the possibility in getting fluent is higher. Having trial and error adjusted techniques which were also derived from previous joint cooperation research done by the researcher and her colleague in 2009, finally, she found the appropriate ones for the specific class where she taught and did the research. Although it was not as smooth as it was expected, since mistakes were unavoidable, the last techniques which are 300-counting and 5-star-awarding, turned out to be the effective ways in maintaining the usage of English in the classroom.

Keywords: 300-counting, 5-star-awarding

Background

Having taught this EC-5 students previously had shown the researcher that the students were so comfortable in using their mother tongue in the classroom. In a part, it was not because of their lack of competence in English. Most of the students, are having this competence, indeed. However, the habit in communicating in their mother tongue was more attention-grabbing to them. They were not just used to use English in their daily conversation.

The researcher, therefore was determined to change this phenomenon. She expected as the changing of habit was achieved, the usage of English in students daily conversation dominated the language used in the classroom.

Children tend to speak up what they have in mind. As EC-5B students are children, the researcher is in the opinion that these children will keep on talking no matter what language they use. The punishment that is employed, 300-counting by standing will make them aware in using English, as they are hoped to get used to it. Meanwhile, the 5-star awarding will encourage them in keeping using English.

Theoretical Framework

Teachers as well as educators are aware that their students in learning the second or foreign language will be in progress when they have positive attitude toward the language. The positive attitude will develop if the students succeed in achieving the target language, on the other hand, the students will stuck in their negative attitude when they cannot reach the target (Brown, 2000). Attitudes are a component of motivation (Gardner, 1985) while motivation is regarded as key component of a model of language learning (Spolsky, 2000).

Therefore students' motivation should also be taken into account, as the ones who are success in learning, certainly, have motivation. Motivation is divided into two; intrinsic and extrinsic motivation. Intrinsic motivation is often described as ones' willingness to be better than what they had been or to achieve whatever

their goals might be, while intrinsic motivation is derived from the outside factor which involved in learning process such as getting a job, pleasing the teacher, or avoiding punishment (Ryan and Deci, 2000).

Morever, Brown (2000) said that the tendency to evade from punishment can be categorized into extrinsic motivation, despite of the fact that many whom see this as a defy belief to the chance of manufacturing one's sense of competence and self-determination. Although intrinsic motivation is considered better than extrinsic motivation in determining the success of the students as language learner, extrinsic motivation surely has its own role in it. As part of extrinsic motivation, expecting the reward such as money, prizes, grades, and sometimes, it is just merely positive comments from the teachers, has quite a big impact to students' achievement (Brown, 2000).

Based on the above theories, the researcher conduct her research on giving punishment (300-counting) and reward (5-star awarding). This was choosen after considering that they are the most practical ways for keeping students in using English. Triggering extrinsic motivation is what the researcher as a teacher can provide for her students.

Data Analysis

This action research was started on February 7 to March 21, 2013. It was conducted at EC-5B, Tuesday and Thursday afternoon class, 16:00-18:00 in Term 01 at LBPP LIA Pekanbaru. There were 12 students in the classroom. In addition, the research was done in 3 cycles, and each cycle has four meetings by referring to Kemmis and Taggart (1998).

The researcher whom also the classroom teacher, decided to carry out the research after identifying the problem that she faces in the classroom after 8 meetings. The tendency of students to use their mother tongue in communicating were really disturbing. Eventhough she has taught them the classroom language, her students still used their mother tongue when they had to go to the restroom or asking for help from the teacher as well as other students.

Cycle 1

Planning:

If the students use other than English language for communicating in the classroom, they should stand up and do 50-counting-per-word said. If it is too hard for them expressing themselves in English, they should ask for permission from their teacher to speak in other language.

Action:

First Meeting (February 7, 2013)

Student 6 and student 9 were absent. There were only two students whom broke the rule and had to count from from 1-50. Everybody chose to keep silent except when they were asked by the teacher.

Second Meeting (February 12, 2013)

Student 2 and student 10 were absent. Both of them are high competence students. The class was not so quite as it was in the first meeting. There were 5 students who broke the rules and should count. It actually disturbed the teaching and learning process because they counted it loudly and took quite a lot of time.

Third Meeting (February 14, 2013)

Student 6, 9, 10 and 11 were absent. Student 2 broke the rule and had to count. What surprised the researcher was, he did not take a long time to count. Whereas, his two friends took longer time than he was. He was protested by others and the teacher asked him to explain why he could do it so quickly. He said that he counted 1-10 multiplied by 5. The teacher could not blame him for his 'smart invention'.

Fourth Meeting (February 19, 2013)

There was only one student absent, that is student 1. Student 10 and student 11, were being consistent in using English, while others seemed to enjoy their time in breaking the rule.

Observation:

It was quite a "horror" for them to do it for the first meeting. For the second meeting, they were still tense, but somehow they made it. For the third meeting,

they were almost get used to it. Instead of counting 1-50, one of students counted 1-10 multipled by 5. The teacher should have anticipated it prior to. At the fourth meeting, any other students imitated what this student did. They started to speak in their mother tongue and happily counted for every words.

Reflection:

There should be harder penalty for the ones whom speak in their mother tongue or other languages. As they found it was easier, the counting was such a joke for them to do. However, the researcher should consider the effect of the increasing punishment so that it would not be such a threat for the students, on the other hand it could be effective in keeping them using English.

Cycle 2

Planning:

100-counting to 300-counting are prepared to be applied as revision after considering the reflection.

Action:

First Meeting (February 21, 2013)

Student 1, student 6 and student 11 were absent. All of nine students that were in the classroom spoke up for their objection when the teacher explained the new and fresh punishment for breaking the rule. They expressed their objection despite of the fact that the teacher tried to convince them that this new punishment will not be a burden for them. She announced that they may count 1-10 multiplied by 10. As the students were more aware of speaking in English, they really paid attention on what they said. However, student 8 whom was so talkative, could not avoid to say 3 words in her mother tongue. Therefore, she should count for 1-10 multiplied by 10 for three times. It only took her about 5 minutes for counting.

Second Meeting (February 26, 2013)

Student 2 and student 6 were absent. No more complains came out from students. Student 7 had to count for 1-10 multiplied by 10 for two times which she did without any difficulties. Student 12 whom used to keep silent or asked perm

ission for speaking in other than English, spoke up. She mixed the English words with her mother tounge. The teacher was quite confused on what to do. She just let her doing it despite other students' objection that she could just get away from the punisment. When she did it again and again, the teacher finally, asked her to count like the others. The said student was the low competence student in the class. Somehow she did her punishment gladly and quickly.

Third Meeting (February 28, 2013)

Student 2 were absent. The teacher announced the 300-counting for 100-counting was considered to easy. Although the students complained, they manage to control themselves. It was a happy day that nobody broke the rule. They even did gossiping in English. When the janitor came for delivering tv set, they asked him to speak in English and demanded him to replied them in English. The teacher tried so hard to explain that this janitor has no deal in their classroom rules, because he was not one of EC-5B students. Other than this insident, more English was used. They seemed to enjoy it.

Fourth Meeting (March 5, 2013)

Student 2, 6, 7, 10 and 11 were absent. Student 1 and student 8 dominated the classroom interaction. The teacher regretted that the students one by one broke the rule and spoke in their mother tongue. Student 9 and student 3 forgot how many times they had counted and did the counting repeatedly. Other students, which were not used to 300-counting that they considered too much, did it so slowly. They seemed so discouraged.

Observation:

At the first meeting, the students complained, moaned and nagged for the addition number of counting. Second meeting went by quite smoothly. It was at the third they started to feel at their ease and more English were used. And it was the time for employing 300-counting. At the fourth meeting as they still did not get used to it, they began to speak in their mother tongue and counted so many times that it was quite a problem for the teaching and learning process.

Reflection:

The 100-counting is too easy for them. If they should count from 1-100, it would take forever for them to do, while the objective of lesson given should also be acquired. Meanwhile, the 300-counting took some times because this 30 times of counting 1-10 was quite confusing. Two students forgot how many times they had counted and did it repeatedly and it was quite time-consuming. Low competence students chose to keep silent. The class was dominated by the rest whom were active eventhough they could not avoid to talk in their mother tongue which sometimes beyond their conscience.

Cycle 3

Planning:

The researcher decided to keep employing 300-counting, wondering to see the result for more than two meetings. To anticipate the less motivated students, she also employed 5-star-awarding

Action:

First Meeting (March 7, 2013)

Student 2 was absent. It was like the first meeting in two previous cycles, they hated it and seemed to ignore speaking in English and some even chose to keep silent. At the end of the class, the teacher asked her students whom they thought speak English the most. They chose two students, student 1 and student 8, and the teacher decided which one is more than another one. She gave 5-star to the chosen one, student 8, after explaining that they should keep and collect the stars because at the end of the term, three students with the highest number of the stars will be given prizes. It was quite new for the students and it was totally a surprise for them.

Second Meeting (March 14, 2013)

Student 3, 6, 9 and 10 were absent. At this second meeting, the students started to be aware of the English usage in the classroom. Less mother tounge were used. In spite of the fact that they tried so hard to use English, two talkative students, student 8 and student 10 whom have high level of frequency said many words in their mother tongue when they fought and were not able to express it i

n English. The 5 stars, surprisedly, went to silent students whom tried to speak in all English for the day, student 5.

Third Meeting (March 19, 2013)

Student 3, 6 and 9 were absent. The third meeting seemed to belong to talkative students, student 1, student 2, student 7, student 8, and student 10 that they kept the conversation going in English. The others tried to avoid speaking in and asked to be allowed to speak in their mother tounge when they were not able to express what they wanted to say in English. The 5 stars, therefore, are awarded to student 1.

Fourth Meeting (March 21, 2013)

Student 2 was absent. One of administrative staff came to give notice about course fee. The students forced them to speak in English. Fortunately, she did . This day was the day for the students to show their capability in next door class , EC-6B. They were so shocked when they got back to the class. Student 8 told the teacher that the next door students did not listen to what they were talking about, instead they chatted with their friends in their mother tongue. They, then, asked the teacher why they should speak in English while the higher level students were free to use their mother tongue. The teacher tried hard to explain that if they keep on using English, it will be easier for them to speak English fluently because they started to practice in lower level. Although they kept on protesting, and some students still had to count, the English dominated the class as they began to get used to it. In the end, the stars were given to student 8.

Observation:

The researcher decision in using 300-counting and 5-award-winning has resulted in more dominant English usage. It was hard for the children whom tried to be consistent in speaking English, when they have not enough vocabulary and understanding regarding the language. The punishment, 300-counting triggered students' protest and 5-award winning reduced the protest as they realize, they also will get prize when they avoid talking in their mother tongue and talk in English instead. The first meeting was a new beginning for them and the second meeting runs smoothly as they felt it as part of process in their learning. Yet, the silent

students still got difficulty sometimes in expressing themselves to the target language, hence, they used English in answering the questions and things that directly related with the lesson. This can be seen at the third meeting. The unexpected insident at the fourth meeting was an eye-opening for the researcher to see the phenomenon in a wider scope, since the outsider attitudes will also influence the students in choosing whether they should do it or not.

Reflection:

High competence students dominated the classroom. Prior to the research, using their mother tongue, they did the same. The researcher should be more concern with the low competence whom sometimes lost their self-confidence that they avoid using English and often asked permission to speak in their mother tongue by being compromised with inaccuracy for fluency is more targeted. On the other hand, the high competence students should be more pushed to have accuracy since fluency has already acquired by them. As the students cannot be separated from their environment, outside factors that stand in their way should also be counted on such as high level students whom were free to use their mother tongue. Perhaps, the teacher should have well-considered to send students to other class if the effect will reduce students' motivation as they compared themselves to these students.

Result and Discussion

Although low-competence students were still sometimes intimidated by the expressive and high-competence students, the using of 300-counting, indeed, helped the high as well as low competence students in keeping speaking English.

The fact that they students forced janitor and administrative staff to speak in English, also has positive outcome. From them, the teacher was informed that most of the students talked to them in English, eventhough, it was outside the classroom. Not only the students got the positive effect but also the janitor and administration staffs got benefit from it. They, now, often ask how to repond in English to anticipate if the students ask or talk to them in that language.

The researcher also checked it from the parents. They informed her that most of the time they were overwhelmed because their children demanded them to respond to them in English as their children spoke in that language. For parents whom are able to, it would not be a problem, but it was a big problem for the ones who are not able to.

All in all, the research is far from perfect, for the trial and error techniques were employed. There were no exact measurement in the form of number can be presented, for the researcher merely focused on how to make the students to keep on using English.

Conclusion

As the result is constrained to the specific class where the research was carried out, the generalization is barely to be made. However, the researcher is in an opinion that this 300-counting and 5-star-awarding are possible to be applied in English for young learners classes. They are, certainly, should be fiddled with the classroom circumstances.

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Involving Students in Designing and Monitoring the Classrooms Rules in EC-4B Class

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ABSTRACT

Teaching children has always been a challenge. Teachers must struggle to control the class as well as facilitate a fun atmosphere. As a teacher of difficult behavior students, the writer tried to find a way to control the class which eventually aimed at improving the class atmosphere and students' achievement. Moreover, this research also implies the use of reward reinforcement which is given to students who can collect the most stars, tokens given for good behaviors. As recorded in the teaching log, applying consistent classroom rules which were designed and monitored together with the students could drastically improve the atmosphere of the class. Students' academic achievement also increased as seen in the progress report sheet.

I. BACKGROUND

As an AOO who was in charge of managing and monitoring EC classes at LBPP LIA Semarang Candi, I was responsible in evaluating and mentoring EC teachers in doing their jobs. By request, close mentoring and observation could be conducted in a particular class if the class teacher was faced with a class of disruptive behavior students and seemed to be desperate in handling the students. It happened that one of the teacher in EC-4B class complained of having misbehaving students and after a series of observations and mentoring I decided to teach them in the next term. Studying the notes I took during the class observations I learned that students in that particular class behaved badly because the teacher failed to impose an effective and consistent classroom rules.

It undeniably the job of the teachers to find solution to any class problem as stated by Eggen & kauchak: "*Teachers must understand the learning and emotional characteristics of young learners and adjust their expectations and teaching accordingly. In addition, they must be able to create a classroom atmosphere that is comfortable for the students and helps them learn to a high standard. All of teacher's thought, plans, and actions help create an orderly learning environment in which all students feel safe and can be productive*" (Eggen & Kauchack, 2007). However, productive learning will not occur if the students are difficult to control which seems to happen in many children classes. Therefore, I tried to figure out a set of classroom control structures to apply in the class. I also assumed that controlling the class could work effectively if students were involved. I believed students would be more responsible in their own learning and reduce disruptive behaviors.

My research focused on EC-4B class (see appendix 1) which consisted of 13 students, 9 girls and 4 boys. Four of the female students were extremely weak and quiet, four were smart and active, and one was very ignorant and noisy. Four of the

rest were boys of almost equal characteristics, noisy and inattentive. This combination of students had been the source of my exploration in finding appropriate classroom control strategies for this unruly mix of EC students.

In learning the characteristics of the students, I came to the realization that there must be a set of rules applied in the class and that students must be involved in formulating them. Class rules must also be visualized on a poster attached on the classroom wall as a reminder for students. Moreover, each student, either the quiet or the active, must be given a clear role in the management of the rules which were imposed on them. This was done by choosing one student at a time to be the controller and record keeper to make sure everyone was abiding by the rules. It also suggested that one student was picked in turn in every session to be the head of the class to do the job of monitoring and keeping record of his/her friends' disruptive behaviors.

II. THEORETICAL REVIEW

Teaching young learners has always been a challenge. Teachers must struggle to manage and control the class as well as facilitate a fun atmosphere to make learning take place. J.E Ormrod in his famous book "Educational Psychology, Developing Learners" clearly stated that classroom management is key for effective learning to occur (Ormrod, 2003). For teachers, acquiring good classroom management skills takes time and experience. Teachers must be organized and able to make certain decisions in order to conduct effective lessons. They need to know how to arrange the classroom, how to group students, and how to give clear instructions, elicit information from students, correct errors, manage students' behavior, and choose an appropriate course materials (Froyen and Iverson, 1999).

There have been a myriad number of books and articles concerning classroom management issues. Most of them agree that having consistent classroom control strategies as well as reward and punishment reinforcement in a class of disruptive behavior students is the most effective and efficient tool to apply. Raul A.J. Rosales in his article "**S.O.S Kids in Control: Class Management**

Strategies" states that the use of effective classroom management strategies is one of the most helpful tools that teachers can employ to have a good control of the students in English as Foreign Language (EFL) class (http://www.fonuel.org). In addition, Anita Kwiatkowska in her paper "**Ideas on Classroom Management in Young Learners Classes**" also reveals that children need order and quickly get used to classroom routines and habitual activities. She also suggests that teachers be strict about rules they want the students to follow (www.englishclub.com/teflarticles). In depth, Amy Bobrow (2002) strongly urges that interventions must be conducted to help identify ways to address the problem behavior. Below are things we can work to:

- Change aspect of the situation that give rise to the behavior
- Teach and promote more appropriate ways of meeting the same needs
- Modify the responses of other people to the behaviors so that problem behaviors do not result in "payoffs" to the child.

(Child Study Center newsletter, vol.7 no.2, Nov-Dec 2002)

Therefore, applying classroom control instruments that suit students' characteristic makes so much sense. In addition, good behaviors can be rewarded by something positive. Learners love the positive reinforcement that comes either from the teacher or from their peer. The need to achieve some instrumental end such as earning a reward after carrying out some actions motivates the students extrinsically (Deci & Ryan, 1985). Positive reward can be tangible such as a gift of stationary or candy and it can also be a positive feeling such as praise and recognition. The significance of this extrinsic motivation is more pronounced in young learner rather than adult learners since children are less capable of motivating themselves in the learning process.

III. RESEARCH METHOD

DATA COLLECTION

In the beginning of the process I began to keep a teaching journal to take notes of the events that took place in my class. I started to apply the rules in the second meeting in the first week when all students attended the class. I continued to keep the teaching log until the end of the term. I wanted to see if that method really worked in my class. In the end of the semester I distributed a simple questionnaire consisting of five questions asking about how students feel about the classroom control I had imposed on them. Students' response in the questionnaire helped me conclude the result of my research.

RESEARCH CYCLE

This one cycle classroom action research was conducted at EC-4B class term 1/2013, January-March, at LBPP-LIA Semarang Candi Banyumanik Extension with thirteen students. I employed Kemmis and McTaggart's (1988) model cited in Burns (2010:8-9) i.e. action research involves four broad phases in a cycle of research: planning, action, observe and reflect as elaborated in the background and methodology sections.

IV. RESULT AND DISCUSSION

The class began in January 2013, term 1/2013. In the first meeting only half of the students attended the class. I used the first meeting for introduction and investigating how students felt as well as what students expected to get in the course they were taking. In addition, I also talked about my expectation of them. I stated that I would apply a classroom control which would be started in the next meeting. I wrote in my teaching journal that some students did not pay attention to my explanation and some were busy chatting with their neighbors. Therefore, I planned to sacrifice the second meeting to set up the class rules and make students take part in the process of designing and applying the rules.

In the second meeting, I wrote on the white board the characteristics of good students. I put students in groups and asked them to discuss what good students are. I elicited from them what good students must and mustn't do. They came up with a short list that included:

- Good students must listen to the teacher
- Good students must speak English in the class
- Good students must speak nicely
- Good students must follow teacher's instructions
- Good students must not move around in the class
- Good students must not scream, yell, and shout

As the first step in my research plan, I gave each student a small piece of paper, 20x15 cm2, and I asked them to draw their own picture which people liked to call it avatar, a comic picture representing a figure. They were given 20 minutes to do this activity.They then colored and decorated the picture to make it interesting. Students then wrote at least three characteristics of good students under the picture. The three good student characteristics acted as their promises in the class. Next, I put each piece on a big poster paper and attached the poster on the classroom wall as a clear reminder for them when attending the class. I wrote in my teaching journal that students seemed to enjoy doing the activity even though they knew that their written promises were like a monument that required them to behave accordingly.

The next thing I did was telling students that in each session there would be a head of the class who monitored and kept notes if any of them broke their promises. Each student in turn would be the head of the class in order of the attendance list. So, the first student on the list was the first class chief. The head of the class was given a list containing students' names and sessions. The job of the head of the class was to give a cross (x) to a student who broke the rules and a star (✿) to a student who behaved well (see appendix 2). As for the stars, there were some conditions for students to be able to get them. First, a star was given in the end of each session. Second, it was given to a student who was willing to change

his/her bad attitude. Third, a star was also given to a student who participated actively in the group work, completed tasks the fastest, used classroom language appropriately and was helpful during the class activity. I told them that students with most stars would receive a reward by the end of the term.

This activity continued until everybody got their turn in being the head of the class. I wrote in my teaching journal that one particular student, the disruptive one, refused to monitor their friends and completely ignored his task of keeping the record. But the student was finally willing to do his job because of a positive peer-pressure imposed on him. I assumed that that student was eventually willing to participate because all of his friends convinced him that everybody would get the responsibility to do the same. In the end of the cycle, students and I recapped the crosses and stars they had collected (see appendix 3). The first thing I noticed was the number of crosses tended to decrease and the number of stars significantly increased as the term progressed. Beyond that, I was also able to identify an increase in students' independence and self-responsibility with class activities and tasks. I wrote in my teaching journal that the negative behaviors I observed in the previous class that set the tone for the rest of the term seemed to disappear.

As positive reinforcement, three students with most stars got a reward, a gift of a pen and a notebook, and the other students with stars got a small notebook each. Reward is a recognition given to motivate students so that they like to make a new recognition again. I did not give punishment to students with most crosses because I thought that punishment was not an effective way to curb negative behavior in the class. Getting the list displayed on the classroom wall was already an embarrassment for students with the most crosses. It was, in fact, an effective tool to make students realize that breaking the rules or misbehaving brought no good at all. They were motivated to change their way instead. It could be seen from the decreasing number of crosses on the list.

A questionnaire was given in the nineteenth meeting (appendix 4). Overall, the students answered the questions with positive responses. Out of thirteen students,

Eight students liked the classroom control technique; seven thought they loved taking the notes of the rules breakers; ten agreed they could study better; nine thought they became more motivated to study; and eight agreed that getting rewards in a form of gift and praise made them behave in the class (see appendix 5).

V. CONCLUSION & REFLECTION

Action research has helped me to look into behavior problem at a new level. I discovered in only two month period to see the value of doing classroom action research in my EC class. In this research I figured out that imposing classroom control in a class of young learners was an effective tool to make sure the learning process take place without disruptions. Moreover, involving students in designing and applying the rules could enhance students' awareness of their own learning and teach them to become more responsible individual. Teachers should be aware of their students' characteristic and general behavior to formulate an appropriate set of classroom control instruments in order to be able to impose rules that suit their students best. In addition, applying positive reinforcement such as giving reward for a good behavior might contribute to the success of the students' learning.

Giving students active role in monitoring the class also promoted greater participation in the class interactions and significantly improved their academic achievement. However, it is necessary to note that this method can be successfully applied in EC level 4 or higher. Teachers might find it hard to implement this in lower level classes which only have one hour study time. Classroom atmosphere might increase but the class might not have adequate time to cover all course materials. By and large, classroom action research is an extremely useful tool to find solution to any class problem. Yet, we must remember that there will be strategies that will work for one class that will have no influence to the behavior of another class. So, the most logic conclusion is to keep doing research.

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APPENDIX 1

Student Background and characteristics

No	Name	Age	Grade	Characteristic
1	Nabila Rafa M	10	4	Noisy, rebellious, wanderer
2	Naila Zakia A	11	5	Weak, noisy, nice
3	Iftina Lintang N	10	5	Nice, kind, helpful
4	Zahra Fathin S	11	5	Smart, nice, cheerful
5	Khania Rahma	11	5	Smart, kind, cheerful
6	Dwiki Fajar	11	5	Loud, rebellious
7	Diatri Nimas Arum	11	5	Quiet, nice
8	Dania Putri	10	4	Aloof, reserved
9	Raka Pradnya P	10	5	Noisy, smart
10	Talitha Salvia	10	4	Smart, indifferent
11	Shelma Anadya	11	5	Weak, aloof
12	Adrian Ilham	11	5	Noisy, inattentive
13	Muhammad Revanza	10	5	Inattentive, attention seeker

APPENDIX 2

Class Control Board (blank)

Head of class	date	Nabila	Naila	Lintang	Zahra	Khania	Dwiki	Diatri	Dania	Raka	Tita	Shelma	Ilham	Adit

Appendix 3

Class Control Board Result (period of January 2013 – February 2013)

Head of class	date	Nabila	Naila	Lintang	Zahra	Khania	Dwiki	Diatri	Dania	Raka	Tita	Shelma	Ilham	Adit
NABILA	Jan 14	xxxx	xxx	✿	✿	✿	xx	x		xx	✿	x	xx	xxxx
NAILA	Jan 16	xxx	xx	✿	✿	✿	x			x		x	xx	xx
LINTANG	Jan 21	x	x	x	✿					xxx	✿		x	xxx
ZAHRA	Jan 23	x		x		✿	x	x		x	✿	x	x	x
KHANIA	Jan 28		x	✿	✿		xx		x					x
DWIKI	Jan 30	x	x		✿	x				xx	x		x	xx
DIATRI	Feb 4	✿				✿	x				✿		x	
DANIA	Feb 6	xx	x				✿			✿				x
RAKA	Feb 11		✿		✿						✿			
TITA	Feb 13	✿		✿		✿	x			x		✿		x
SHELMA	Feb 18		✿		✿		✿	✿		✿		✿	✿	
ILHAM	Feb 20			✿		✿	✿				✿		✿	x
ADIT	Feb 25				✿	✿					✿	✿		
TOTAL		12x 2✿	9x 3✿	2x 5✿	8✿	1x 7✿	8x 3✿	2x 1✿	1x	10x 2✿	1x 7✿	3x 3✿	8x, 2✿	16x

Appendix 4

Questionnaire

Berilah tanda silang pada jawaban yang kalian anggap paling tepat.

1. Apakah kalian merasa senang dengan adanya aturan di kelas?
a. Ya
b. Tidak
c. Biasa saja

2. Apakah kalian senang diberi tugas untuk mencatat teman yang melanggar aturan?
a. Ya
b. Tidak
c. Biasa saja

3. Apakah dengan adanya aturan di kelas kalian bisa belajar dengan lebih baik?
a. Ya
b. Tidak
c. Biasa saja

4. Apakah kalian lebih bersemangat untuk mengikuti kursus dengan adanya aturan di kelas?
a. Ya
b. Tidak
c. Biasa saja

5. Apakah pemberian hadiah dan pujian membuat kalian lebih disiplin untuk mengikuti aturan di kelas?
a. Ya
b. Tidak
c. Biasa saja

Appendix 5

Result of the Questionnaire

1	Are you happy with the application of rules in the class?
	    a. Yes (8)
	    b. No (2)
	    c. So so (3)

2	Are you happy to be given a task to monitor and take note of your friends' behaviors
	    a. Yes (7)
	    b. No (2)
	    c. So so (4)

3	Do you agree that class rules make you study better?
	    a. Yes (10)
	    b. No (0)
	    c. So so (3)

4	Do you agree that classroom rules make you motivated to study?
	    a. Yes (9)
	    b. No (1)
	    c. So so (3)

5	Does the reward given by the teacher make you more disciplined to follow the rules?
	    a. Yes (9)
	    b. No (1)
	    c. So so (3)

Promoting Peer Observation: A Catalyst for Mutual Growth

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ABSTRACT

Hearing the word of supervision was sometimes considered a scary word associated with power over others. Therefore, most teachers reacted defensively and hostilely when they had a class observation. Nowadays, however, it doesn't have to be that way. We can transform the traditional paradigm of supervision – from vertical to horizontal- into the form of peer observation. Thus, LIA Semarang Candi applied peer observation to push and to provide more space for teachers to be objects and subjects in evaluation. The forms and formats were designed such a away to lead an interactive post-observation The data were videotaped and the teachers were asked to complete the form provided for careful analysis and documentation. After implementing peer observation, teachers were expected to have continuous willingness to observe and to be observed. It was also highly recommended as an alternative observation for mutual growth.

I. BACKGROUND

In the past, when LIA still used the term supervisor, most teachers often viewed supervision as a threat and became anxious when interacting with their supervisors. Even though it was standard part of teacher development, indeed, supervision (class observation) seemed to them like the judgment day. It was understandable as the characteristics of traditional classroom visits which are usually unannounced, supervisor-centered, authoritarian, directive, and judgmental. Spencer (2005:31) said that when " a stranger" –let alone supervisor- enters classroom, teacher may lose his/ her balance, s/he curses, trembles, sweats, shakes, roll his/her eyes in disdain, and fake a smile. Furthermore, if the supervisor kept on taking note on what was going on during the observation, the class-teacher might feel under pressure and not focus on teaching in the class.

Nowadays, classroom observation can also still be threatening for teachers who have to present a lesson to their students in front of an observer who is considered an "expert". This "intimidation situation" becomes worse if the observer's evaluation directly affects whether the teacher receives his or her professional qualification or promotion (Tsui 1993). However, classroom observation, under the appropriate guidance of AOOs and feedback from observers, can give the class-teacher the insight and confidence on how to apply the theories into practices.

Therefore, to find and to have a class observation in a comfortable way without neglecting the core or the essence of an observation, the writer offered a peer observation as an alternative observation. A peer observation, furthermore, enabled the class observation a collaborative, developmental and non judgmental endeavor. Moreover, the observer (the peer) could be a partner in the process and not just an "intimidating expert". In addition to carefully completing the observation form, the peer could consider becoming a participant and joining in or monitoring group work, talking to the students about their learning, or even co- teaching

II.   THEORITICAL REVIEW

Hanson (2012) described   that peer observation was a means of obtaining feedback on our teaching. We asked a colleague to attend one of our teaching sessions and afterward the two of us discussed it. Our colleague could provide feedback on what went well and suggest changes that might improve the teaching session. We might also ask for feedback on specific areas.

More over, Wajnryb (1992:4) also states that a peer observation is when two teachers observe each other's teaching as a part of mutual self-development venture or project. Peer observation is intended to boost professional development of teachers through reflection, constructive feedback, and participation in cycles associated with process. It also helps maintain and improve standard by spreading good practice, encouraging the exchange of views and providing opportunities for teachers to learn about and discuss new or alternatives teaching approaches.

Then, the characteristics of peer observation are almost similar to those of clinical supervision which emphasize on improving teachers' classroom performance   (Acheson and Gall 1992 :1). It is designed to engage the observer (the peer) in a supportive and interactive process that
1)provides feedback on instruction;
2)diagnoses and solves instructional problems;
3)assists teachers in developing strategies: and
4)helps teachers develop positive attitude toward continuous professional
   development.

Thus, peer observation can counter the negative attitudes that teachers have toward supervision by applying an approach which is more interactive than directive, more democratic than authoritarian, more teacher-centered than supervisor-centered, and more objective than subjective.

III. PROCEDURES

As the purpose of peer observation was to take and to give the form or the format was designed such away to enable teachers to do so. Of course, it

was totally different from evaluation form which identify, elaborate and analyze teachers performance when teaching. In other words, if it was a classroom observation , the AOOs (supervisors) used the formal classroom checklist –from vertical to horizontal; in a peer observation- from horizontal to horizontal, the observed aspects, therefore, enabled teacher to map his/her performance. In this case, therefore, the role of the AOOs changed from evaluator to be a facilitator or a "host" to facilitate post observation discussion.

The writer employed peer observation at LIA Semarang Candi and LIA Srondol Square in August – September 2012. Ten teachers were involved in this project. They worked and observed in pairs. It meant, for example, Mr. A observed Mr. B and vice versa. Then, before conducting the observation, the peer (the observer) discusses the observation plan with the class-teacher concerning about the date of observation and observed aspects. The complete procedures can be seen in appendix 2.

Then, in taking the data- during class observation, there were two possibilities; videotaped and manually taken (note taking). If they were videotaped, the AOO (the facilitator) had to consider the length of the time as they need comprehensive and careful analysis, especially during post discussion. However, videotaping gave authentic, deep, accurate data to analyze. In other words, it was also used to map the class-teacher performance during peer observation.

Next, concerning about the project, the writer thought that it was incomplete as it was only done in one cycle. In addition, there was no teaching reflection form. In the first cycle , for example, the observer and the class teacher only gave one-way feedback and suggestion. The writer didn't know whether each would employ or apply the suggested items in the following meeting. Therefore, the writer had to check this case by conducting the second cycle of peer observation. The writer employed it in May-June 2013. As they were technical problems, it only involved eight teachers. Each pair took the same procedure as it was in the first one but only focusing on one or two aspects. For example, teacher A lacked of reviewing the previous lesson and

providing SS- interaction in the class. Automatically, his/her peer (teacher B) was going to observe A' s class focusing on those aspects. Similarly, teacher A was going to apply the same procedure on B's class. Sajavedra (1993,154) said that focused observations are more meaningful when the class teachers are informed of what they are supposed to be looking for.

IV. RESULTS AND DISCUSSION

After each teacher observed the other peer twice, The AOO facilitated the first post observation. The post observation could be conducted either immediate or delayed. Many teachers educators vouched for delaying feedback because even one day gave class teacher time to digest his/her lesson and came to a more complete self -evaluation . Denman (1989) states that delayed feedback " gives the class teacher the opportunity to come to a more mature, more appraisal of the lesson" by viewing the lesson holistically and avoiding the narrower point –by- point, stage-by -stage   criticisms that tend to be chronological but not wholly evaluative. However, Stoller (2003) said that ideally the feedback conference should have taken place fairly soon after the class observation so that both teacher and observer (peer) could decipher data and recall the class as a whole.

Therefore, based on two-statements above, the writer finally decided to conduct the post observation within a week after they observed each other. The AOO should have enough time to learn and to map the teacher's performance before facilitating the first observation discussion. First, the AOO asked the class-teacher comment on his/her teaching based on his/her reflection form s/he had completed before. Then, The AOO asked the observer to report his observation. During the post observation, if both agreed with feedback and suggestion. the AOO could add further feedback to improve the class teacher performance. On the other hand, if both argued each other or one of them disagreed on the other's feedback and suggestion, the AOO could act to neutralize the situation. But, he had be firm, independent, and fair in giving his/ her feedback in a constructive way. In other words, the AOO shouldn't have

judged which one was right or wrong as we knew that teaching was an experiment! There were no right answers- whatever worked; kept what didn't, threw it out. Moreover, the AOO had to be open to alternative solution. Both teacher and observer might come up with alternatives that the AOO had never considered. We (the AOOs) had acknowledged the fact that there was no single answer for instructional dilemmas. Thus, the AOO had be able to accommodate their opinion and find the appropriate solutions.

In this case, the writer took an example of a post discussion between Mr. Indra and Mr. Agung. In the first cycle which was conducted in August- September 2012, Mr. Agung came first which was conducted in August- September 2012. Based on his observation, he said that the class teacher spent too much giving motivation. The observer also suggested that the teacher shouldn't have corrected the students when they hadn't finished writing on the board. In other words, the teacher corrected them as they were writing their answers. Getting this kind of information, the facilitator (the AOO) clarified to the class-teacher (Mr. Indra) concerning on his peer feedback and suggestion. Mr. Indra said that what Pak Agung suggested was right, but he confirmed that what he did in the class-especially in motivating stage, actually wasn't in motivating stage anymore. He said that he was in the middle of teaching grammar as he was applying inductive grammar method. Next when asked about the second suggested item, i.e., the teacher shouldn't have corrected students' answer while they were writing, the class-teacher said that it was based on the students' request to the teacher to do so.

Similarly, when Mr. Indra (the observer) visited Mr, Agung (the class-teacher), he also gave constructive feedback and suggestion. He said that the class- teacher was too long to stand up in front of the class-without mingling to the students. He also considered that the activities given weren't collaborative learning but teamwork. Getting this kind of information, similarly, The AOO confirmed to the class-teacher . The class-teacher said that when being observed, he had a visiting-native speaker (Mr, Edward, from UK). Therefore, he had to share his role then. He gave more opportunity to Mr. Edward to interact and to mingle. Concerning about second feedback, Mr, Agung said that

the presence of the smart student in a group-work was unavoidable. It didn't mean that the teacher allowed those students to dominate the activities while the other members less contributed or did nothing. It meant that their presence were helpful and badly needed in the group discussion. The most important thing was how the teacher designs the activities so that each group member had responsibility.

Thus, during the post observation, both observer and class-teacher got deeper understanding on what actually happened in their peer class , revealed the new perspective from different point of view, and took and gave the constructive feedback. Moreover, a post observation also enabled and led them to have interactive, constructive, and, developmental, reflective, and collaborative discussion. So, it was the essence of a peer observation.

Then, to check whether the class teacher followed the peer's feedback and suggestion up or not, the facilitator conducted the second cycle of peer observation. The same procedures applied here. The peer only focused on observing on suggested items given to the class-teacher. However, as teaching was a process, it might trigger to another feedback or problem made by the class-teacher. This kind of new feedback or problem could lead the next cycle of observation

V. CONCLUSION AND RECOMMENDATION

In short, we can conclude that the aims of a peer observation are to facilitate constructive, critical, and reflective practice among teachers by enabling them to observe each other and to reflect upon their own teaching. Moreover, it is also collaborative as the observer (the peer) helps the class-teacher to develop his/her reflective practices. In other words, the peer is there not only to observe but also to help. It is also interactive, democratic, teacher-centered, and objective.

Thus, a peer observation is highly recommended as it is conducted to be an alternative class-observation. It is also possible to stimulate teachers to have high willingness on observation and to push teachers to learn different teaching

techniques and styles from their peers. It doesn't mean that we substitute the role of official and legal observation. We can insert it between observational cycles to enrich and to vary class observation.

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APPENDICES

Appendix 1

PEER OBSERVATION PROCEDURES

1. Find an observation peer
2. Discuss the observation plan with the class-teacher
   - Date of observation
   - Lesson stages
   - The observed aspects
3. Prepare observation recording tools(note taking /audio video recorder)
4. Inform the date of observation to the A00s
5. Conduct the observation: observe and record
6. Analyze the class observation record.
7. Conduct post-observation with the class-teacher
8. Complete observation record in the form provided
9. Construct the final record : Attach all the data used in peer observation process
10. Submit the final report to the AOOs.

Appendix 2

THE FORM OF REFLECTION AFTER TEACHING

1. How do you feel the overall lesson went ? Why ?
2. How was the sequencing, pacing, and timing of the activities ?
3. How do you think your students felt about the lesson in general?
4. Which activities worked well? Why ?
5. Which activities didn't work well? Why ?
6. Why do you think they didn't work well and what could you do to change them so they do work well ?
7. If you had to teach the same lesson again , how would you teach it? What changes would you make to improve your teaching.
8. Other observations and comments :

Promoting Collaborative Learning through Email-Chain-Letter to Improve Students' Writing in ET4

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BACKGROUND

LIA students are expected to have good skill in writing as well as other skills, listening, speaking, and reading. By having good writing skill, they will be able to face the global expectation to be able to communicate with other in written English such as sending letter, writing diary, writing e-mail, and etc. Related to the importance of having good writing skill, English for Teen (ET) students are required to be able to arrange good sentences, write correct and meaningful sentences, write a paragraph, and write an essay in different topic.

In ET4, they are expected to be able to write a paragraph related to writing a diary and an email. Before conducting the research, the teacher asked the students to write their own paragraph about their last vacation. It was found that most of the writings have some grammatical mistake, word order, choice of word, and punctuation. The writers would like to find ways to help the students minimize their writing mistakes. One of the ways is to promote collaborative learning in writing session. Cooperative Learning focuses on the group's achievement so that it can encourage the members of the group to give contribution to the group's success. In this research, the writers would like to give an e-mail-chain-letter activity as the collaborative learning of writing. The writers believe that this strategy can promote students ability in writing of their own.

OBJECTIVE OF THE RESEARCH

The objective of this research is to find out how collaborative learning through email-chain-letter can improve students' writing.

RESEARCH QUESTION

The research question of this research is: How can collaborative learning through email-chain-letter improve students' writing?

RESEARCH SITE AND PARTICIPANT

The site of this research is LBPP LIA PADANG, located on Jl. Rasuna Said no 60 and 62 Padang. The participant of this research is ET4 students who study in Friday-Saturday class, from 16:00 - 18:00, in room 206. The reason of choosing this level is this is the first level that requires students to write a paragraph as their final writing task so that it is necessary to give them treatment in teaching writing.

THEORY

A. **The Importance of Collaborative Learning**

Harmer (2002: 39) states that senior high school students tend to consider that peer approval is more important than the attention from the teacher which is considered crucial for young learners. It means that it is important to consider their classmates as the motivation to improve teaching learning process of reading. In addition, he also states that students must be encouraged to respond the text with their own thoughts and experience, rather than just answering question and doing abstract activities. Therefore, English teacher must give them tasks which they are able to do.

One of the ways to provide the students with peer approval is by asking them to do collaborative learning. In collaborative learning, teacher can stimulate students to acquire the knowledge as well as create inter personal and team skill. Therefore, working in group is believed to solve the problem. Shy students who don't like to speak in large class are more comfortable to speak in smaller group. Group members can complement each another strength and weakness in English. In addition, each student has different background and ability in English, which he or she can bring to the group.

B. E-mail Chain Letter

E-mail chain letter is a writing activity that requires student to work in a small group and create a paragraph based on guided questions. The first member of the group will answer the first guided question. The second one will answer the second sentence, and so on. After creating a sentence, each member will fold the paper before distributing the paper to his or her friends within the group. This activity can be done for 3 to 4 students in each group.

The students are given limited time to answer the guided question in order to train them to give fast but correct response.

METHODOLOGY

Some students tend to rewrite the writing from textbook or friends' writing. To minimize this, teachers use "Email Chain Letter" strategy. Students are asked to write a sentence based on the guided questions from the teacher right after they are mentioned. After that, the students distribute the paper to other friends in groups. This research will be conducted in LBPP-LIA Padang in two cycles during term II/13

for ET4 students. The data will be collected through pre-test and post-test in each cycle and students' portfolio. The writers believe that this strategy can promote students ability in writing of their own.

PROCEDURE

The writer had assumption that the students have difficulties in making correct and meaningful sentence. Also, they have difficulties in making a paragraph based on a topic given. For this action research, the writer focused on improving the students writing in making correct and meaningful sentence in a paragraph. In order to help the students, the writer came to this question:

"How can collaborative learning through email-chain-letter improve students' writing?"

The research was conducted in a class of 24 students in level ET4. ET4 class has 12 lessons to cover eight lessons focus on speaking and listening, two lessons focus on reading and two lessons focus on writing.

Procedure:

Before doing Cycle 1, the writer asked students to write a paragraph about their First Fasting Day by using Past tense to see students' ability in writing a paragraph and collected the paper work.

Cycle 1
  A. After giving motivating strategies, he writer presented the grammar from lesson 1 "I Met My Idol" which was about Past Tense. She gave some practices and board game to avoid students' boredom. See appendices.
  B. Then, the writer gave presentation and showed the format of the writing by using the E-mail from the Student Book Rainbow 4 page 3. She explained about the use of guided question to write an email about meeting idol.
  The guided questions are:

1. Who did you meet?
2. What was the occasion?
3. When did it happen?
4. What did you do?
5. What is your idol like?

C. After that, the writer grouped the students into 3-4 students in each group. She provided the copy of copied material from Teacher's book (see appendices) and had each group to have one. She explained about the procedure of E-mail chain letter to students. Every member of the group should write the answer of the guided questions in turn based on the picture they had. So, there would be Student 1 who would write the greeting and answer question 1, student 2 who would answer question 2, student 3 who would answer question 3, and went back to student 1 and 2 for question 4 and 5. To sign the movement, the writer said "next". Every member should fold the paper right after she or he finished writing the answer. Finally, there would be a complete e-mail telling about meeting their idol.

D. The writer collected the paper work and there would be 7 paper works. Three or four paper works were discussed. Some of the discussions were on the writing of the e-mail, the writing of sentence in Past Tense and in the using of the target vocabularies learned.

E. In order to see the result, the writer asked students to write their own e-mail about meeting their idol in person by using the guided questions. She collected the paper works at the end of the assessment.

Cycle 2

A. The writer asked students to see Lesson 8 "Dear Diary" and did motivating strategies. She presented the grammar points which were about Past tense, Past Continuous tense, Present tense and Present Continuous tense by using the diary format in Act2 page 43. She had students practiced the grammar.

B.   After that, she presented the writing format of a diary by using the diary format from Act6 Entry A and Entry B (see appendices) and introduced some guided questions to be used later in writing a diary.

The guided questions are:

1. How was your day?
2. What did you feel?
3. What did you do?
4. Who was/ were with you?
5. What happened first?
6. What happened next?
7. What happened finally?
8. What are other people in your house doing right now?
9. What will you do after this?

C.   Next, the writer divided the students into 3 to 4 students in each group and explained about the procedure of E-mail chain letter like in Cycle 1. Different from Cycle 1, the writer didn't provide any picture. She asked students to think about the answers of the guided questions based on their imagination.

D.   Finally, she collected the paper work and discussed two or three paper works. The discussions were on the writing of the diary, the writing of sentence in the target grammar and in the using of the target vocabularies learned.

E.   In order to see the result, the writer asked the class to write a diary in person based on the pictures and word bank from Act 9 page 47.

DATA COLLECTION AND RESULT

Data was collected from students' paragraph writing in the pre test writing, the group writing as the collaborative learning, and post-test writing in the assessment. The writer used the English for Teens rating scale for promotion writing test provided by LIA for ET4 which has three components. They are grammar, vocabulary, and relevance. The total is the addition of these three component times 2.

In the pre-test, the researcher found only 20% got score 4 and 5 in Grammar. While other 40% got score 3 and 40% got score 2 and 1. In vocabulary, there were 30% got score 4, 40% got 3, and 30% got score 2 and 1. Last, in relevance, there were 90% got score 1 and 10% got score 0.

Following are the example of pre writings and their score. They were about to write their first day of Ramadhan for this year.

Student1.

At first Ramadhan, I woke up at 04.00 am. It's so cold. After I washed my face, I went to kitchen. We ate noodle and we drank milk. After that, I prepared to go to mosque. Then, I went to home. At home, I wanted to sleep because I very sleepy. I woke up at 10.00 am. Then I played game with my friends. At 14.00 pm, my friends invited me to go to "LO". We would breakfasting together. So, I taked a bath at 17.00 pm and I went to "LO". It's so happy.

Grammar   : 4

Vocabulary   : 4

Relevance   : 1

Total   : 18

Student 2.

My first ramadhan I and family go to mall. I and family is very happy. Before breaking I booking some foods and drink to breaking. After breaking I and family went to home. And next I go to mosque pray taraweh and witir.after I went to sleep in the bedroom.

Grammar   : 2

Vocabulary   : 2

Relevance   : 1

Total   : 10

Having got the information about students' knowledge on writing, the researcher strongly believe that the researcher have to help them. In improving their

writing skill, the researcher applied collaborative learning by using email-chain letter in writing diary and e-mail. Following are the data of group works which were done in two cycles: cycle 1 is about writing e-mail and cycle 2 is about writing diary.

Table1. The Group works in each cycle

Score	Group1		Group2		Group3		Group4		Group5	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Grammar	3	4	4	4	4	5	4	5	3	4
Vocabulary	4	4	4	3	4	4	4	4	3	3
Relevance	1	1	1	1	1	1	1	1	1	1
Total= (G+V+R)x2	16	18	18	16	18	20	18	20	14	

Following are the examples of group writing and their score from cycle 1 and 2.

Cycle 1 Group 1

Hi Reta.

I finally met JS Harding. I met her today. I went to her book signight. I had my pictures taken with her. She not friendly, when I had the picture she not smiled. I was very happy. Tell me how you like them.

Bye,

Najma

Grammar   : 3

Vocabulary   : 4

Relevance   : 1

Total   : 16

Cycle 2 Group 1

Dear diary,

I had a great day today. It was so exciting. I went to the beach. I was with Rossa. First, we met Lady Gaga. Next, we shook hands, and we said Hello. Last, we had

took picture with her ☐ . Raight now mother washing a plate, Rossa take shower is, father cat grass. I have to go to market.

Bye.

Grammar   : 4

Vocabulary   : 4

Relevance   : 1

Total   : 18

Cycle 1 group 4

Dear Reta,

I met JS Harding. I meet her last week. I went to her book signing. I had my picture taken with her and had ask to autograph. She is very friendly. When I said Hello and waved, she greeted me back and waved. I was very happy. Tell me how you like them.

See you.

Ofi

Grammarr   : 4

Vocabulary   : 4

Relevance   : 1

Total   : 18

Cycle 2 Group 4

Dear Diary,

I had a great day today. I have a big smile on my face while writing this. I went to England. I was with dita, indah and zhizhi. We met One Direction. They are very handsome and their skin is fair and had a beautiful smile. Next, we shook hands with them and even took pictures together. I can't believe it! Right now, zhizhi is

sleeping and Indah is out with Dita. I've got to go now. I have to pray ashar and take a bath.

See you again!

Grammarr   : 5

Vocabulary : 4

Relevance   : 1

Total   : 20

Next, in the post writing, in cycle 1, researcher asked students to write an email about their meeting with their idol based on the guided question in the collaborative learning. After collecting the works, the researcher corrected the writing and found out that there were 80% got score 4 and 5 in grammar, and 20 % others got score 3. In vocabulary, there were 90% got score 4 and 5, and 10% got score 3. Last, in the relevance, 90% got score 1, and 10 other got score 1.

Following is writing form and it score.

Cycle 1 Student 2 (got score 10 in the pre writing)

Hi rossa!

I finally met my faforite singer agnes monica. I went to her album launching. I had my pictures taken with her and we shook hands. She's very friendly because when I said Hello, she greeted me back. I had attached some pictures. Check them out and email me back, OK? Tell me how you like then.

Take care,

Bening

Grammarr   : 4

Vocabulary : 4

Relevance   : 1

Total   : 18

In cycle 2, they were about to write a diary. The researcher found that there were 90% got 4 and 5 in grammar. The 10% other got score 3. Next, in vocabulary,

there were 70% got score 4 and 5, and 30 others got score 3. Last, in the relevance, all students or 100% got score 1.

Cycle2 Student 3 (got score 10 in pre test)
It was exciting day last night. I met my idol. We shook hands.Then, we even took pictures together and then we watched movie. We had dinner together. I had wake up when I had fallen of bed. Too bad it was just a dream. Right now, my brother listening to music. I have got to go now, I have to play 8pool.

Grammarr   : 4
Vocabulary   : 4
Relevance   : 1
Total   : 18

The above date showed that most of the students have been developed thought the collaborative learning by using email-chain letter. The students showed that they are able to use correct grammar in writing an email and a diary by using email-chain letter and guided questions.

CONCLUSION

Collaborative learning by using email-chain-letter is appropriate to improve students' writing skill. Teacher's guided questions helped students a lot in writing an email and a diary. In addition, by using this method, all students work to complete their group task. So there are no minor students in the group work.

Writing Feedback to Improve Students' Writing Ability

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ABSTRACT

Checking my Intermediate 4 students' argumentative essay, I got an idea to improve their writing skill. I just couldn't ignore it by just giving the score and gave it back to them. So I applied writing feedback technique to help them improve their writing ability.

First, I made an agreement dealing with the correction technique to avoid overcorrecting and demotivating them. Finally we chose to have face to face feedback and make revision. The r first writing was used as the pretest, while the posttest was taken from their first periodic test. Based on the result analysis, it shows that the mean score of the pretest was 9.27, and the posttest was 10.27. Although the mean difference is not significant (0.069), it still shows that writing feedback improve students' writing ability. In addition, the data got from the questionnaires also show that writing feedback is essential to improve students' writing skill.

BACKGROUND

I taught Intermediate 4 level for the 4th time in term 1/2013.The first day of our meeting was Tuesday, January 8, 2013. The students had "1st day class activities" on that day, including previewing their student book. Students knew that their student book has four skills, reading, writing, listening, and speaking. On the 4th meeting, they studied lesson 2 with the skill focus is writing. In that lesson, the students were required to write an effective concluding paragraph of an argumentative essay. And for the assessment the students wrote and a complete argumentative essay (introduction, body, and conclusion).

Recalling the previous intermediate 4 level I taught before, students usually have some problem in writing because it is the first time for them to write a complete essay, since in Intermediate 3 level students write only introductory and body paragraph. So, when we came to lesson 2 (Friday, January 18, 2013) we reviewed the format of an argumentative essay. Then the students wrote an argumentative essay as their assessment. Because they didn't have much time to finish the writing; I let them finish it at home. We made some agreement dealing with the feedback that I would check and discuss on their writing and asked them to revise.

On the 5th meeting (Tuesday, January 22, 2013) I made that day as a special day to check their writing (as our agreement), since some students usually made an excuse not to do their home work. So, on that special day, students handed their writing, I checked all the writing. I found so many grammatical errors; most of them were simple grammatical errors and unorganized essay. I could not penalize that they had low ability in writing. The Idea was I should involve the students to identify the errors and gave them chance to revise it, in other words, giving them writing feedback.

METHODOLOGY / PROCEDURE

The data collection methods used in this research was pretest, posttest, and writing feedback questionnaire. I did this study for 4 meetings; January 18, students wrote their first argumentative essay, January 22, they handed their

writing, got face to face feedback, and did 1st revision at home, January 25, they handed 1st revision, got face to face feedback, and did 2nd revision at home, January 29, students handed their 2nd revision. I was afraid of giving over correction to the students by asking them to do the 3rd revision. But Most of the students made good progress on their writing. And surprisingly, some of them were willing to do the 3rd revision. I discussed with the students in class for the "unidentified errors" by using power point slides.

RESULT AND DISCUSSION

Based on the results of the data analyses, the followings are some interpretations to strengthen the value of the study. The interpretation covers 1) does the writing feedback improve students writing ability? , 2) what are their opinions about the writing feedback?

Based on the data analysis, it can be shown by the result of the pretest mean score was 9.27, and the result of the posttest was 10.27. Although the mean difference is not significant, with the mean difference 0.069, the result shows that writing feedback improve students writing ability. It is because at the posttest (periodic test 1), students must write a 300 word essay; with the time allocation is 30 minutes.

Based the questionnaire distributed to the students, it was the first time for them to get that kind of feedback. It makes them be able to identify the errors. Although some of them felt threatened when they did the revision, because of feeling shy, bored, and reluctant to do homework, they think that writing feedback is important in improving their writing ability.

CONCLUSION

The writing feedback had made the students aware of their writing ability. It gave them the influence to perform better writing performance. The most important is they could identify the errors and revise it. It also made them motivated in writing.

So, we as English teachers should know that the writing is very important for our students, and at the same time we should realize the teaching of writing is especially significant for us, not only for its practical value in helping our students to compose all types of writing that are necessary in their exams, but also in helping our students to have good command of all language skills in English. At the moment, most of the teachers of English are trying their best to make their students improve their written English. Teachers, as error-analyst, look for patterns in the errors of an individual student, try to discover how the mistake arrived at the mistakes by analyzing the error (Lack of knowledge about a certain grammatical point; A careless one or a mis-learned rule?) and plans strategies accordingly.

APPENDICES

ARGUMENTATIVE ESSAY IN 4

NO	STUDENTS	PRETEST					POSTTEST				
		O	G	V	R	T	O	G	V	R	T
1	MAYANG	3	3	4	1	11	5	4	4	1	14
2	SHERLY	4	2	2	1	9	3	3	3	1	10
3	CITRA	2	3	3	3	8	3	2	3	1	9
4	ALIYAH	3	2	3	1	9	4	4	4	1	13
5	FAROBI	3	2	2	1	8	4	3	3	1	11
6	ANANDA	2	3	3	1	9	3	3	2	1	9
7	ARNI	3	4	4	1	12	4	2	3	1	10
8	SISKA	2	2	3	1	8	2	2	3	1	8
9	NAIS	2	3	3	1	9	4	3	4	1	12
10	YOSUA	3	2	2	1	8	3	2	3	1	9
11	HERSYA	2	3	3	1	9	3	3	4	1	11
12	ADIT	3	2	2	1	8	1	1	2	1	5
13	DINA	4	3	3	1	11	3	3	3	1	10
14	REGGY	3	3	3	1	10	4	3	3	1	11
15	ISNAINI	3	3	3	1	10	4	4	3	1	12

Nilai total

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	9.27	15	1.280	.330
	posttest	10.27	15	2.187	.565

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.000	1.964	.507	-2.088	.088	-1.972	14	0.069

0.069 > 0.05 = not significant

Nilai per criteria

Descriptives

nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	15	2.80	.676	.175	2.43	3.17	2	4
2	15	2.67	.617	.159	2.32	3.01	2	4
3	15	2.87	.640	.165	2.51	3.22	2	4
4	15	.93	.258	.067	.79	1.08	0	1
5	15	3.33	.976	.252	2.79	3.87	1	5
6	15	2.80	.862	.223	2.32	3.28	1	4
7	15	3.13	.640	.165	2.78	3.49	2	4
8	15	1.00	.000	.000	1.00	1.00	1	1
Total	120	2.44	1.083	.099	2.25	2.64	0	5

QUESTIONNAIRE INTERPRETATION

NO	QUESTION	YES	PERCENTAGE	NO	PERCENTAGE
1	1	10	66.66666667	5	33.33333333
2	2	1	6.666666667	14	93.33333333
3	3	15	100	0	0
4	4	8	53.33333333	7	46.66666667
5	5	15	100	0	100

1   Do you like writing?
2   Have you ever been given writing feedback (before you study in In 4)?
3   In your opinion, does writing feedback help you in increasing your writing ability?
4   Do you feel threatened when the teacher gives you feedback?
5   Do you think that writing feedback should be applied to increase students writing ability?

ERROR ANALYSIS

1. Now days
2. Electronic devices which can keep popularity in front of their friends.
3. For gain all of that, they do the best what they can.
4. They work hard to get money for their dreams become true.
5. Friendships.
6. If you wanna become a rich person.
7. They feel that have much money but not happiness is useless.
8. Health is very important than money.
9. You have much money, but you are sick and your sick can not be helped by other people. So You can't taste your money.
10. In your life , the most people who are always beside you when you have problem is your friendships.
11. Friendships come to you without see you rich.
12. They will not look at you just want to have friends to them with your egoism or your money.
13. Money needed to meet the needs our lives.
14. Money can buy anything and get anything.
15. Not all things can bought with money.
16. There are somethings cannot bought or created by money.
17. Even we don't have many friends to spend our time together for example hang out.
18. All the time we had only spent to work and earning money.
19. So we could not enjoy the result or spend our money.
20. To meet the health needs
21. He was died.
22. However health cannot be bought with anything, because health is the most important to perform our daily activities.
23. Money cannot buy friendship, because friendship is the one trait of loyalty.
24. If you want to have many friends you will be kind for everyone, extrovert and friendly and you will get many friends and cannot bought with money.
25. Thats meand money cannot mean anymore.
26. Money is very important to our lives but that does not mean if all the things you can buy with your money.
27. It can make feel happy like a king.
28. They can buy everything they want their money.

29. Money not only make wealth people but also can break people.
30. Everyone is concentrated with money.
31. To buy something really need the money.
32. I believe there are 2 reasons why money cannot buy everything.
33. His company has been succeed.
34. He died because a pancreatic cancer.
35. Money can found.
36. Money cannot make you live forever.King of pop of Michael Jackson. About his life.
37. It could not changes his fate.
38. He cannot buy a life.
39. Today in the world
40. Do you think if we have much money can make happy?
41. I think money does not only make we wealthy but also can break people.
42. They think money is all solution for everything.
43. For example, cabinet minister do a corruption money for themselves.
44. There is something a new items.
45. It can make people be better.
46. Money can be useful to give for the poor people.
47. Money does not only make people better but also can break people it is true.
48. My advice, you should use your money as efficiently as possible.
49. It's so difficult to find some happiness in our life even though it easy to do.
50. We can helping other people.
51. An example Mrs. Anna as a doctor who must go to hospital every morning.
52. Her facilities at home is very luxurious.
53. She doesn't have many times to take a rest.
54. She cant sleep well because always thingking about her job.
55. People want to be rich people.
56. They work hard for getting money.
57. You don't want to care your bestfriend.
58. They will forget pray.
59. So focus on getting much money.
60. It can make feel happy.
61. Money not only make wealth people but also can break people.
62. Indonesia's government.
63. Angelina Sondakh was putrid Indonesia in 2000 ad starting her career in parlement of Indonesia.
64. Adjie massaid (Alm).
65. Her son who still 2 years old.
66. Money is a something needs by everyone.
67. Money can full fill our necessary.

68. We can everything that we want.
69. We may study in out country.
70. There are very much rich people.
71. ….. because of they spend money extravagantly.
72. Everyone needs money to buy anything that we want to full fill our necessary.
73.

ERRORS REVISED BY STUDENTS

1. Nowadays
2. Electronic devices which can keep their popularity in front of their friends.
3. To gain all of them, they do the best they can.
4. They work hard to get money to make their dreams come true.
5. Friendship.
6. If you want to become a rich person.
7. They think that having much money ..????
8. Health is more important than money.
9. You have much money, but you are sick and your illness can not be helped by other people. So, you can't use your money.
10. In your life , people who are always beside you when you have problem are your friends.
11. Friendship come to you without see you rich.?????

12. They will not look at you just want to have friends to them with your egoism or your money.?????
13. Money is needed to fulfill our needs/ necessity.
14. Money can buy anything
15. Not all things can be bought with money.
16. There are some things cannot be bought by money.
17. Even we don't have many friends to spend our time together to hang out.
18. All the time we have is only spent to work and earn money.
19. So we could not enjoy the result or spend our money.
20. To fulfill the health needs
21. He died.
22. However health cannot be bought with anything, because health is the most important to do our activities.
23. Money cannot buy friendship, because friendship is the one trait of loyalty.
24. If you want to have many friends you will be kind for everyone, extrovert and friendly and you will get many friends and cannot bought with money.
25. That means money is useless.

26. Money is very important to our lives but that does not mean if all the things you can buy with your money.
27. It can make us feel happy like a king.
28. They can buy everything they want their money.
29. Money does not only make people wealthy but also can break people.
30. Everyone concentrates on money.
31. To buy something we really need money.
32. I believe there are two reasons why money cannot buy everything.
33. His company has been successful.
34. He died because of a pancreatic cancer.
35. Money can be earned.
36. Money cannot make you live forever.King of pop of Michael Jackson. About his life.
37. It could not change his fate.
38. He cannot buy life.
39. Today in this world
40. Do you think if we have much money we can be happy?
41. I think money does not only make us wealthy but also can break people.
42. They think money is everything.
43. For example, cabinet minister do a corruption for themselves.
44. There is a new item.

45. It can make people better.
46. Money can be useful for the poor people.
47. Money does not only make people better but also can break people.
48. you should use your money as efficiently as possible.
49. It's so difficult to find some happiness in our life even though it is easy to do.
50. We can help other people.
51. For example Mrs. Anna as a doctor who must go to hospital every morning.
52. Her facilities at home are very luxurious.
53. She doesn't have much time to take a rest.
54. She cannot sleep well because she always thinks about her job.
55. People want to be rich.
56. They work hard to get money.
57. You don't want to care about your best friend.
58. They will forget to pray.
59. So focus on getting much money.
60. It can make us feel happy.
61. Money does not only make people wealthy but also can break people.
62. Indonesian government.
63. Angelina Sondakh was putri Indonesia in 2000 and started her career in parliament of Indonesia.
64. The late Adjie massaid .
65. Her son who is still 2 years old.

66. Money is something needed by everyone.
67. Money can fulfill our necessity.
68. We can buy everything that we want.
69. We may study abroad.
70. There are many rich people.
71. ….. because they spend money extravagantly.
72. Everyone needs money to buy anything that they want to fulfill our necessity.
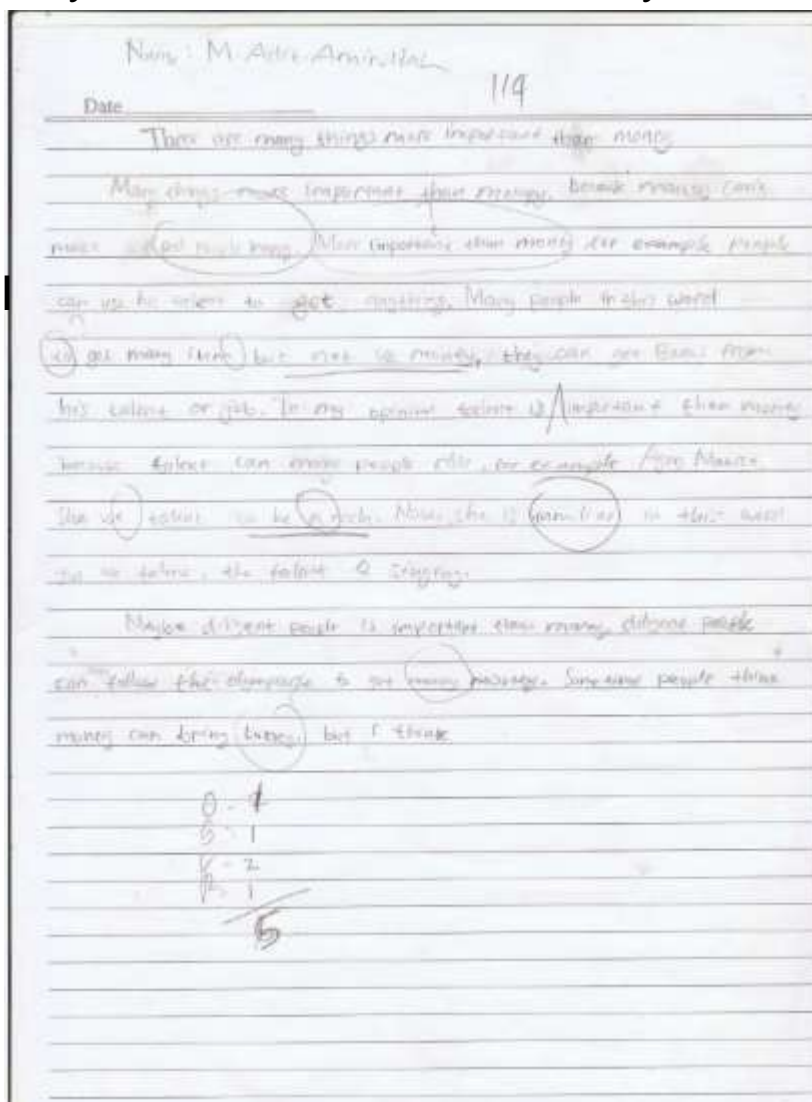
There Are Many Things More Important Than Money

In this world, all of people want to be a rich people. They think that rich people is better than poor people. Because money is very useful for their necessity. Because money is important for their life. They work hard to get much money. Things money, they are willing to lose their energy, time, and think hard because of money. They think that money is number one for their life, they don't want to be poor people because most of people don't respect poor people. Although money is very important for the necessity, I think that there are many things more important than money.

First, The happiness is more important than money. Money won't be meant without happiness. For example, Businessmen who don't have time for their children. Because they are very busy for their job. Their children don't get enough love from their mother. Because of this they are not happy. So, the happiness is more important than money.

Second, The friendship is more important than money. For example, when your bestfriend have big problem but you are very busy for your job and so you don't care about your bestfriend. Because you choice your job than your bestfriend, your bestfriend won't leave you, and and You lose your bestfriend. Without bestfriend, life is not

beautiful. So, friendship is more important than money.

The second, Love is important than money. For example, If you are very busy for this job. And you don't have time for your girlfriend, your girlfriend will be dissapointed with you. And she will leave you. and you will lose your girlfriend. So, love is important than money.

Therefore, Money is not everything because there are many more important than it.

Date

There are many things more important than money

In this era, money is a necessity for our life. Many people spend a lot of their time to get much money, until they forget many things around them. They are busy with their job to finish the assignment until midnight. However, we don't make money be the first thing in life, because not only money the most important thing in our life. I believe there are many things more important than money. ✓

There are several things can make us happier than have much money. First, family. I think family is one of the most important things in our life, because we can sharing everythings and family always give the best solution for our problems. Second, friendship.

$$0 \quad 3$$
$$9 - 3$$
$$y \cdot 2$$
$$p \cdot 1$$
$$\overline{9}$$

Anef Nugroho.

264

There are many things more important than money

Money is important to our live. Without money, we cannot buy food and drink. All of people need money to fulfill their live. If their have much money, they forget about everything. If poor, they remember of god. Their attitude, their religion, and helping people, these are many things more important than money. But

First, Attitude, it means if your attitude good with people, they will give their smile with you for example, I have a close friend. There are two boys.

Their name Dimas and Andi. Dimas have not much money but his attitude is good. He always smile with his friends when he meet them, Always help his friend when his friend needed. His friend love with him because he have good attitude.

Not to Andi, he have much money, he have car, He don't care about his friend, He is arrogant. And his friend hate him. From this situation we can study, money not everything if you have not good attitude.

Second religion. Before we have much money and everything, we must big thanks to god. Because all of them is from god. People forget with to god if their happy, but if their sad, their remember to god. It is not good. Money is not everything. That everything is god. So, don't remember to god, and thanks

The Power of Blue Card in Boosting Students' Willingness of Speaking

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ABSTRACT

A study of using a blue card to boost students' willingness of speaking was carried out in Lia. The sample was 25 students of English for teens 3 term 1/2013. The purpose of this study is to boost students' willingness of speaking. I did this study beause in the second meeting I met the students, I asked them many questions but they just kept silent, did not want to answer nor respond to my questions. It made me sad, and forced me to find out a technique to make the students actively answer my questions. Then I used a small piece of blue paper and told the students if they wanted to get score, they had to answer my question and any time they answered, they would get a small piece of blue paper. A classroom observation was used to collect the data. Based on the observation, it was found that the silent students turned into active students because they like competing with their friends to collect as many blue cards as possible.

BACKGROUND

The first day of our meeting was on Tuesday, January 8, 2013. There were 25 students on attendance list but some of them were absent. Most of the reasonswhy they were absent were because they still spent their holiday in some places since this was in the early year. I played some game in this first day activity. I used song to make them fun. I just wanted them know that their new teacher was friendly and they didn't have to be shy of me. We made some deals so they knew the rules from the beginning. The first meeting ran well because we didn't discuss the lesson at all. I still didn't know their ability. Some students showed that were brave students in case of playing games

The second meeting (Jan 11, 2013), I started the lesson. The topic was about student's activity in school. I used some teaching aids to make the lesson ran easily.In skill practice I asked them to make a dialog with their partner based on the situation we have discussed before. The problem was they didn't want to perform it in front of the class. When I asked who wanted to be the first, no one raised their hand. It's quite surprised me. I didn't usean attendance list to choose because I wanted them to come to the front because of themselves not because they were asked by the teacher. This situation forced me to call them one by one from attendance. Actually they could do it, they only had less motivation.

The following meeting (Jan 15, 2013), just like usual I reviewed the lesson. I asked the students what they have discussed in the previous meeting but they still kept silent. No body answered. Then I made the question as simple as possible so they wanted to speak up. When I started lesson 2, I showed a picture of egg sunny side up and asked the students to name it. After they found the name of it, I offered anybody to write the name onthe board but still nobody wanted. I believe I can't continue the lesson if I didn't called one of them.

After knowing the problem in my class, I thought hard on how to solve it. What I could do to make them active in the class because delivered a question without any responses was silly thing to do. As a teacher I knew that I have a power to motivate my students. Since I'm on the front line so I have to develop and encourage classroom motivation. Motivation is a necessity so that learning becomes a continuing, improving, interesting and hopefully enjoyable process..Then I tried to make a small card from carton. I planned what I should do with the cards. The next meeting, I introduced the card. I told them if they could answer my question they will get one free card. The function of the card was to increase their score. We are going to count the card together on the first and the second periodic test. The one who got the most cards will get the highest score. For example the most cards was 30, it means he or she will get 4,9 and so on. They looked enthusiast hearing this new thing. Then I started to use this power card. It really worked. When I asked a question most of them raised their hands but still one or two didn't want to join other to be active. The situation looks very different. On the first to the third meetings, only two or three students raised their hand but after I introduced the card only two or three students didn't raise their hand. What a very powerful card. I was so happy looking this situation.

METHODOLOGY / PROCEDURE

The data collection method used in this research was only class observation. I only observed their activeness improvement. I did this study from the first meeting until the end of the term. I gave a small piece of card to the students who wanted to participate to the class activity or to the group which won the game. They wrote their name on those cards and returned it to me before the bell. I collected the card in a plastic bag in my pencil case. So in one meeting I could share twenty to thirty cards. It depended on the situation. If I saw they had less motivation, I directly used this card to bring their motivation back. It really worked event to the most silent student because she or he also

wanted to collect the cards.

RESULT AND DISCUSSION

Blue card was really powerful. It made students' motivation increase because they wanted to collect the cards as many as possible. I used it for some activities in class. So when I asked something they eager to do itsince they hope they will get one card. I also gave this card for games. In spite of giving candy or chocolate that spend money, it's better to give them card. When I told that the winner will get one free card sometimes they begged me to give two or three cards. That's ok for me to give what they wanted. I also did this in other classes and the response is the same. Some of them try to remember how many cards he/ she has got from the first day they got it and I only laughed and thought how worth these cards for them. When I asked them to perform, write the answer on the board, compete with other groups, read text, give idea or opinion, and etc sometimes they asked first whether they will get blue card or not. If I say yes, then they do it very fast.

CONCLUSION

This simple card really helped me. I can predict that I will always get an enthusiast response every time I deliver question or ask student to do something. This card increased students' motivation in learning. They always wait for the chance to get the card. Theycompete each other to be the winner. Sometime they were lazy to work with the assignment I gave but after knowing that they will get card if they could finish it first, they would do it with pleasure. This card also can substitute candy or chocolate that teacher usually givesif their students win the games. Besides, it's easy to make without spending much

time and money. Small thing but gives many advantages.

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The Stages Designed to Overhaul Teachers' Attitude and EC Students' Behavior in Class Outing

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LBPP LIA Malang

ABSTRACT

Class outing has been obtained as a problematic class program for EC classes specially for level 1-3 in LBPP LIA Malang. The negative attitude of EC teachers toward Class Outing is due to some reasons butpredominantly because it is a setting that includes all the potential situations for misbehavior. This Classroom Action Research is conducted to solve the problem. This research deliberates the stages to apply before, during and after the class outing and is conducted in EC 2A class of LBPP LIA Malang with twelve number of students. The data were collected from the responses of fifteen questions asked through questionnaires about the students' behavior during the class outing and teachers and students' attitude toward class outing after the class outing. The result of the study has shown that the improvement has reached the criteria of success which is 93%. This study managed to discover that by planning and applying the stages before, during and after the class outing for EC level especially for lower level is proven to be an effective way. It arouses the teachers' optimism and positive attitude toward class outing, restrains students behavior, gives the opportunity for students to learn about leadership and teamwork, and as anadditional benefit,it aids the students comprehend the lesson better.

Keyword: Class Outing, attitude, stages, misbehavior.

BACKGROUND

The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience. (Eleanor Roosevelt (1884 - 1962))

Having numerous EC students in each branch is very influential as they have been confirmed as loyal and continuous customers. Based on the survey conducted, one of the reasons why children like to join LIA is Class Outing program. However, it can be overwhelming to a teacher to think of organizing all the details of a Class Outing, trying to manage groups of students who don't speak much English, and who in the end may not get a lot of information from the Class Outing. EC teachers in LIA Malang find Class Outing problematic. It takes more effortsand energy. The main reason that dodge EC teachers to do the class outing is because it is a setting that includes all the potential situations for misbehavior.

This Class Action Research was conducted to offer some insight ways to make the Class Outings with EC students especially level 1-3 go more efficiently and to provide the students with a meaningful academic experience, yet fun. This research deliberates the steps to do before, during and after the Class Outings and is conducted in EC 2A class with 12 numbers of students. The lesson for this study was Backpack 2 lesson 4, My Town. The benefits of these steps expected will aid the EC teachers handle the students so that the class outing can be done rightly, and that EC teachers can be encouraged to organize more outdoor activities.

THEORETICAL FRAMEWORK

Class Outing can be considered as one of the avenues through which language can be taught. English language learners can benefit from class outing that provide an experience that enhances classroom learning. Cambridge advance dictionary defined Outing as a short journey done by a group of people, usually for pleasure or education.It is usually called as field trip. A field trip is a

visit made by students to study something away from their school or college. (Cambridge advance dictionary) While Krepel and Duvall (1981) defined field trip as "a trip arranged by the school and undertaken for educational purposes, in which the students go to places where the materials of instruction may be observed and studied directly in their functional setting: for example, a trip to a factory, a city waterworks, a library, a museum etc." (p. 7).

Learning outside the classroom builds children's confidence and can transform their relationships with teachers. (Thomas, 2012) Michie, M. (1998) even defined the positive benefits derived from Class Outing were

- hands-on, real world experiences
- quality of education, positive attitudes and motivation towards the subject
- improvement of the socialization between students, which would impinge on the classroom, and development of rapport between teachers and students
- enabling teachers to utilise other learning strategies such as cooperative learning.

Similarly, Kelly, M (2012) stated the following advantages of Class Outing

- a way to reinforce and expand on concepts taught in class.
- offer students another method to learn concepts and are especially good for the many tactile/kinesthetic students in the classroom.
- allow for a shared reference that can be referred to later as the teachers are teaching new concepts. (e.g. remember when we saw...)
- allow the teachers and students a different format in which to get to know each other and bond.

Yet, it can be overwhelming for teachers to think of organizing all the details of a Class Outing. The negative attitudes of teachers towards Class Outings revealed by Michie, M. (1998) related to a number of factors, some of which are interrelated:

- poor student behavior and attitudes (Beasley et al., 1993; Muse et al., 1982; Orion, 1993; Price & Hein, 1991)
- difficulties with transportation, including cost (Falk & Balling, 1979; Muse et al., 1982; Orion, 1993; Price & Hein, 1991)
- teachers' skills, the disparity between theory and practice and a perceived teacher inertia (Beasley, Butler & Satterthwait, 1993; Falk & Balling, 1979; Orion, 1993; Tamir & Zoor, 1977)
- time considerations - preparation, fitting into the school timetable (Beasley et al., 1993; Muse et al., 1982; Orion, 1993; Price & Hein, 1991)
- lack of support from school administrations for Class Outings (Falk & Balling, 1979; Muse et al., 1982; Orion, 1993; Price & Hein, 1991)

- curriculum inflexibility (Falk & Balling, 1979; Orion, 1993; Price & Hein, 1991)
- Inadequacy of resources and choice of venue (Beasley et al., 1993; Orion, 1993; Price & Hein, 1991).

Along with the theory, EC teachers in LBPP LIA Malang undergo almost the same problems, but put the students' misbehavior as the major problem. Therefore this research is conducted to overwhelm EC teachers' apprehension of class outing dealing with students misbehavior. The teacher believes with some planning beforehand and a few more stagesdesigned, Class Outings can be very successful.

DATA ANALISIS

The data gathered are in the form of observation questionnaire done by the observer during the Class Outing.

The observation results are presented in table 1.

No	Questions	5	4	3	2	1	Remark
DURING THE CLASS OUTING							
1.	Does every student stay in the group?	V					Every time a student walks out from the group's territory, the captain always manage to take him back.
2.	Does every student follow the captain's instructions?	V					1-2 captains always remind the students that the teacher has highlighted for them for their poor behavior
3.	Does the captain control the group members?	V					Sometimes a bit intimidating but it works well
4.	Does the captain follow the teacher's instructions?	V					
5.	Does the captain deliver the teacher's instructions correctly?	V					But needs repetitions and confirmations

No.	Question						Notes
6.	Does every student understand the procedure of the activity?	V					1-2 students sometimes do not understand the procedure until the captain explained it into bahasa
7.	Is every student involved in the activity?	V					1-2 students are only passively participated
8.	Is every student able to stay focus to the teacher and activity?			V			1-6 students' attention is sometimes distracted by the other activities surrounds them
9.	Does every student keep their voice "under controlled"?	V					1 or 2 students sometimes scream or yell but the captain always put them back on track
10	Does every student work together "peacefully"?	V					There are some enthusiastic debates during the activity but still under controlled
11	Does every student seem to enjoy the activity?	V					From the students' response and expression during the activity

AFTER THE CLASS OUTING

No.	Question						Notes
12	Does the teacher find it easier to handle the students?	V					From the response of the teacher
13	Does the teacher feel that she can deliver the lesson procedure well?	V					From the discussion of the teacher and the observer
14	Does the teacher want to do another Class Outing again?	V					From the response of the teacher
15	Does every student like to do the Class Outing?						From the informal interview after the Class Outing
16	Does every student want to do the Class Outing again?	V					From the informal interview after the Class Outing

17	Does every student understand the lesson?		V			From the result of the next meeting review of the activity

(5) Yes, (4) Yes, but 1-3 students no, (3) Yes but 4-6 students no, (2) Yes, but 7-9 students no, (1) No

Table 2: The percentages of the observation's checklist

	The percentages of positive responses	The percentages of negative responses
DURING THE CLASS OUTING		
Students' behavior during the class outing (items 1-11)	90%	10%
AFTER THE CLASS OUTING		
Students' and teacher's attitude toward Class Outing (items 12-17)	100%	0%
The Criteria of Success	**93%**	

RESULTS AND DISCUSSIONS

Based on the problem the teacher finds in managing a Class Outing for EC levels, that the teachers found it hard to manage EC students outside the class, therefore, The teacher intended to conduct a classroom action research to define the steps in managing Class Outing in EC level especially lower level (EC 1-3).

The study took place at Malang City Square located at Merdeka Street Malang.The subjects of this study were EC 2-A students of Term II (January to July 2013). There were twelve students. The questionnaire wasmade to see the result of the observation of the students' behavior and teacher and students' attitude toward Class Outing and it was answered by the observer during and after the Class Outing.It consisted of 17 items and was used as the tool for gathering information about the record of students' behavior during the Class Outingand teacher and students' attitude towards Class Outing. In this questionnaire, the observer was requested to check one response out of five possible responses provided right next to every item listed. These responses wereYes (5), Yes, but 1-3 students no (4), Yes but 4-6 students no (3), Yes, but 7-9 students no (2), and No (1). Numbers were used herein to enable the process of data entry and calculation.

This study involves the stages of planning, implementing, observing, and reflecting. This classroom action research is conducted as cycle; therefore, the description of each stage would be elaborated below.

Preliminary Study

Preliminary study is done in order to find out the most problems found in the classrooms. Based on the problems, the teacher needs to find the solution through strategies that are appropriate to the problems. The problem was the EC teachers' negative attitude related to students misbehavior in a Class Outing. The data are gained by verifying the data of EC Class Outing form. The form indicated that Class Outings were mostly only done by senior and experienced EC teachers which are only a few. The data are also gained by EC sharing program's discussion and informal interview which clearly presented EC Teachers' negative attitude towards Class Outing. From the data gathered, it can be confirmed that most EC Teachers in LBPP LIA Malang found Class Outing overwhelming because of the apprehension in facing and handling students' poor behavior particularly outside the class henceit discouraged them to apply one.

Planning

Based on the result of the preliminary study, the teacher plansthe strategyto solve the problems, the lesson procedure to help the teaching and learning activities, and the setting up of the criteria of success. The strategy that the teacher plan is by defining the stages of Class Outing. The stages were:

PRE OUTING

1. Set the time far before and let the students know so they will anticipate the activity.
2. Determine the destination and define the objectives for the outing.

   Here the teacher chose Malang City Square as the destination related to the objective which is naming buildings in the community, describing locations and using preposition of location. The place is only 5 minutes away from LIA, and it's comfortable.There is grass where the students are expected to sit. It has many and various buildings and moreover it's free.

3. Consult the AOO or EC Coordinator and gain approval.Remember tofill out the Class Outing Form
4. Determine transportation rules and decide on the mode of transportation.

The teacher used LIA's car and one more car from the student's parent.

5. Learn the rules for collecting money and get any necessary permission forms for students.

   The Class Outing for this research didn't enquire the students to collect money.

6. Remind students as the due date nears and have the parents informed.
7. Create student groups. Never allow students to just choose their own groups.

   The group management that the teacher used in this Class Outing is one group consists of 3-4 students and there will be a captain in every group chosen by the teacher.

8. Determinethe captain of the groups. Pick the most dominant yet cooperative students.

   The captain/everybody in the group must keep the teacher's phone number.The teacher must keep the captain's numbers.The captain is responsible for everybody in the group. (thus teacher needs to choose the dominant yetcooperative students as the captain)

9. Set rules. And have the students practice the rules in the classroom a couple of meetings before the Class Outing
   The rules in this Class Outing are:
   a. Every student must stay with the group.
   b. Every student must listen to the Teacher and captain of the group's instructions.
   c. Every student must not leave the class' crowd or go for his/her own activity except for the teacher's permission.
   d. If the teacher calls for a class gathering, every student must come immediatelywithout any exception.
   e. If there's a student breaks the rule, the punishment will go to the group and the class. There won't be any outing class again in the future.

10. Create a lesson plan for students to complete in conjunction with the Class outing.
11. Inform the students about the rules, consequences, activity and/or assignment before the Class Outing.

DURING OUTING

1. Review the rules, consequences, activity and/or assignment before going for the Class Outing. Make sure every student understands.
2. Make sure no student left behind.

3. Stick with the group management from the start. Put the students with their group in the same car. Do not separate them. Start to have the captain functioned from the beginning.
4. Have all the students gathered first and choose a place as the start and as the finish spot.
5. When every student is under controlled, start the activity.

LESSON PROCEDURE

OBJECTIVES   :1. to name buildings in a community
               2. to describe locations
               3. to use prepositions of location

MATERIALS   : BACKPACK 2, Unit 4 () page

VOCABULARY   : bookstore, restaurant, bank, supermarket, downtown, movie theater, between, next to, on, on the corner

No	Activities	Interaction	Materials	Time
1. 2.	**Warm Up** T has the students sit on the grass and shows a pic of a school and elicits questions about it. E.g. what building is it? Can you find a school here? Where? What other buildings can you see here? T asks ss to look around in the group for 5 minutes to list other buildings they can see around the City Square and come back to previous place they gathered.	T – S S – S	A picture of school	10'
1.	**Presentation** T reviews preposition of place by using cue cards with the sample of the buildings' name the ss has listed.	T – S	Student Book page 2	5'

1. 2. 3.	**Practice** T distributes a blind map paper and has the ss fill in the names of the buildings. The ss may look around to confirm the answer. T has the ss play "Guess the building's name" game by answering the questions e.g. "It is next to the school. What building is it? The students may always confirm by looking around but without leaving the place. T has the ss play "guessing game" by guessing the building's name in a group e.g. "Is it between the bank and the post office? Etc. "	S – S S – S S – S	Blind map Paper Cue Cards	10' 10' 10'
1.	**Produce (done in the next meeting)** T asks ss to draw a map of Malang City square and do the show and tell.	T - S		
1.	**Cooling Down** T asks ss to go around the City Square together, remembering and memorizing the buildings and their positions so that they will be able to draw a map of the City Square and do the Show and Tell. The ss may also observe other people's activity in the City square.	T – S/S -S		15'

POST OUTING

1. Debrief concerning the Class Outing the next meeting. Talk about the group impressions and what students learned.

2. Do a short review with the lesson to see if the class outing really help the students understand the lesson better.
The teacher here has asked the students to draw a map of the City Square and do the Show and Tell about the map they draw.

The criteria of success were based on the students' behavior and attitude significant improvement in the process of Class Outing which will be analyzed from the observer's observation. This study is called successful and finished if the improvement resulted from the questionnaires filled out by the observer reach 80%.

Implementing

In this stage, the teacher carried out all the procedures that were planned previously. The teacherdid the strategy chosen as planned in the planning stage, whilethe observer observing the students' behavior and attitude in the process of Class Outing.

Observing

The activities in this stage were to observe and to see how much the chosen strategy solve the problems. The teacher can define and observe how the strategy that she chose solves the problems by recording and gathering all relevant data about any aspects that occured during the implementing stage. There were three different kinds of data collected in this study; they were: the Class Outing form, ECteachers'responses about Class Outing through the informal interview and discussion in the Sharing Program before the implementing stage, the observer's responses throughquestionnaires.

Reflecting

In this stage, The teacher analyzed and evaluated the data from the observing stage. The data were in the form of the observer's responses through questionnaires. The results of analysis and evaluation will determine the next steps and actions. The teacher would check the results with the criteria of success. If the strategy does not improve the students' behavior and attitude in Class Outing, as expected by the criteria of success, there will be the next cycle.

In the implementing stage the teacher carried out the procedure to support and complete the stages she planned. Expectedly the students were all

under controlled. The Lesson procedure that the teacher planned worked well, everybody was very cooperative. From the students' expressions and responses after the teacher asked them she could figure out that they enjoy the Class Outing as well as the activity. Nobody complained about the strict rules. The teacher felt light and easy delivering the process, handling the students and managing the class outing. These facts were supported by the observer's responses in answering the questionnaires during and post the Class Outing.

The results of the study which are attained from the questionnaires responses and informal interview and discussionscan be conferred into two parts. First is the Students' behavior during the Class Outing, as seen on questionnaire items 1 until 11, second, the Students' and teacher's attitude toward the Class Outing, as seen on questionnaire items 12 until 17.

The first part, overall, indicated that 10 from 11 questions were responded positively. 6 yes answers, 4 yes but 1-2 students no answers and 1 negative response which is yes but 3-6 students no answer. Item 1, 2, 3, 4, 5, and 11 (54% items of questions) were indicated that all and every student was cooperative, follow the rules and instructions, didn't raise any problematic issue and enjoy the activity. It is also indicated that the captain's function well.However, item 6, 7, 9, and 10 (36% items of questions) were indicated that 1-2 students (17% of the students)didn't meet the teacher expectations and only 83% of students meet the teacher's expectation. Those 17% of students didn't understand the procedure until the captain re-explained it into banana and only passively involved. These two students were the weakest students in the class. Meanwhile from item 9 and 10, 1-2 students (17%) didn't meet the teacher's expectation because they tend to shout and yell during the activity and they also like to argue the other members of the group. These students were those who usually become the trouble maker in the classroom. Yet, the captain and the teacher always finally manageto control them and make them meet the expectation. Meanwhile in item 8, (10% item of questions) there were 1-6 students can easily distracted by other activities around them and less focus to the teacher and activity. The teacher and the captain need to keep putting their concentration back to them.

The second part,5 from 6 items (83%) of questions were portrayed the absolute positive attitude toward Class Outing. The teacher found it easier to handle the students during the Class Outing. The teacher felt that she can deliver the lesson procedure well and she wanted to do another Class Outing. It was based on the discussion of the observer and the teacher after the Class Outing. From the informal interview and class discussion, it was also indicated that all students enjoy the Class Outing and every student wants to have another class outing again in the future. And furthermore, from the production result done in the next meeting 83% of students were able to review and do the show and tell about the lesson taught in the Class Outing smoothly. 17% of students who were predictablyweak students were able to produce but less smooth than the 83% of students.

This study managed to figure out the affectivity of the stages planned in handling students and arousing positive attitude of the teacher toward Class Outing. The improvement has matched the criteria of success which is 80%. The positive improvement toward Class Outing reached 93%.

CONCLUSION

Education is the ultimate reason we do anything with our students. In teaching EC students we are not only teaching them but also educating them. Class Outing has been proven to be one way that English language learners can take benefit from. It provides an experience that enhances classroom learning. Despite the advantages, EC teachers find Class Outing problematic mostly due to the misbehavior problem that might and usually happen during the class outing. The before, during, and after the class outing stages planned that have been deliberated in this Study is proven that it can boost the teachers' positive attitude in Class Outingspecifically for EC low level. It also restrains students behaviorand educates the students about teamwork and leadership. Additionally, it helps the students to understand the lesson better by giving the students opportunity to have the real experience to the real world lesson.

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Improving the Students' Ability in Writing a United Argumentative Essay through Sentence Outlining

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Abstract:

Writing an argumentative essay is one of the writing skills that are taught to students in Intermediate programs in LBPP-LIA. In fact, the Final test for the Intermediate 4 students requires the students to write a 300 word-argumentative essay. The incapability of writing a united essay may make the students fail to pass this section. For that reason, this study will analyze the use of sentence outlining as an attempt to improve the students' ability in producing a united argumentative essay.

1.   Research Background

Writing is a crucial language skill that we must perform, particularly in the academic field. However, many students dislike this skill. They spend much time to write, but the result is not satisfying. Consequently, it results in the frustration for teachers and students. It indicates that for many students, writing is a difficult skill to perform.

The students face many difficulties in writing, especially in writing an essay. One of the problems is organizing the ideas. Many students cannot write a united text. The students tend to write some irrelevant ideas in one paragraph.

Since the students have difficulties in writing an essay with a well-developed organization of ideas, it is a challenge for teachers to use various strategies to help the students. One way to solve this problem is by using an outline. The outline is divided into two types: topic outline and sentence outline.

Sentence outline is a kind of outline that requires the students to write each idea in a full sentence. It is very beneficial since it gives the clarity of a paragraph point. Another advantage is that you can see whether the order of the paragraphs can present the argument in the most effective way. Next, the sentence outline enables the writer to revise the plan of the essay more easily. Then, by writing

sentence outline the writer can determine how long the manuscript will be and modify it. Finally, the writer can write an essay more quickly ("Sentence Outline", 2013)

In this study, the researcher deals with the use of sentence outlining in writing an argumentative essay. The purpose of argumentative text is to convince an opinion to readers. The writer must prove that his/her opinion, theory or hypothesis about an issue is correct. The sentence outline can give a structure to the writer's ideas, determine where the writer needs more support for his/her thesis, and help judge the plausibility of the thesis ("Essay Writing Outlining and Organizational Strategies Help" 2013, p.2).

An argumentative essay consists of several paragraphs. They are introductory paragraph, counter claim refutation paragraph, claim support paragraph, and concluding paragraph. Each paragraph consists of some ideas ("How to Write an Argumentative Essay on any Top", 2013).

Introduction
- Short background
- Debated question / issue
- Explanation why it's important
- Statement of opinion

Counterclaim refutation paragraph
- Statement of opinion
- Evidences that persuasively refute or rebut something (logical explanation, facts, statistics, well-known authority opinions)
- A statement that is turned to the opposite point but supports the thesis

Claim supporting paragraph
- Statement of opinion
- Supporting evidences (logical explanation, facts, statistics, well-known authority opinions)
- Restatement of argument

Conclusion
- Restatement of claim
- Summary of the arguments

- Statement of the importance of your conclusion

For this study, the researcher adapted the argumentative essay pattern above into the following pattern. This pattern was used in the second cycle.

Introduction
- Short background
- Debated question / issue
- Explanation why it's important
- Thesis statement

Body paragraph 1
- Topic sentence
- Supporting details

Body paragraph 2
- Topic sentence
- Supporting details

Conclusion
- Restatement of the thesis statement
- Summary of the arguments
- Final comment

2. Method

Based on the result of the Progress test, the Intermediate 4 students' average score in writing argumentative essay is considered low. Most of the students write in paragraphs. The ideas are not well-organized. As the result, it is very hard to determine the main idea of each paragraph. Therefore, the teacher-researcher intended to conduct a classroom action research to improve the students' writing argumentative essay through the sentence outlining.

The study took place in Intermediate 4 class of LBPP-LIA Bukittinggi. The research was conducted in Term 2/2013 started from May 9, 2013. There were 15 students in this level. Unfortunately, not all of the students attended the class.

A. The Research Design

The researcher chose classroom action research since it was conducted based on the problems that the teacher found in the classroom. In fact, the classroom action research is a way for teachers to know what works best in their classroom situation (Mettetal, Gwynn: 2003). (Cresswell, John W: 2012) adds that this kind of research enable the teachers to reflect their own practices. There are 4 steps done in a Classroom Action Research (NSW Department of Education and Training, 2009) which can be seen in figure 1.1.

Figure 1.1: The Process of Classroom Action Research

PLANNING
    In this stage the writer needs to identify the problem that needs to be solved and to find several resources to help the teacher-researcher to study the problem. After that, the researcher has to plan the research method and a strategy that can help to solve the problem occurred in the classroom.

ACTING
    In this stage the teacher-researcher has to implement things that have been planned in the previous stage. The researcher needs to try out the planned strategy to see if it makes a difference.

OBSERVING

The activities in this stage are to observe and collect all relevant data about any aspect occurred during the acting stage. The writer can take notes things happen in the classroom, including the effects of the strategy.

REFLECTING

In this stage, the teacher-researcher has to analyze and evaluate the process in the first cycle. The researcher needs to reflect on what she/he has learned from the implementation process. The writer can see whether the strategy that has been implanted can make an improvement.

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B. The Procedures

The classroom action research was done in two cycles since the first cycle was considered not satisfying. The researcher would like to describe each cycle.

Cycle 1

a. Plan

In this stage the writer identified a problem. Based the previous intermediate 4 class the teacher-researcher found that most of the students could not organize the ideas of the essay they wrote. To confirm that, she interviewed her colleagues who had ever taught the same level. The result of the informal interview showed that they could not comprehend the main ideas of each paragraph because the ideas were not well-organized.

After that, the researcher made some preparation. The preparations were included the plan of learning activities, teaching materials, a projector, and the marking criteria for writing. For this study, the teacher-researcher would teach the students about to organize ideas through sentence outlining. To monitor the students' improvement, the researcher used marking criteria for writing issued by LIA. Te criteria that the researcher used only focused on the organization as described in the table 1.1.

SCORE	DESCRIPTION
4-5	The writing is well organized and the developing argument is clear to the reader throughout. It is relevant to the topic at every stage and shows awareness of target readership.
2-3	The writing is organized only to some degree and at times irrelevant to the topic. It only occasionally shows awareness of the target reader.
0-1	The writing shows little organization or awareness of the target reader. It is frequently difficult to determine the topic or the stage of its development

Table 1.1: The Writing Marking Criteria for Organization

The following table is the category of score based on the scoring system in LIA.

SCORE	CATEGORY
1	Very Poor
2	Poor
3	Average
4	Good
5	Very Good

Table 1.2: The Category of Score

b. Action

In this stage the teacher-researcher implemented things that had been planned. For motivating strategy, the researcher showed a picture and asked the advantage and disadvantages of money. Then, she collected and wrote the students' ideas in clusters.

At the presentation stage, the researcher introduced the sentence outlining to the students. The researcher showed how to write the sentence outline by using the ideas that had been collected. Next, she showed the students how to write an essay based on the sentence outline that she had written. Then, the teacher showed the students how to write an essay based on the sentence outline.

At the skill practice stage, the teacher-researcher gave a topic to the students, that is, *Money is the Source of Evil.* The students are divided into several groups. Each group had to make a sentence based on the sentence outline.

Finally, to achieve the objective of the lesson, the students were assigned to write an argumentative essay. The students had to choose a topic given by the students. Then, the students had to write a sentence outline and write an essay based on the sentence outline. Not having enough time, the researcher assigned the students to do the task as homework.

c. Observation

The researcher observed the application of sentence outline in teaching and learning process. The observation was conducted to the students' use of the sentence outline. Daily journal was written to record the activities in the classroom and the students' reaction towards the use of sentence outline. The researcher also asked the students about the problems they had in writing the essay.

d. Reflection

Based on the observation, the teacher-researcher found several problems of the previous activities. First, the students were not able to write a good sentence outline. They tent to write a paragraph in their outline. Some of them even preferred to write the essay first, and then wrote the sentence outline by writing some main ideas and copying the paragraphs they wrote. Next, the students still wrote some irrelevant ideas in a paragraph. Additionally, based on the students' essays, the researcher found that the students were not able to use the appropriate transitional markers. Finally, all of the groups said that they had no idea about what to write in each paragraph, especially the introductory paragraph. These problems were taken into account in revising plans for the next cycle.

Cycle 2

a. Plan

Considering the results in cycle 1, the lesson plan in cycle 2 had been revised to accommodate the weaknesses. The researcher prepared some teaching

aids and some exercises to support the lesson. The use of sentence outline in cycle 1 could help the students to write an essay. However, it was still difficult for them to write a united essay. Therefore, the researcher added an exercise that can train the students to organize ideas. In addition, the researcher prepared an argumentative essay pattern adapted from the argumentative essay pattern that is developed by www.schoolwork.com.

Introduction
- Short background
- Debated question / issue
- Explanation why it's important
- Thesis statement

Body paragraph 1
- Topic sentence
- Supporting details

Body paragraph 2
- Topic sentence
- Supporting details

Conclusion
- Restatement of the thesis statement
- Summary of the arguments
- Final comment

b. Acting

For the motivating strategy, the teacher-researcher asks some question related to the topic that would be a model of writing. Then, in the presentation phase, she explained how to write a good sentence outline by comparing a good sentence outline and a bad sentence outline. After that, the researcher divided the students into several groups. Each group had to do an exercise. That is organizing jumble ideas into a good sentence outline (see: appendix 1). Then, the students' works were checked.

In the presentation stage, the teacher-researcher showed a sample essay based on the correct sentence outline used in the previous stage. The teacher also

emphasized that the each idea should be written in a sentence, not in several sentences. She also emphasized that the outline should be written first before writing an essay. After that, in the skill practice stage, the students sat in groups. The groups had to choose a topic given by the teacher and write a sentence outline based on the topic. Finally, they had to write an essay.

c. Observation

The researcher observed the students' reactions towards classroom activities and the application of sentence outline in teaching and learning process. The researcher took notes to help the next reflection.

d. Reflection

Based on the observation in cycle 2, the teacher-researcher found that the students' outlines and essays were better than the ones in the first cycle. The arranging ideas exercise did help the students. In addition, the students could write effectives outlines and well-organized argumentative paragraphs.

3. Findings

In this part, the researcher would like to describe the students' improvements in writing argumentative essays by using a sentence outline. This study was conducted in two cycles. There are several things are presented in this part. They are the students' sentence outlines and the students' argumentative essays.

a. Cycle 1

Based on the informal interview with the researcher's colleague and writing test result of intermediate 4 students in the previous term, she found that most of the students could not write a united essay. Furthermore, in the previous meeting— writing conclusion lesson, the researcher found that at first the students were reluctant to write.

In the first cycle, researcher introduced how to write a sentence outline. Unfortunately, in the skills practice stage, it was very difficult for the students to get some ideas to write. Some students wrote some ideas that were not related with the topic provided. Since all of the groups could not get ideas to write, the teacher-researcher decided to discuss the ideas with all of the students. After they got some ideas to write, the students elaborated the ideas into a sentence outline.

Group	Score	Category
1	4	Good
2	4	Good
3	4	Good
4	3	Average
5	3	Average
Average	3.6	

Table 1.3: The Essay Organization Score of the Group Work Essays

After writing the sentence outline, the students were assigned to write an essay based on the sentence outline they had written in groups. Table shows 1.3 shows that the students' for the organization of the essays were not bad. There were three groups that got 4 which is considered good, while the others got 3 which is considered average. So, the average of the students' scores for the organization of the essays is 3.6.

Nevertheless, the students' individual sentence outline and essays were not satisfactory. Most of the students could not write a good sentence outline. Some students wrote each detail in several sentences. Some others wrote irrelevant details. The others wrote the essay first, and then copied the paragraphs for their sentence outlines so that the sentence outlines were in paragraphs, not in sentences.

Furthermore, the results of the essays were not satisfactory. Most of them wrote some irrelevant details as depicted in table 1.4. There were four students that got 3, and four students got 2. As the result, the average of the students' scores for the organization of the essays is only 2.5 which is considered poor.

Students	Score	Category
1	3	Average
2	3	Average
3	2	Poor
4	3	Average
5	3	Average
6	2	Poor
7	2	Poor
8	2	Poor
Average	2.5	Poor

Table 1.4: The Essay Organization Score of the Individual Essays

b. Cycle 2

Considering the result in cycle 1 was not satisfactory, the teacher-researcher revised the lesson plan. The researcher added an exercise that required the students to arrange jumble ideas into a good sentence outline. After that, she teaches by using how to write sentence outline by using the argumentative essay pattern that had been prepared by the teacher. Then, the teacher asked the students to write a sentence outline and argumentative essay in groups.

The exercise and the essay pattern did help the students. In fact, all of the groups could write good sentence outline with well-organized ideas. In addition, most of them could write good thesis statements, topic sentences, and concluding statements. They also wrote each detail in a meaningful sentence which can support a topic sentence.

Since they could write a good sentence outline, they could write a well-organized argumentative essay too. The following table shows that their organizations of ideas are good. The following table shows that there was a group got 3. Four groups got 5, and the last group got 4. Therefore, the researcher concluded that the average of the students' scores for the organization of the essays is 4.5 which is considered good.

Group	Score	Category
1	3	Average
2	5	Very Good
3	5	Very Good
4	5	Very Good
5	5	Very Good
6	4	Good
Average	4.5	Good

Table 1.5: The Essay Organization Score of the Group Work Essays

Since the time was limited, the researcher did not assign the students to write an individual argumentative essay. However, the teacher-researcher collected the essays which were written by the students in the progress test. The essays were used as the data of the students' individual essays. The essays were proctored by her colleague. The following table shows the result of the writing test which focused on the organization.

Students	Score	Category
1	4	Good
2	4	Good
3	5	Very Good
4	4	Good
5	4	Good
6	4	Good
7	4	Good
8	4	Good
9	4	Good
10	5	Very Good
11	4	Good
12	5	Very Good
13	5	Very Good
Average	4.3	Good

Table 1.6: The Essay Organization Score of Essays of the Progress Test

The table above shows that the students' organizations of idea are good. The average score is 4.3. There were 9 students who got 4. There were also 4 students whose organizations of essays were very good because their score was 5.

4. Discussion

Based on the result of the study, the researcher concludes that in the first cycle the organization of the students' essays that were done in groups was average for the average score was 3.6. On the other hand, the average score of organization of the individual essays was only 2.5 that is considered poor.

Based on the observation, the teacher-researcher found several problems. First, the students were not able to write a good sentence outline. Next, the sentence outline and the essays were not well organized. In fact, they wrote some irrelevant ideas. Finally, the students did not know what they had to write in each paragraph, especially the introductory paragraph.

In the second cycle, the researcher revised the lesson plan by adding an arranging jumbled sentence outline exercise and argumentative pattern. The additional items did help the students. The essay pattern guided the students about what to write. As the result, the students could write a good sentence outline and the ideas of the essays were well-organized. Thus, the group work's average score of the essay organization was 4.5. Additionally, in the final examination, the students' average score of essay writing which focused on the organization was 4.3.

5. Conclusions

It can be considered that this study was successful to improve the students' ability in writing an argumentative essay through the sentence outline which was combined with the argumentative essay pattern. In the first cycle that only used sentence outline, the students' score in the organization of the essays was only 3.6 for the group work and 2.5 for in individual work. However, with the combination of sentence outline and the essay pattern in the second cycle, the students' score in

the organization of the essays increased. The average score was 4.5 for the group work and 4.3 for individual essay. So, it is clear that the use of sentence outline that is combined with the essay pattern can improve the students' ability in writing a united essay.

Appendix 1: An Exercise Used In Cycle 2 (Arranging Jumbled Sentence Outline)
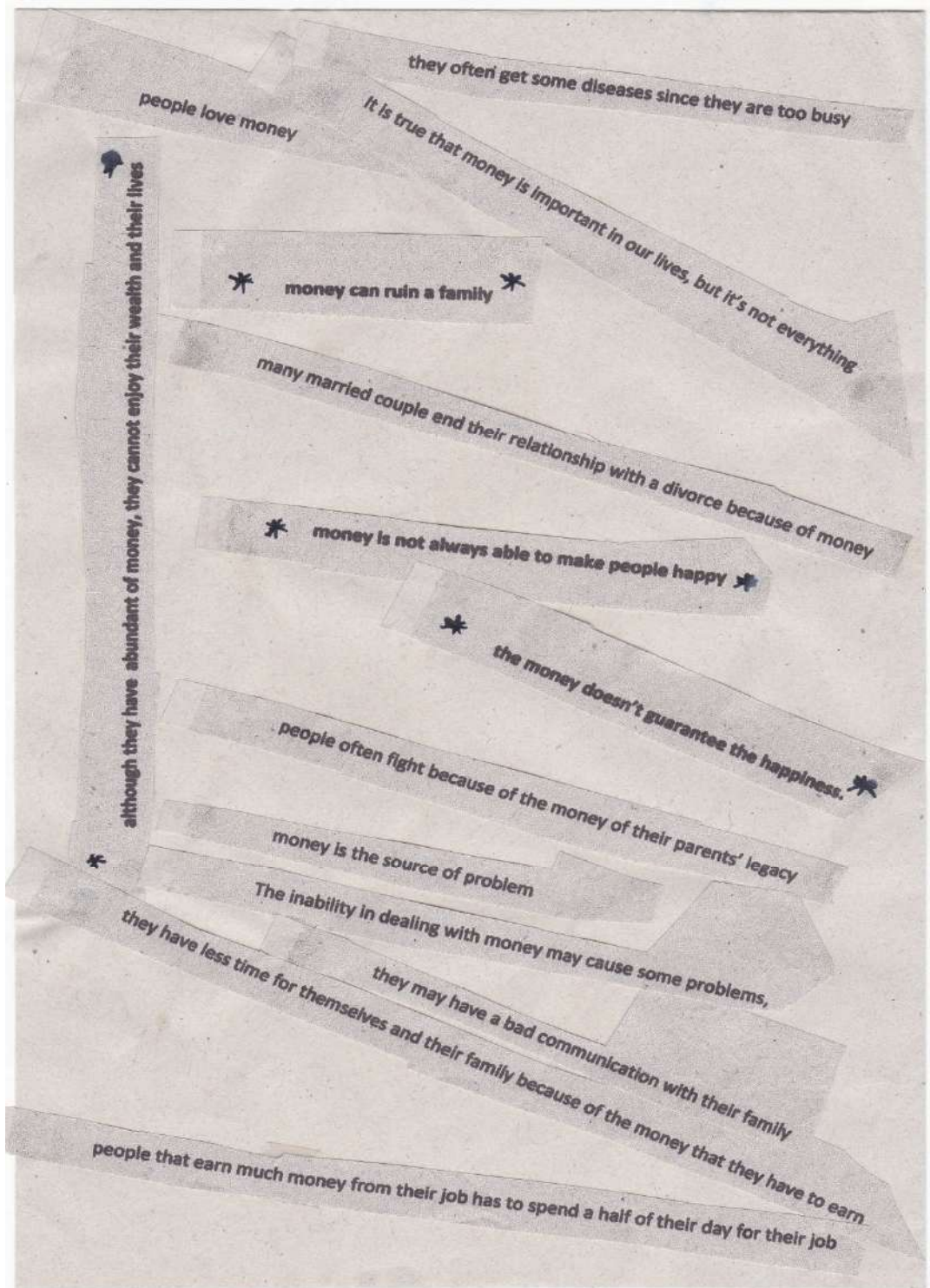
Appendix 2: A sample of Students' Sentence Outline (Groupwork, cycle 1)

Money is the source of evil

- People work hard to earn money .
- they use the money for the bad things
- I belive the money is the source of evil

Everybody in the world love the money. They work hard to get the money. Unfortunately,the use the many to the bad things. I believe that money is the source of the evil.

The effets toward the family

- The money make the bad and miss communication
- The money make lessen our time with family

The money make tigger criminal

- money make the thief everywhere
- money make the corruption in many places
- money make murder.

Appendix 3: A sample of Students' Argumentative Essay (Groupwork, cycle 1)

MONEY IS EVERYTHING ?

Everyday, in our live, we cannot be separated from money. Everythings in this world needs money from waking up until we sleep again. Money influences our life. It can also fool people. I believe that the money has several effect towards the family and it also triggers the criminal.

Money is very important. Everybody keep their nose to the grindstone to make ends meet. Because they works very hard to earn money, sometimes people can forget about everything, including their families. For example : Parents who works very hard to earn money could forget their child, so that, a bad communication between children and their parents could be happened. Not only bad communication, but also it can lessen their time for their family. Because of that,a child may lack attention from their parents.

Position can also blind people with money, because of money, people could do anything to get it. in any way they have to earn money, they have to do it. Not care about the risk. Money can tiggres the criminal, such as corruption and theft.

To sum up, money can make people change, it can influences the family very much, and could triggers the criminal. so, we should use the money for important purposes. do not make money disasterous for our lives.

Appendix 4: A sample of Students' Sentence Outline (Individual Essay, cycle 1)

RIZKA AULIA
x9.

OUTLINE

IDEA :

Managing money

THESIS STATEMENT :

Managing money is very important. There are several ways how to managing
money :
- o save expenses
- o Saving
- o create a financial plan and financial statements

GENERAL STATEMENT :

In this era, everything is very expensive. Everything that we see needs money. We
need money to buy house, to buy some foods for our daily consume, we need
money to buy clothes, we need money to pay for education, and we also need
money for recreation. We use money all times a day. So that, we must know how
to manage our money.

BODY PARAGRAPH :

Managing money is very important. There are several ways how to managing
money :
- o save expenses
  thinking before buying a product
  Do not buy things that have not really needed
- o Saving
  Because we can pick up the money anytime if we need
  can hold back the excess money as reserves in the future
- o create a financial plan and financial statements
  to control the money
  be well controlled and we can avoid corruption cases (for officers) and
  other cases involving the role of money in it
  we are trained to be more careful in using money.

CONCLUDING :

However, have a lot of money is not as easy as we thought, we should control it
very well in order to avoid chaos in managing it.

Appendix 5: A sample of Students' Argumentative Essay (Groupwork, cycle 1)

Managing Money

At this time a lot of things that can not be separated from money. money arguably one of the friends of human life in this world but, money may no longer be a friend of our lives if we can not manage it properly. As a teenager is very important to manage our finances do because remember we still expect gifts from our parents. I believe by making a list of wants and needs, planning, and saving money will help us as teens to manage money.

The first step that we can do to manage money is making a list of wants and needs. You know the difference between want and need? "Want" it means the thing you want but you do not actually need it now or not needed at all."Want" is sometimes only as accesories, there is also no problem and in order to satisfy himself wrote. But "need' are the things that you really need and have to have it is of the essence.

The second step that we can do to manage money is planning. It is a plan to determine how much you will spend money, how and for what. For example you can monthly private money from parents 300 thousand/month or if made per day Rp.10.000/day. Then you have to make a plan that required you koutcome every day as transport and snack/lunch at school. Then suppose the weekly pulse. With this plan will help you determine how much of that will you use and how so much for you to save. And you're not over to use that money.

And the third steps is saving money-investation. Who says investation is their business that have already had a substantial income? The investment relates to atifitas that has a hope of future benefit. And saving money is one that. The principle is you are trying to save a bit of money you are there to save. The principle of "piecemeal long into the hill it is always true." Try it this way : every purchase something or the return of any goods you're shopping and it is cheaper and you can cash the difference. Do not immediately use the money but separate and save it as a saving you.

In short, to make money always become one of the friends of yourlife you can manage your money by several steps above. So, do you mind do manage your money from now?

Appendix 6: A sample of Students' Sentence Outline (Groupwork, cycle 2)

- Many young girls want to be slim
- Dieting can cause some diseases - They do thign diet
* Dieting does more harm thyan good

      require us to
* Dieting ... spend a lot of money
  - buy a low-fat food with expensive price and limited to get it
  - buy a lot slimming product

             impact
* Dieting can make bad impact for our body
               and fiber
  - Just eat the protein and can't eat karbohidrat
  - Persecute our body with slimming product
  - suffer anorexia and bulimia

* Dieting is not good choice to be slim
  - It is very disadvantages if we are to obsses to do that
            is
  - Healthy body more important than having slim body

Appendix 7: A sample of Students' Argumentative Essay (Groupwork, cycle 2)

Do you know Luna Maya? Yah, She is one of actress that has slim body. Do you want to be like her? Nowdays many teenagers want to be slim. They do high diet to lose their weight. However, dieting can cause some diseases. Therefore, In my opinion, dieting does more harm than good.

The first reason why I think dieting does more harm than good is that dieting require us to spend a lot of money. For example, Dietarian should buy a law-fat food with expensive price and limited to set it. On the other hand, they also buy some slimming product. They haven't eat some food like us.

The second reason is that dieting can make bad impact for our body. Dietarians force themselves to eat the protein and fiber and shouldn't eat carbohidrate, consequently they haven't source of energy. If they are to obsses to be slim, they can suffer anorexic and bulimia

In short, dieting is not good choice to be slim, it is very disadvantages if we are to obsses to do that. Healthy body is more important than having slim body

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Appendix 8: A sample of Students' Sentence Outline (Individual Essay, cycle 2)

Topics: There are several reasons why we need to save for a rainy day

Outline
- Many people who have a lot of money are extravagantly person
- they can spent some money for buy useless thing
- they didn't think for the future
* there are several reasons why we need to save for a rainy day

- Save you from unpredictable condition
- Save money for baccalaureate degree or study abroad.
- Save money to go to Mecca
* Save money for rainy day is so crucial.

Appendix 9: A sample of Students' Argumentative Essay (Groupwork, cycle 2)

Topic : There are several reasons why we need to save for a rainy day

An economical person like to save their money. But, there are people that still spend their money extravagantly. I believe, nowadays saving for a rainy day is very useful for us. There are several reason why we need to save for a rainy day.

Saving for a rainy day can help us to use for a sudenly needs. By saving we can save our earnings for the other needs. for example, if we have 3 million money, and you save it for about 1 million, the 2 million left can use by yourself to make ends your need. Sometimes, if you have a sudenly need but you dont have any money, you can take the money that you save, it can help to fulfill your needs.

Saving can train us to be an economical person. Nowadays, there are many temptation that we can find as a teenagers. Hang out with your friends, shopping, party and other, can make you to spend your money extravagantly, you always use your money without thought out purchase. It is a wrongful way to use your money. But, if you save your money, it is better than spend it for unimportant needs. although you are a rich person, but saving can help you to face a rainy days.

However, saving for a rainy day is very useful. It can help us from a sudenly needs and spend our money economically. Sometimes, the money that we save can be a guardian angel, that help us from a crisis. So now, try to save your money, and do not use it extravagantly.

Appendix 10: Outline and Essay Used In The Presentation Stage

a. Outline

people love money
money is the source of problem
money is not always able to make people happy

although they have abundant of money, they cannot enjoy their wealth and their lives
people that earn much money from their job has to spend a half of their day for their job
they often get some diseases since they are too busy
 they have less time for themselves and their family because of the money that they have to earn**money**

money can ruin a family
they may have a bad communication with their family
many married couple end their relationship with a divorce because of money
people often fight because of the money of their parents' legacy

the money doesn't guarantee the happiness.
The inability in dealing with money may cause some problems,
It is true that money is important in our lives, but it's not everything

b. Essay

Money: Is It The Guarantee of Happiness?

Do your lives depend on money? Is money very crucial in your life? Does it do more harm than good? It cannot be denied that most of people in the world love money since it is very useful. However, some others think that it just gives them a

headache. They believe that the money is the source of problems. Therefore, I believe that money is not always able to make people happy.

To own much money requires a hardworking. Therefore, many people spend more than 12 hours to work. These people often get tired and stressed during their working hours. As the result, they often get some diseases since they are too busy. Furthermore, they even have less time for themselves and their family because of the money that they have to earn. Thus, although they have abundant of money, they cannot enjoy their wealth and their lives.

The other reason why money cannot promise for happiness is that money may ruin a family. The money may lessen the people's time for their family as they have to work hard. Consequently, they cannot have a good communication with their family. In addition, many married couples end their marriage with a divorce because of the object named money. The low income in a family usually triggers this problem. Finally, some people often fight with their family because of the money of their parents' legacy. It even can cause a hostility in a family.

In short, the money does not guarantee the happiness. The inability in dealing with money may cause some problems. It is true that money is important in our lives, but it is not everything in our lives.

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Using Chips and Daily Report Track Cards to Help EC Teacher Manage Students' Behavior

Loesie July Handayani & Hasri Yelia Sari
LBPP LIA Padang

The Abstract

Children learn as they move throughout their environment. They love running, jumping, throwing, and kicking. It is what they do naturally. But these acts will be considered disruptive when they keep doing it in the classroom during study hour. In order to create a positive and comfortable classroom atmosphere, the writers were interested in using chips and daily report track cards to help teacher manage EC students' behavior.

This classroom action research was conducted in LBPP-LIA Padang in two cycles during term II/13 for EC4B students. Each cycle consisted of 4 meetings.
In each cycle, each student was given five chips every time the class starts. Every time student broke the rule, he/she returned one chip to the teacher. If he/she lost all the chips at the end of the class, he/she rolled dice to determine his/her penalty. If he/she could keep all the chips till the class ends, he/she would get a stamp on his/her daily report card.

Overall, the result showed good classroom atmosphere improvement though at the end of the treatment a few students tended to break the rules. But it was still acceptable due to the children nature to move.

The Background

The writers were interested to conduct this classroom action research because one of the writers had difficulty in handling her EC class. The class itself actually was not a big class since it only had nine students. What made it special was because six of the students were very verbally and physically active boys who couldn't sit still nicely for more than five minutes and most of the time, it led to a fight which was merely started by exchanging words. When she shared her concern with her peers, she found out that the previous teacher of the class also had the same problem.

Teaching a class with one or several disruptive students is not only a challenge for the teacher, but also a threat to the well-being of the class. It is imperative that the behavior be modified in order to create a positive and comfortable classroom environment where learning can ensue. (Laurent Platt/eHow.com contributor).

To modify this behavior the writers believed in the use of reward and penalty. The writers believed that everyone loves getting a reward which is supported by Deci and Ryan (1985) who stated that the need to achieve some instrumental end such as earning a reward after carrying out some actions motivates the students extrinsically. On the other hand, penalty is a good way to teach students to be responsible for their actions.

Data Analysis

This research was done at LBPP-LIA Padang, at EC 4B class, term II 2013. There were nine students, with 6 boys and 3 girls. Most of the students were 5th graders of elementary school with different competence. The research was done in three cycles.

Pre-Treatment

In the first cycle, the writers observed students' behavior and noted down the variable that would be researched. The Pre-Treatment was done in four meetings

Record of students' behavior

May 10th	Make fun or say bad words to friends	Use physical contact (pushing, kicking, punching)	Not Follow order	Total
Farrel	2	1	1	4
Bintang	1	2	1	4
Farid	2	1	-	3
Panji	1	2	1	4
Naufal	1	2		3
Fahri	1	1	-	2
Monik	1	1	-	2
Nur	-	-	-	-
Riska	-	-	-	-
Total				22

May 11th	Make fun or say bad words to friends	Use physical contact (pushing, kicking, punching)	Not Follow order	Total
Farrel	1	-	1	2
Bintang	1	2	-	3
Farid	Didn't come			
Panji	1	2	-	3
Naufal	2	2		4
Fahri	1	1	-	2
Monik	2	1	-	3
Nur	-	-	-	-
Riska	-	-	-	-
Total				17

May 12th	Make fun or say bad words to friends	Use physical contact (pushing, kicking, punching)	Not Follow order	Total
Farrel	Didn't come			
Bintang	2	1	-	3
Farid	1	-	-	1
Panji	2	1	-	3
Naufal	2	1		3
Fahri	1	-	-	1

Monik	2	-	-	2
Nur	Didn't come			
Riska	-	-	-	-
Total				13

May 17th	Make fun or say bad words to friends	Use physical contact (pushing, kicking, punching)	Not Follow order	Total
Farrel	2	2	-	4
Bintang	2	4	-	6
Farid	2	1	-	3
Panji	3	1	-	4
Naufal	2	1		3
Fahri	Didn't come			
Monik	2	1	-	3
Nur	-	-	-	-
Riska	-	-	-	-
Total				23

Before the treatment, the students signed up a contract which stated that they agreed to follow the rules and got the penalty if they broke it. The contract also stated the classroom rules which students had to obey.

The First Cycle

The first cycle was done in four meetings. On the first cycle, each student was given five chips every time the class starts. Every time student broke the rule, he/she returned one chip to the teacher. The number of chips that was returned to the teacher indicated the number of wrong doing that the students did. If he/she lost all the chips at the end of the class, he/she rolled dice to determine his/her penalty. If he/she could keep all the chips till the class ends, he/she would get a stamp on his/her daily report card.

Record of students' behavior in the first cycle

Students' name	Returned chips			
	18/5	24/5	31/5	1/6
Farrel	1	2	Didn't come	Didn't come
Bintang	1	1	1	2
Farid	1	Didn't come	1	Didn't come
Panji	1	1	Didn't come	-
Naufal	-	1	1	1
Fahri	-	-	1	1
Monik	-	Didn't come	1	-
Nur	-	-	-	-
Riska	-	-	-	-
Total	4	5	5	3

The Second Cycle

The Second cycle was done in two meetings because of the end of the term. The writers added one more rule to be obeyed which was not to tell lies.

Record of students' behavior in the second cycle

Students' name	Returned chips	
	7/6	8/6
Farrel	5 + 1	2
Bintang	3	2
Farid	-	-
Panji	-	-
Naufal	1	-
Fahri	-	-
Monik	-	Didn't come
Nur	-	-
Riska	-	Didn't come
Total	10	4

Result and Discussion
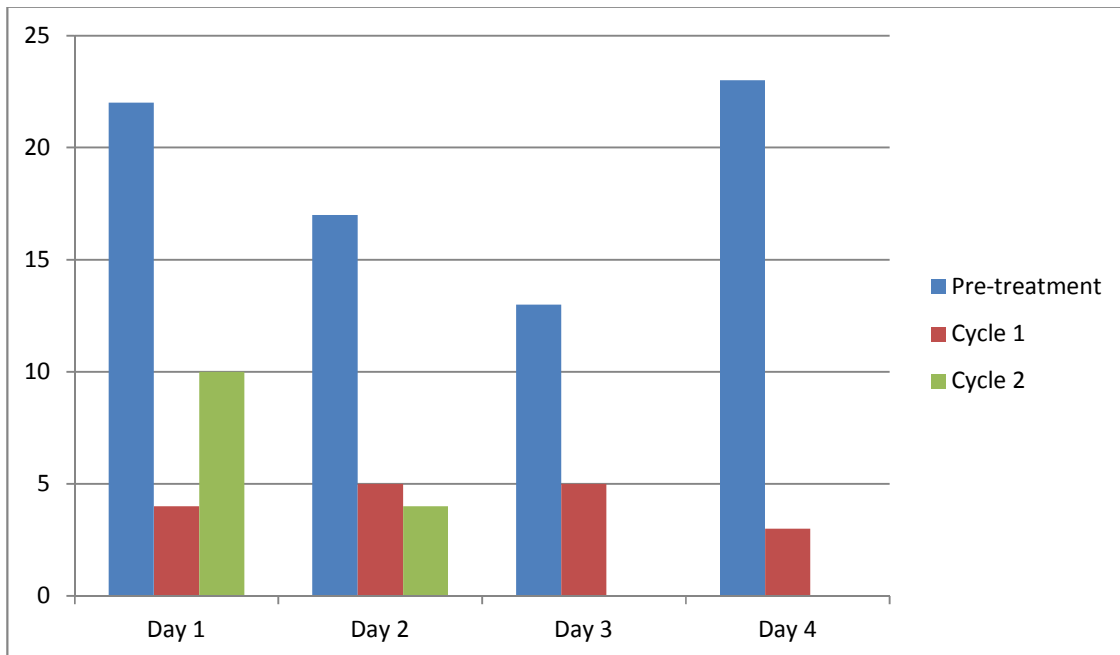
The result of the research showed that students' behavior improved significantly on the first day of the research and kept showing good result on the following meetings. But at the end of the first cycle, there was a new development that students jokingly accused his/her friends doing something bad to him/her in order to make his/her friends loose a chip. This situation made the writers included one more rule to be obeyed which was not to tell lies. It was applied in the second cycle. One of the students, Bintang, bargained not to use the chips system.

On the first day of the second cycle, there was a quarrel between Farrel and Bintang which resulted in the increased number of returned chips.

Overall, the result of the first cycle and the second cycle was as what the writers had expected. The students still hardly sat nicely, but they tried to control what they did to obey the classroom rules.

Conclusion

Both writers concluded that treatment by using chips and daily report track cards did help EC teacher manage students' behavior as it is proven by the result. Students still hardly sat nicely. However, their behavior was still in tolerable condition. In fact, they tried to control what they did to obey the classroom rules.

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Appendix 1.

Profile of the students

No	Name	Details
1.	Farrel	Boy, 5th grader. He is physically active. He is the smartest student in the class. He likes to work alone. His vocabulary is beyond his peers. His ability to respond to the teachers questions instantly made his friends feel like he was monopolizing the class which most of the time was the resource of the quarrel.
2.	Bintang	Boy, 4th grader. He is the most physically active students in the class. He is smart but has short attention span.
3.	Farid	Boy, 5th grader. He is smart. He doesn't talk much.
4.	Panji	Boy, 5th grader. He is an average student. Sometimes he was too dependent to Farid in doing his assignment.
5.	Naufal	Boy, 5th grader. He is nice and cheerful.
6.	Fahri	Boy, 5th grader. He is nice and cheerful.
7.	Monika	Girl, 6th grader. She is an average student, Since she is the oldest in the class, other students look up on her.
8.	Nur	Girl, 5th grader. She is an average student. She is shy but always tries her best in doing her assignment.
9.	Riska	Girl, 4th grader. She is quiet but she moves a lot.

Appendix 2.

Student Contract

Student   Name:

_____

Date:

_____

Room:

_____

[Student name] will demonstrate good behaviors at course.

He/she is given 5 chips when the class is started.

He/she is expected not to make fun or say bad words to his/her friends and He/she is expected not to use physical contact like pushing, punching or kicking his/her friends. He/she is also expected to follow teacher's order.

If he/she can keep all the chips till the end of the class that day, he/she will get a stamp on his/her daily report card. The student who gets the most stamps will get a reward a t the end of the term.

Each time that [Student name] does not meet these expectations, he/she will return a chip to Mrs. Hasri. If He/she loses all the chips, he/she will roll dice to determine his/her penalty. The consequences are shown below

 (number rolled on a die)

1   =   Tidy   the   chairs
2   =   Clean   the   whiteboard
3 = Say five sentences of the day

4   =   Sing   a   song
5   =   Gets   to   help   teacher   after   school   that   afternoon
6 = give a candy to every friend in the classroom

We agree to the terms of this behavior contract as set above.

_____

[Teacher   Signature]

_____
[Student Signature]

Appendix 3.

Students' Track Card Record

……………………………………………'s Daily Track Card

EC 4B Term 2/2013

Date							
Chips/stamp							
Date							
Chips/stamp							
Date							
Chips/stamp							

Apendix 4.

Example of the chip

Improving CV-5 Students' Use of the Model Expressions through Game-Based Learning Approach (GBL)

Ferry Hidayat
LBPP-LIA Harapan Indah

Abstract

The mastery of expressions in model dialogs by CV class students is strongly demanded. It is clearly seen if the CV textbooks are closely examined; the books are designed to follow such sequential steps: (1) to make students get ready for the lesson (as shown in *Warm Up* section) ; (2) to present the expressions in the model dialog, to teach them alternative varying expressions, and to give students practice of the expressions in the dialog (as in *Say It Smoothly* section); and (3) to provide real-life situations for further practice of the previously taught expressions (as in *Let's Do It* section).

However, from the writer's experience of teaching CV classes for years, he knows students oftentimes have two bad tendencies during the production stage: they don't use the target expressions or, if they use the expressions, they use the easy-and-already-familiar expressions instead of the new-and-unfamiliar ones. If this tendency endures, the students will not get much more than what they already know; their schemata (prior knowledge) strongly stay but they do not have new input, which is no other than the goal of any teaching.

To make CV students use the new input (that is, new and rarely-heard expressions) along with the previous schemata (the well-known and familiar expressions), the writer applied GBL Approach (Game-Based Learning) and designed some games to demand students' use of the new input. To test whether or not this approach was successful to foster a habit of maximal using of the new input, the writer did a classroom action research (CAR) within a period between April – June 2013. Data were collected by means of checking the lists and distributing questionnaire sheets to students. At the end of the research, students were eventually observed to use the new input without feeling of being insisted but feeling of joy, which meant the application of GBL in growing the students' maximal use of the rarely-heard expressions was quite fruitful and successful.

Background

Having observed my CV-5 students' dialog performance and their use of taught expressions in the class for more or less 1 month (April 1 – 29), I think I have had enough evidence that they had a tendency of using more the 'easy expressions' than 'the hard ones'.

While the students were performing dialogs, as usual I opened the Teacher Book, especially the model expressions part (*Listen & Repeat*). However, all of a sudden, since the first session of the term, I had had an impulse to tick off the expressions, listed in the book, that they were using. After 4 weeks of off-ticking, I 'caught them red-handed' always using the-already-familiar expressions rather than the unfamiliar ones. So, for example, instead of using expressions such as:

> *What are your feelings about flexi time?*
> *It seems to me that it's really a great idea*
> *The way I see it, it's not realistic*

the students preferred using:

> *What do you think about flexi time?*
> *In my opinion, it's really a great idea*
> *From my point of view, it's not realistic*

They also used expressions like,

> *Is it possible to cancel the trip?*
> *Can we postpone the trip?*

in place of

> *What are the chances of cancelling the trip?*
> *What possibility is there that we postpone the trip?*

Moreover, such expressions

Right?
Am I right?

were favorably employed in preference to

Wouldn't you say no?
Don't you think?

The unfamiliar expressions like

I'm of exactly the same opinion
You got that right,

furthermore, are abandoned in favor of the well-known expressions such as,

True
Absolutely
You are right

My empathetic fear began to grow as I realized they later would have some tests (Mid-Test and Progress Test or Promotion Test) assessing their familiarity with those 'unfamiliar expressions' and testing for their mastery of 'the unmastered phrases', together with the familiar-and-mastered ones, of course. So, I planned an important mission to achieve: how best to make them familiar with the rarely heard phrases and how to get them to use those phrases with maximum amount of frequency in their practice dialogs, without a feeling of being forced but with a feeling of joy and fun.

Since I knew the feeling of joy and fun can be guaranteed by playing games, I searched for theories on which I could found my action, and *voila!* I found one theory, or rather, one approach called 'Game-based Learning' (GBL). This approach, I presumed, would likely make them use the less known phrases in such a fun way. You know, no one will deny pleasure and excitement the games must give! Nevertheless, this approach needs examining. To assess whether or not this approach was successful to nurture maximum use of the newly known expressions, therefore, the writer did a classroom action research (CAR) within a period between April – June 2013 (Term 2 of LIA's Study Calendar).

Theoretical Framework

As a fixed terminology, Game-based Learning (GBL) has never been mentioned until Marc Prensky used it in his phenomenal book, *Digital Game-based Learning* in 2001 (Foreman, 2004:51). However, the importance of play in human's education, teaching, and learning had already been exposed a very long time ago in Friedrich Schiller's a classical collection of philosophical letters, "Letters on the Aesthetic Education of Man" (1793), and Johan Huizinga's classical study, *Homo Iudens; a Study of The Play-Element in Culture* (1955). In the collection, Friedrich Schiller discusses play as a force of civilization, which helps humans rise above their instincts and become members of enlightened communities. He even states that "*humans are only fully human when they play*" (*Wikipedia*, "Educational Game", pp. 1-2).

An educational-psychologist, Parten, in 1930s also seriously studied the role of play and game in the field of child development psychology. In his books, Parten described a number of social categories of play, including onlooker level, when a child observes a play of others; solitary play or playing alone; parallel play, when children play along with one another but there is little interaction among the players (Groom, 2012:3).

Nowadays, GBL is famously described by GBL advocates such as Marc Prensky, James Paul Gee, J. C. Herz, Randy Hinrichs, and Ben Sawyer, as the use of a game to teach knowledge, skills and abilities to learners using a self-contained game (Kapp & Austin, 2013:16).

In short, GBL or Game-based Learning is simply learning that takes games as its core and lessons as its clusters (see Picture 1). In GBL, teachers decide the lessons to be taught, gamify the lessons through a process called 'gamification', and teach the lessons in order to play the games. So, in GBL, games function as main learning objective at which all the lessons aim.
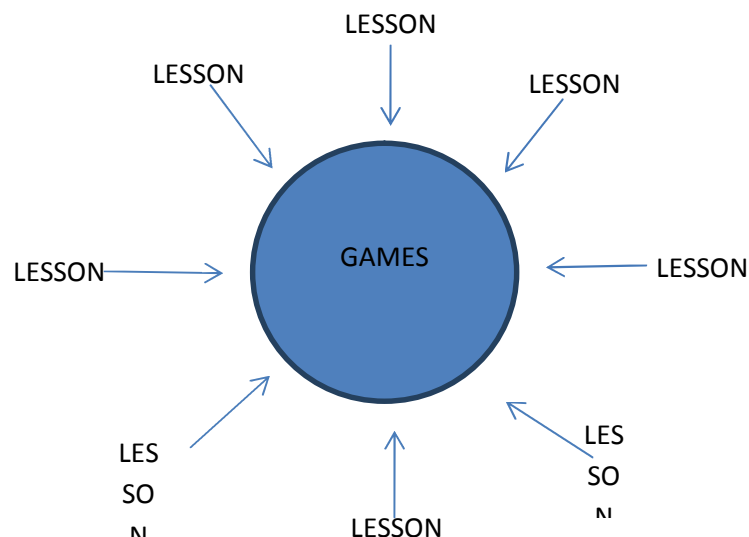
PICTURE 1

GBL uses all kinds of games available online or offline, traditional or modern, board-using or computerized, digitalized or undigitalized. Games in GBL do not have to be digital games, computer games, or any games sophisticatedly created; games can also be imaginative play such as role playing, giving toys a voice, or playing a word game. According to Dean Groom, GBL can even be achieved "...*with imagination, paper, pens, dress-ups, the Xbox, Minecraft and so on... it can be very low-tech... Games have been around forever and now can be delivered cheaply in any classroom—if you are willing to learn how.*" (Groom, 2012:4-5).

In TEFL, games used in language learning may vary, ranging from Communication Games, Grammar Games, Listening Games, Pronunciation Games, Reading Games, Vocabulary Games, to even Writing Games. A communication games collection book is like Jill Hadfield's *Beginners' Communication Games*. Meanwhile, a grammar games collection book is like Mario Rinvolucri's *Grammar Games* (1995). As for a reading games collection book, it is such as Jill and Charles Hadfield's *Reading Games: A Collection of Reading Games and Activities for Intermediate to Advanced Students of English*. A pronunciation games collection book is like Mark Hancock's *Pronunciation Games*, whereas a vocabulary games collection is like Jill Hadfield's *Elementary Vocabulary Games.*

Game creators in GBL could be professional game-makers or teachers. If the games are created by game makers, teachers should adapt the games to their lesson objectives. However, if the teachers make the games themselves, they have to gamify the lessons so that the lessons become games.

To gamify their lessons, teachers should meet these requirements: (1) the lesson objective must be firstly identified since it will be assessed through the games created; (2) during 'gamification', teachers should consider all criteria of making a game, namely:

a. A game must create a competition between its players;
b. A game must have a clear set of rules complied with by the players;
c. A game must have a clear set of procedures followed by the players to play the game; and
d. A game must have a set of strategies to win the game.

In classroom context, games are often used as short warm-up activities or when there is some time left at the end of a lesson. However, as Agnieszka Uberman suggested in her article "The Use of Games for Vocabulary Presentation and Revision" (1998), a game:

> ... "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do"... Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen..." (Uberman, 1998:22)

Furthermore, Uberman explained that games can be used in Presentation part to provide a good model making its meaning clear, in Controlled practice part to elicit good imitation of new language and appropriate responses, in Communicative practice part to give students a chance to use the language, and they can also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way (Uberman, 1998:22-23).

There are many advantages of using games in the classroom. According to Lee Su Kim (Kim, 1995:35), there are at least five advantages of using games in teaching English, as follows:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading. They encourage students to interact and communicate.
5. They create a meaningful context for language use.

Considering these theories, I dare myself to test the success of GBL application in my CV-5 class.

Data Collection

1. Ticking off the Photocopied Lists

Making lists was the main activity I had done in the pre-action stage and the whilst-action of the CAR . In the pre-action stage, I opened the Teacher Book, found where the model expressions were, ticked off the expressions the students were employing during dialog act-outs, and finally listed the ticked-off expressions everytime I finished teaching a lesson (see Appendix 1). This is to find out which expressions were used and were not used. If the students used them, they were considered "the easy ones"; if they didn't use, considered "the hard ones".

In the whilst-action stage, in the first place, I photocopied the pages where I found the hard expressions, then ticked off those expressions when the students were using them during act-out dialog game so as to find out if the students really use them or not in their acted-out dialogs in the game (see Apendix 3). In the second place, I photocopied again lists of the rarely-used expressions taught in all the lessons of the book for the 18th session of the term, the final game. Then I ticked off the phrases when the students were using them in the games. Having ticked off the expressions, I made column charts, so it was easy for me to check how many times the students used the expressions taught in all the lessons in the game.

2. Questionnaire

In the post-action stage, I asked the students to fill out questionnaire sheets to find out whether they liked the application of GBL throughout the term and whether or not they agreed that GBL helped them a lot remember and master the rarely-used expressions.

Data Analysis

1. Pre-action

Before my action, as mentioned above, I 'impulsively' tick off the expressions listed in the book that the students were using during their act-out performances (see Appendix 1). This activity lasted for 5 weeks (April 1 – 29). Then, I made a list of their mostly used expressions, as follows:

Lesson	Expression Used	Expression Unused
1	Asking for opinions: 1. What do you think about flexi time? 2. What do you think? Giving opinions: 1. In my opinion, it's really a great idea 2. From my point of view, it's really a great idea Avoiding giving opinions: 1. Oh, please. Not that. 2. That's none of my business	Asking for opinions: 1. What are your feelings about flexi time? 2. What's your opinion about flexi time? Giving opinions: 1. It seems to me that it's really a great idea 2. The way I see it, it's really a great idea 3. From my viewpoint, it's really a great idea Avoiding giving opinions: 1. I'd rather not say anything about that 2. I'd prefer not to say anything about that 3. I'd rather not talk about it
	Asking if something is	Asking if something is

		possible:	possible:
2		1. Can we postpone the trip? 2. Is it possible to cancel the trip? Saying something is impossible: 1. That's not possible to win it 2. It was impossible to win it 3. Probably not 4. Maybe not 5. Perhaps not 6. It's not possible that we win it. Saying something is possible: 1. It's possible for us to have it 2. Maybe 3. Perhaps 4. Could be 5. That's very possible	1. Is there any possibility hof cancelling the trip? 2. What are the chances of cancelling the trip? 3. What possibility is there that we cancel the trip? 4. What's the possibility of cancelling the trip? Saying something is impossible: 1. I consider ...quite out of the question 2. Not a chance! 3. That's totally out of the question 4. There is no chance of winning it 5. It's not likely that we win it 6. There's absolutely no possibility of winning it Saying something is possible: 1. There's good possibility 2. There's a fifty-fifty chance that we have it 3. Chances are we will have it 4. We will most likely have it 5. We will probably have it
3		Asking for agreement: 1. Am I right? 2. Right? 3. Don't you think?	Asking for agreement: 1. Wouldn't you say so? 2. Isn't that so? 3. Wouldn't you agree with me?

		4. Don't you agree with me?
	Agreeing: 1. Absolutely 2. True 3. I completely agree 4. You are right 5. You got that right	**Agreeing:** 1. Definitely 2. I can't help thinking the same 3. I'm of exactly the same opinion 4. You can say that again 5. I couldn't agree more 6. I second that
	Disagreeing: 1. I don't think so 2. Absolutely not 3. You are wrong 4. I think that's nonsense	**Disagreeing:** 1. On the contrary 2. I entirely disagree with you 3. I can't say I share your view 4. I see things rather differently myself **Partly agreeing:** 1. I agree with you up to a point 2. That's not entirely true 3. To certain extent, yes 4. I see your point, but... 5. Yes, I agree with much of what you say, but... 6. I agree in principle, but... 7. Granted, but...
4	**Persuading:** 1. Oh, come on. Why don't we...? 2. Oh, don't be like that, Bruce! 3. Please let me do this 4. Are you quite sure	**Persuading:** 1. Then surely it's in our interests to do this 2. Then I really think we'd do well to do this

	we couldn't do this?	3. I think it would be a pity if we didn't do this
	Responding negatively:	4. How can I persuade you to do this?
	1. No, not this time	
	2. I'd like to, but it's a waste of time	
	3. I think I'd rather not	
	Responding positively:	
	1. Okay, maybe we could do that	
	2. I don't see why not	Responding positively:
	3. All right, maybe we could do that	1. Fair enough, maybe we could do that
	4. All right, I'll do that if you like	2. I can understand your concern
		3. Well, I see no objection to do that

From the list, it is shown the students prefer using the-already-familiar expressions to the unfamiliar ones. Having known this fact, I planned to do an action: to apply GBL in order to maximize the students' use of the rarely used expressions, taught in Lessons 1 to 8. The expressions they did not use would be 'the game contents' in my games.

2. Whilst-action

The problem occuring when applying GBL is that teachers have to make a total modification of how to convey the lesson. So, instead of stating in Motivating Strategy part "By the end of the lesson, you all would act out a dialog using the expressions modelled in the book", teachers modify it by saying "By the end of the lesson, you all would play a game and it is hoped that you are the winner of the game!"

The LIA's fixed format of Lesson Plan is still strictly adhered to in my GBL class. However, it must be modified so as to put the created game as the center of all teaching stages. So, for example, in Presentation part, I explained the set rules of the game, the set procedures and strategies to play the game, and one thing that must not be forgotten at all—'the game content' or the day's language
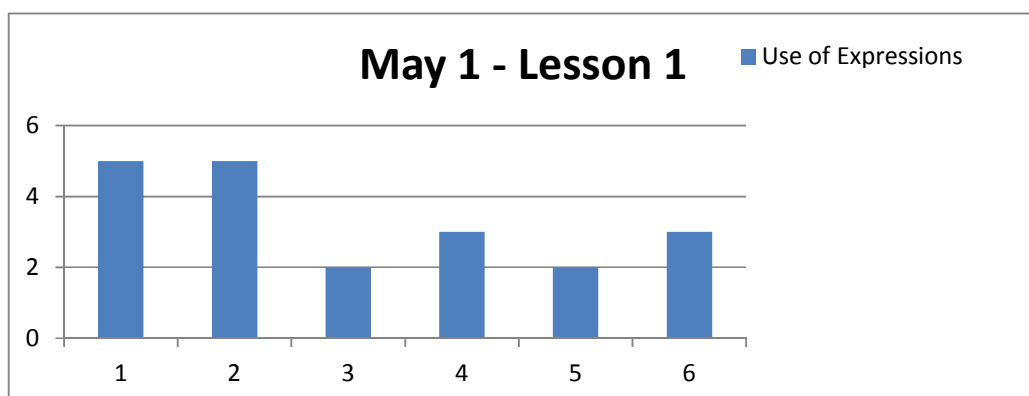
lesson. Then, in Skills Practice part, I asked them to practice what they had known about the game rules, the game procedures, the game strategies, and the content study, which was meant to be assessed in the game played. In Summing-up part, all the knowledge presented were summarized, and in the last place, Assessment part, all 'the game knowledge'—namely, the game rules, the game procedures, the game strategies, and the game content—were assessed through their very play of game (see Appendix 2 for a sample modified LIA's Lesson Plan).
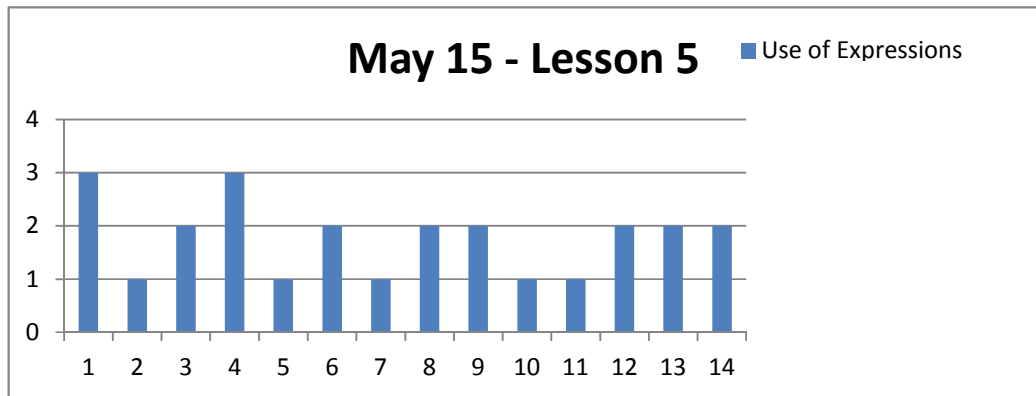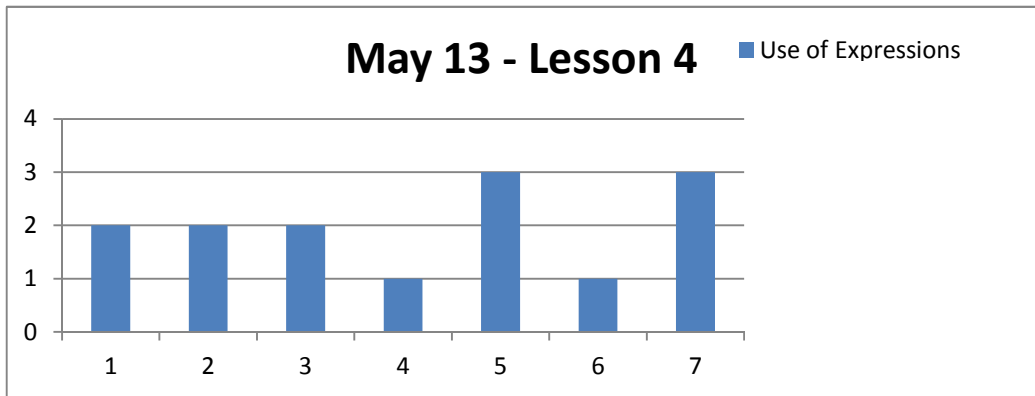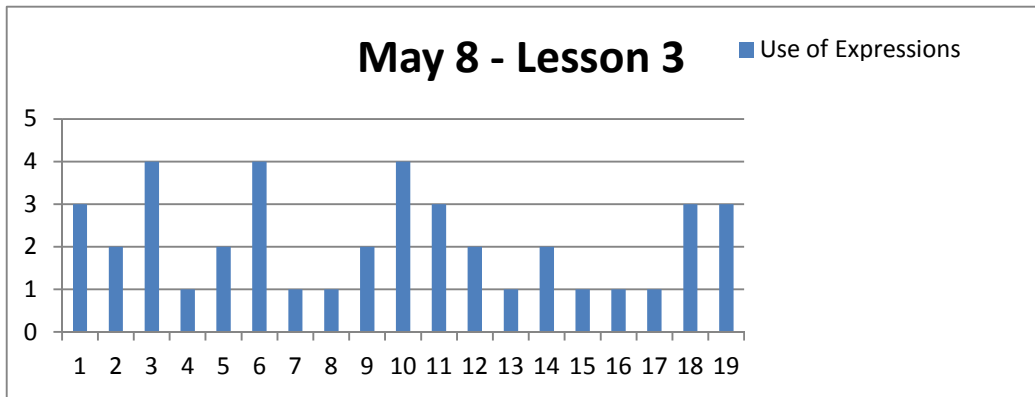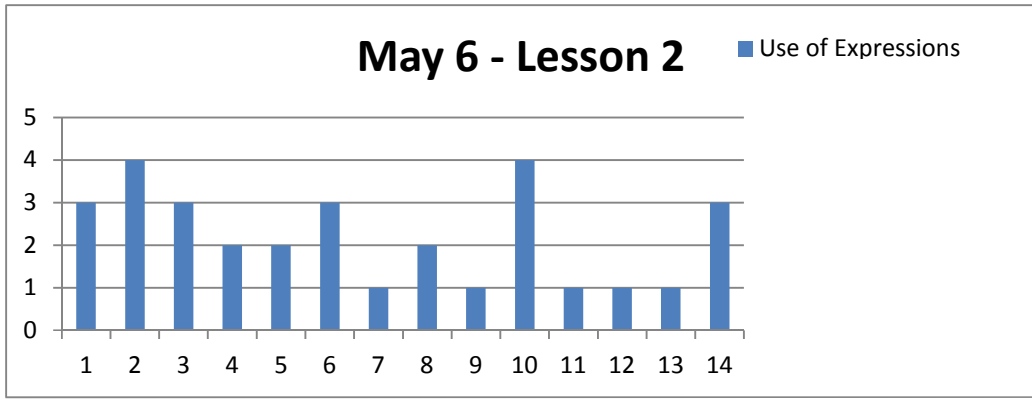
From May 1 – May 29 (9 Sessions), within my action period, I intentionally insert the rarely-used expressions to function as 'the game contents' and modified the way to deliver the lesson everytime I entered the classroom, as above mentioned.
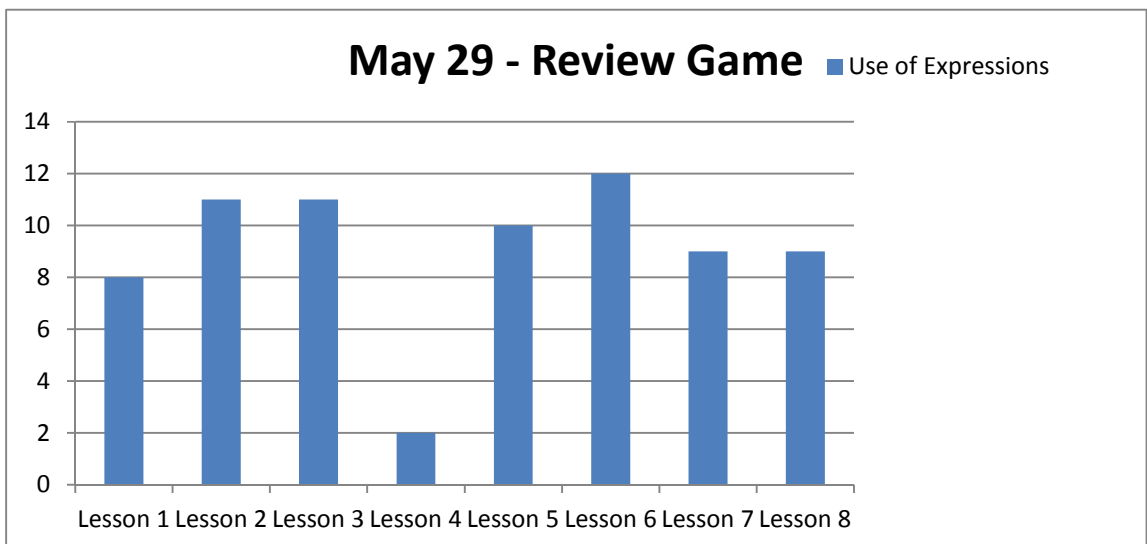
To make the students best master the game contents (the rarely-heard phrases), I created some games, intentionally made to make them remember the rarely used expressions and to make them use the expressions (see Appendix 3).

To find out whether the students used the seldom-used phrases during the act-out dialog games, I again did the ticking-off—I ticked off next to each expression the students used on photocopied book page (see Appendix 4).

Out of the off-ticking, I counted all the rarely-used expressions, then I tallied in the form of a column chart. Here are the charts showing students' use othe rarely-used expressions from May 1 through May 29:

May 6 - Lesson 2 — Use of Expressions

May 8 - Lesson 3 — Use of Expressions

May 13 - Lesson 4 — Use of Expressions

May 15 - Lesson 5 — Use of Expressions

May 20 - Lesson 6 ■ Use of Expressions

Bar chart with x-axis values 1 through 17 and y-axis 0 to 5:
- 1: 3
- 2: 3
- 3: 1
- 4: 1
- 5: 1
- 6: 1
- 7: 2
- 8: 3
- 9: 1
- 10: 1
- 11: 2
- 12: 1
- 13: 2
- 14: 2
- 15: 4
- 16: 2
- 17: 2

May 22 - Lesson 7 ■ Use of Expressions

Bar chart with x-axis values 1 through 14 and y-axis 0 to 4:
- 1: 3
- 2: 3
- 3: 3
- 4: 3
- 5: 3
- 6: 3
- 7: 3
- 8: 2
- 9: 3
- 10: 2
- 11: 1
- 12: 1
- 13: 1
- 14: 3

May 27 - Lesson 8 ■ Use of Expressions

Bar chart with x-axis values 1 through 14 and y-axis 0 to 5:
- 1: 4
- 2: 3
- 3: 4
- 4: 4
- 5: 1
- 6: 1
- 7: 3
- 8: 3
- 9: 1
- 10: 1
- 11: 2
- 12: 3
- 13: 4
- 14: 2

May 29 - Review Game ■ Use of Expressions

Bar chart with x-axis Lesson 1 through Lesson 8 and y-axis 0 to 14:
- Lesson 1: 8
- Lesson 2: 11
- Lesson 3: 11
- Lesson 4: 2
- Lesson 5: 10
- Lesson 6: 12
- Lesson 7: 9
- Lesson 8: 9

In June 3, as it was the last session of the class before the Progress Test, I created a game that assessed the students' mastery of all the seldom-used phrases taught in all the lessons. I ticked off the expressions they were using in the act-out dialog game, like what I had done before in 'Lesson Game' on the photocopied checklists, then I tallied and made a column chart. Here is the chart:

June 3 - Final Game ■ Use of Expressions
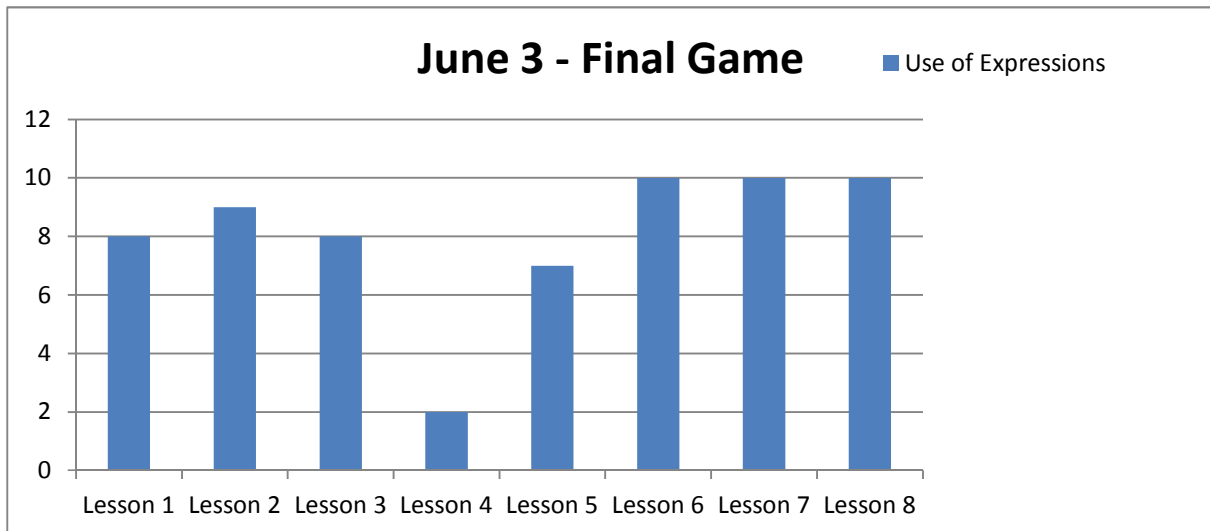
1. **Post-action**

On the very day, June 3, right after the most explosive final game played, I asked the students to fill out a questionnaire, asking whether or not they liked 'the game approach' I had applied so far and whether or not the games succeeded in making them master the rarely-used expressions that they seemingly avoided in the first month of the term (see Appendix 5). The students' answers, among other answers, are as follows:

Question   *: Apakah Anda menyukai pengajaran yang berbasis permainan*
                      (Game-based learning) yang kita lakukan selama ini?
Students' Answer   *: Sangat suka (100%)*
                      Lumayan suka (0%)
                      Tidak suka (0%)
                      Sangat tidak suka (0%)

Question   *: Menurut Anda, apakah permainan (game) yang kita mainkan*
                      selama ini membantu Anda menguasai expressions?
Students' Answer   *: Sangat membantu (100%)*

Result & Discussion

Before the action, my students used the-familiar-and-relatively-short phrases in their act-out performance. On the other hand, after the action, they used the-unfamiliar-and-relatively-long expressions in their acted-out dialogs because the games they had so far played succeeded in making them familiar with the long, unfamiliar expressions.

'The game contents', which are actually the unfamiliar, long expressions, drilled my students in the use of the difficult phrases, just like any drilling done by teachers. The difference only lies in the process of the drilling. By gamification of lessons, students are drilled unconsciously; meanwhile in choral drilling, for example, they are drilled consciously. By choral drilling, the drilling could be boring due to its repetitive nature; whereas by game-as-drilling like in GBL classes, it will not be boring because of its competitive nature.

The frequency of use of the rarely-used expressions by my students, as shown by the column charts from May 1 through May 27, increased impressively. However, when all the rarely-used expressions of all lessons were assessed through 'Review Game' and 'Final Game' on May 29 and June 3, the students used less expressions than they had done in 'Lesson 1 Game' through 'Lesson 8 Game', as seen from the column charts of 'Review Game' and 'Final Game' above. The reason is, I think, memory capacity limit of the students. Nevertheless, what made me really excited was that the students still somehow remembered and used the long-and-unfamiliar expressions drilled before in 'Lesson 1 Game' to 'Lesson 8 Game' when they played 'Review Game', and especially 'Final Game'—the last game played before the test and without any review up front.

The change of my way of teaching and of presenting the lessons, by modifying the LIA Lesson Plan Format so as to follow GBI class' requirements, really made a difference in the way students responded to the lessons; they

looked always excited and highly-motivated when told they would play games until the end of the term.

The maximal use of the rarely-used expressions by my students through playing games as recorded in the charts, supported by their statements that they loved GBL we applied together in our class as written on the questionnaire sheets, gave significantly enough proof that GBL succeeded in improving their use of the rarely expressions.

Conclusion

1. The rarely-used expressions so far avoided by students can be maximized in use if the difficult phrases are drilled through games.
2. GBL application in classrooms can make a difference in the way students respond to the lessons; they will always be excited and highly-motivated during learning when told they will always play games throughout the class sessions.
3. In GBL class, teachers will always gamify the lessons—one thing that I think may well be burdensome for some teachers, especially those who do not yet get familiar with gamification.
4. LIA Lesson Plan Format can be easily adapted and quickly adjusted to suit the GBL requirements. Furthermore, the adjusted format will engage students more in learning.

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Appendices

Appendix 1

B 🎧 Listen and repeat.

Asking for opinions

What do you think?

Do you think so?

What's your opinion?

What are your feelings about flexi time?

What do you think about this new design?

Giving opinions

In my opinion, what we need is a change in the company culture.

You know it's about time/high time we improved our performance.
In my opinion, what we need is new management.
It seems to me that it's really a great idea.
I believe we can do it.
From my point of view, it will work well.
From my point of view, it won't work.
I don't think it will work.
The way I see it, it's not realistic.
You're right.

Avoiding giving opinions

I'd rather not say anything about that. I'm afraid we can't go as far as Google.

I'm afraid I can't comment on this.
I'd prefer not to say anything about that.
I'd rather not talk about it, if you don't mind.
Oh, please. Not that.
That's none of my business.

4

1 – Do you think we can improve this?

Appendix 2

Sample Lesson Plan

Class   : CV-5
Lesson   : 1
Topic   : Asking for opinion, giving opinions, avoiding giving opinions
Objective   : SWBAT use expressions learned through playing a game

Stage	Teacher	Student	Interaction Pattern	Duration
Motivating Strategy	T tells Ss by the end of the lesson, they would like to play a game with groups in class		T-S	
Presentation	• T tells Ss they will play a game consisting of 9 parts • T tells Ss the objective of the game --to use expressions learned in Lesson 1 of the book • T shows Ss the expressions they should master in order to win the game • T explains the meaning of the expressions • T explains each part of the game • T explains what Ss should do in each part of the game • T explains how he/she scores Ss' game	• Ss open their book • Ss jot the meanings down in their notebooks	T-S	

|				
Skills Practice & Summing up	• T groups Ss in groups of 3 • T opens the game file (Powerpoint file) • While showing the slideshows, T asks questions to Ss and asks them to answer his/her questions correctly: how many parts the game consists of, what the objective of the game is, what the expressions are to master in order to win the game, what the meanings of the expressions are, what the parts of the game are, and how they should do in each part, as well as how T scores them in the game • T asks Ss to sum up all T had presented	• Ss get put in groups • Ss answer T's questions with groups • Ss sum up T presentation with groups	T-S S-S S-S	
Assessment	• T tells Ss they play the game and asks them to win the game with their groups • T scores Ss game	Ss play the game with their groups	S-S	
Feedback	T corrects mistakes Ss make during the	Ss jot the correction down on their	T-S S-S	

game	notebooks			

Appendix 3

Powerpoint Game & Jeopardy Game Used During Action

Lesson Game for Every Lesson
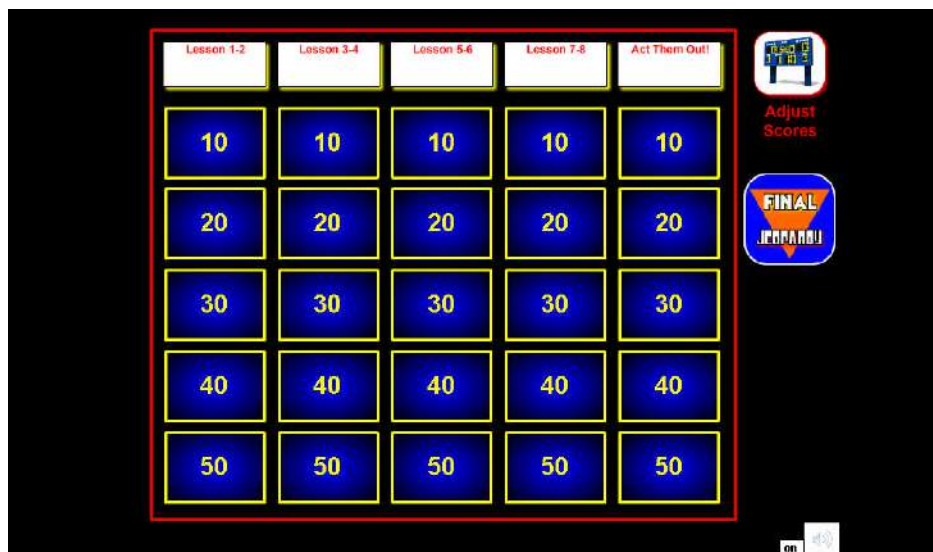
Jeopardy Game for Review Game & Final Game

Appendix 4

B 🎧 Listen and repeat.

Asking for opinions	Giving opinions

What do you think?

In my opinion, what we need is a change in the company culture.

You know it's about time/high time we improved our performance. ⊙

In my opinion, what we need is new management.

It seems to me that it's really a great idea. ⊙

I believe we can do it.

From my point of view, it will work well. ⊙

From my point of view, it won't work.

I don't think it will work.

The way I see it, it's not realistic. ⊙

You're right.

Do you think so?

⊙ **What's your opinion?**

⊙ **What are your feelings about** flexi time?

What do you think about this new design?

Avoiding giving opinions

I'd rather not say anything about that. **I'm afraid we can't** go as far as Google.

I'm afraid I can't comment on this. ⊙

I'd prefer not to say anything about that. ⊙

I'd rather not talk about it, if you don't mind. ⊙

Oh, please. Not that.

That's none of my business.

4

1 - Do you think we can improve this?

Appendix 5

Questionnaire

Name   :...

---

1. Do you like Game-based Learning that we had so far done?
   Apakah Anda menyukai Pengajaran Berbasis Permainan yang kita lakukan selama ini?

   A. Sangat suka
   B. Lumayan suka
   C. Tidak suka
   D. Sangat tidak suka

2. In your opinion, do the games we had so far played help you master expressions?
   Menurut Anda, apakah permainan (game) yang kita mainkan selama ini membantu Anda menguasai expressions?

   A. Sangat membantu
   B. Lumayan membantu
   C. Tidak membantu
   D. Sangat tidak membantu

3. Which game do you think more exciting?
   Permainan manakah yang menurut Anda lebih menyenangkan?

   A. Lesson Game
   B. Review Game
   C. Final Game

4. In your opinion, should we continue the application of Game-based Learning in LIA in next course level?
   Menurut pendapat Anda, mustikah kita melanjutkan pelaksanaan Pengajaran Berbasis Permainan di LIA di level berikutnya?

   A. Ya
   B. Tidak
   C. Jawaban lain (Isi di sini:...)

5. In your opinion, is it with game or without game that class will be exciting for learning?
   Menurut pendapat Anda, apakah dengan permainan ataukah tidak dengan permainan bahwa kelas akan jadi menyenangkan untuk belajar?

   A. Dengan permainan
   B. Tidak dengan permainan

Students' Learning on Keywords:
an Endeavor to Promulgate Endorsed Vocabulary Acquisition

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With vocabulary, students are able to get their messages across. Thus, teaching vocabulary so as to promote lexical acquisition pivots in ELT, topically expecting students' improved fluency. This Class Action Research aims to find out the effects of implementing vocabulary learning strategies on keywords exposed to Intermediate-2 students and their responses. On the basis of the preliminary data to check students' memory of previously learned vocabulary via referential questions and distributed questionnaire of their vocabulary learning strategies, keywords vocabulary learning strategies were embarked so that students' working memory on vocabulary was soundly endorsed in teaching learning process. The research participants consist of 13 High School students. A number of various strategies were implemented in two cycles. The data were collected through referential questions posed to individuals after one cycle comprising 3 units and 7 sessions was completed observation during vocabulary-practices and structured interview dealing students' responses to the vocabulary learning activities in the classroom. It was found out that 69.2 % of learned vocabulary that students managed to recall in Vocabulary Test-1 in Cycle-1, though a bit declining to 68.7% in Vocabulary test-2 in Cycle-2. Furthermore, singled-out participants' findings were well discussed. In fact, all students voiced positive responses the vocabulary learning strategies conducted in the classroom. These findings are expected to both expand and raise students' awareness of their own applicable vocabulary learning strategies and teachers' insights of sound teaching vocabulary practices substantially promoting lexical acquisition.

Keywords: Learning, Vocabulary Learning Strategies, Referential Questions,

Background

It has been bothering my mind for ages that the already learned-vocabulary that students studied are prone to be gone away. It is the fact that I ecounter frequently in Oral tests: Whenever expected to come up with vocabulary-related pictures or topics, rarely do they make use of keywpords higlighted in every lesson satisfactorily. One or two are seemingly ready to activate them as answering or making a dialog based on the assigned cases/topic, yet most of them aren't. What I mean by keywords is a list of vocabulary inside the box(es) on every lesson. They are single words, compounds, or idioms, which are topically and semantically bound. Furthermore, it is a customary for me to review previous level of vocabulary in the first session in the beginning term, again the unexpected thing took place. Only few can afford to convince that they know the words they have learned. Being verbally posed a number of referential questions in which keywords are put on (see Appendix 1), then they raised their hands to show they did remember or know their meaning, furthermore verified by open referential questions, discouraging fact came up: only one or two students were able to answer. Similarly, it is only 5% of the keywords that they managed to answer. Besides, referring to the distrubuted questionnaire, it revealed that most of them rarely practice activity 4, 7, or some never and rarely practice activity 1 (see Appendix), just notifying their general vocabulary learning strategies. Why is acquiring vocabulary impontant for L2 leaners? H aving an inventory of vocabulary is essential since Wilkins (1971) states as cited by Choudury (2010) *without grammar, very liltle can be conveyed, yet without vocabulary, nothing can be conveyed* . Furthermore, fluency can be substantially endorsed as words per minute (excluding/including repetitions) is one of quantifiable factors in fluency (Lennon, 1990 in Hughes, R. 2002). Even, acquisition of vocabulary is assumed to be the central role in learning a second language (Lewis, 1993). I wonder whether the previous teacher(s) taught the vocabulary explicitly by imparting strategies to learn vocabulary or they took for granted that by being exposed through reading and listening, it is assumed that the

vocabulary is unevitably endorsed to be acquired. The purpose of this Class Action Researh (CAR), then, is to practice the framework of the teaching vocabulary thorugh various techniques deriving from three different approaches by the hope that students are adequately enucted ways to learn vocabulary themselves. The present study aims to find out: (1) the effects of implementing selected strategies under the procedure in students' vocabulary recall and retention?, and (2) students' responses in the procedure of vocabulary learning strategies.

Theoritical Framework

Longman Dictionary of Language Teaching & Applied Linguistics defines vocabulary is a set of lexemes, including single words, compound words and idioms (Richards & Schmidt, 2002). What is a lexeme? A lexeme is a more technically correct term for words, also called lexical items (Finegan, 2000). Lexical field, a related term, is words that have kinds of thematic relationship (Thornbury, 2002). The concept of thematic organization is described as "another way to organize vocabulary is by looser themes. In thematic sets of words, words that naturally occurred when discussing a given theme are included (Folse, 2004) Researcher term them keywords.So, if we are talking about what a doctor does, a number of lexical items (words) are in thematically related: *give a shot, prescribe, prescription, take (the vitamins twice a day), medical record, inhale, exhale, etc.* Afterwards, Lewis (1993) proposed *lexical chunks,* comprising collocation (tell a lie, make a mistake, etc), phrasal verbs (*turn in, brag about*, etc), idioms (*manage one's emotion, blow one's top*, etc), sentence frames *(If I were you...*, *Would you mind if...?*, etc), social formulae (*see you*, *long time no see*, etc) and discourse markers (*Likewise*, *consecquently*, etc).

As concerning about how to teach lexemes, three broad approaches to vocabulary teaching and learning are put forward; (1) incidental learning: *Learningvocabulary as a by-product of doing other things such as reading or listening* (Richards & Reandya, 2002 in Choudhury,2010);(2) explicit teaching: teachers teaching directly by engaging learners in activities which centre round the

development of vocabulary, and teachers developing in learners strategies which they then would be able to use independently for expanding their vocabulary bank. Subsequently, Ellis (1995b) as cited in Carter (2001) identifies four main points on an explicit-implicit vocabulary-learning continuum:

1. A strong implicit-learning hypothesis holds that words are acquired largely by unsconcious means.
2. A weak implicit-learning hypothesis holds that words cannot be learned without al least some noticing or consciousness that it is a new word which is being learned.

3. A weak explicit-learning hypothesis holds that learners are active processors of information and that a range of strategies are used to infer the meaning of a word, usually with reference to its context.

4. A strong explicit-learning hypothesis holds that a range of metacognitive strategeis such as planning and monitoring are necessary for vocabulary learning; in particular, the greater the depth of processing involve in the learning, the more secure and long term the learning is likely to be

Vocabulary learning strategies are specific strategies for learning vocabulary (Ellis, 1999). Thus, It is admitted that vocabulary learning strategies are one aspect of the overall learning strategies (Nation, 2001 in Ghazal). Then what are learning strategies? Lets's take a look at one of its definition: O'Malley and Chamot (1990)as "special thoughts or behaviours that individuals use to comprehend, learn or retain new information. Likewise, learning strategies are procedures udertaken by the learners to make their own learning as effective as possible. Furthermore,learning strategies are classified into three categories: (1) Metacognitive Strategies which represent Selective attention, planning, Monitoring and Evaluation Strategies; (2) Cognitive Strategies which represents Rehearsel, Organization, Inferencing, Summarizing, Deducing, Imaginary, Transfer, and Elaboration Strategies; (3) Social or affective Strategies which represent Co-operation, Questioning for clarirification, and Self-talk (ibid). An obvious pedagogical implication of regarding learning strategies as a skill is that L2 learners would benefit from being taught learning

strategies as it frees working memory space for other aspects of learning (Mitchel,2004).

Regarding with the taxonomy of vocabulary learning strategies, a fundamental distinction between vocabulary activities suggested by Cook and Mayer (1983) and Nation (1990) as cited by (schimitt, 2001) is worth attending. It is between vocabulary activities which are useful for (a) the initial discovery of a word's meaning , which needs Discovery Strategy,and (b) remembering that word once it has been inroduced, requiring Consolidation Strategies. Additionally, Oxford (1990) systemizes identified vocabulary learning strategies, which conists of four strategy groups: Social, Memory, Cognitive, and Metacognitive (Consolidation Stratgies). In details, Social Strategies (SOC) use interaction with other people (students) to improve language learning. Approaches which relate new material to existing knowledge fall into the Memory Strategy (MEM) category. Cognitive Strategies (COG) exhibit the common function of 'manipulation or transforming of the target language by the learner. Finally, Metacognitive Strategies (MET) involve a coscious overview of the learning process and making decision about planning, monitoring, or evaluating the best ways to study. Despite its completeness, Determination Strategies (DET) needs adding up since no category adequately describing an individual's kinds of strategies when facing with discovering a new word's meaning without resource to another meaning person's expertise (Schmitt, 2001). Thus, the vocabulary learning strategies taxonomy summed up from the oxford sytsem and the Discovery/Consolidation distinction that the researcher, in particular, used in the classroom are as the following table:

Table 1 A taxonomy of vocabulary learning strategies

Strategy Group
Strategies for the discovery of a new word's meaning
DET   Analyse part of speech DET   Analyse affixes and roots DET   Guess from textual context DET   Analysis any available pictures or gestures DET   Bilingual dictionary

DET	Monolingual dictionary
SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrasing of synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

SOC	Study and practice meaning in a group
MEM	Study word with a pictorial representation of meaning
MEM	Connect word to a personal experience
MEM	Connect the word to its synonyms and antonyms
MEM	Use new words in sentences
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Learn the words of idiom together
COG	Verbal Repetition
COG	Written Repetition
COG	Use the vocabulary section in your textbook
COG	Keep Vocabulary notebook

Some of the above strategies are confined in what is called a diagram or graphic organizer of a word, comprising its part of speech, definitions, examples in context, synonyms, antonyms, pictorial explanation, and analysis of affixes and roots (Elder, 2008) and reworking, which assignes students to write words being learned or keywords in their own sentences as personalisation (McLoad,2007).

Naturally, questioning is prevalent in the classroom. Comprehensible questions are, then, favorable in language learning as they initiate interactions: teacher-student or student-student. Subsequently, It is pointed out that interaction can be hypothesized to contribute to learning in two modes: (1) by the learners' reception and comprehension of the L2, and (2) by the learners' attempts to produce samples of L2 (Ellis, 1990). Later, comprehensible questions as inputs play

a pivotal role so that no learning occur without inputs. Learners interlanguage develops only when learners are exposed to comprehensible input that contains linguistic features a little beyond their level of competence. In its most developed form the Input Hypothesis claims that exposure to comprehensible input is both necessary and sufficient for Second Language Learning to take place (Krashen, 1985). The implication for classroom practice, then, is that vocabulary is important. With more vocabulary, there will be more comprehension, and there will be more acquisition (Krashen & Terrel, 1988). Furthermore, Swain (1995) asserts that in order to develop native-speaker levels of grammatical proficiency, comprehensible input is unsufficient. Thus the learners need opportunity for meaningful use of linguistic resources for accurate 'comprehensible' output whose extra functions are: (1) the 'noticing/tigerring' function, or what might be referred to as the consciousness-raising role; (2) the hypothesis-testing function (new structures and forms); (3) the metalinguistic function, or what might be referred as it "reflective' role.

Of an exhaustive taxonomy of Question Types, Long and Sato (1983) as cited by Chaudron (1988) proposed referential questions defined as ones seeking information in nature and teachers don't know the answer. Subsequently, they are divided into two subcategories: (1) Open Referential Ones, eliciting linguistically complex answer; (2) Closed Referential Ones,resulting in simple elicitation of factual information (Pica, 1999 in Chen, 2001). Such question fulfills two of diverse functions, that is, to give students the impetus and chances of producing language comfortably, and give the instructors the immediate feedback about student comprehensible (Christenbury & Kinsela, 1983). Similarly, the researcher deliberately applied this question type to check the effects of vocabulary learning strategies,i.e. sudents' tvocabulary exercises.

Data Analysis

The participant consists of 13 Intermediate-2 students (4 males & 7 females), having learned at least one term (3 months) and at most two terms (6

months). Most of them are high school students in diverse grades. The first time I came to the class, I reviewed keywords of Intermediate-1 by posing Referential Questions as pre-eliminary data. In details, I prepared a number of Closed and Open Referential questions in which I put the previously learned words or keywords on affirmative sentences. In details, a closed referential question was posed twice as an anticipation of distrated noises taking place outside of the class and alloted them advocated wait-time,ranging from five to ten seconds as waiting time (White & Lightbown, 1984 in Chen, 2001). Then, after answering, they were pursued by an open referential question as ascertain that they know the meaning of the keywords. Finally, the questionnaire of their ways in learning vocabulary were distributed using a simplified form of questionnaire developed by Yand & Dai (2012) as cited by Murtiana (2012), overviewing their vocabulary learning strategies. Before the 1st session was over, the researcher exemplied the term graphic orgizer of word and reworking as an individual vocabulary learning strategy that each of them had to udergo. Based on the preliminary data, I conducted an action research cycle: plan, act, observe, and reflect (Kemmis & Mc Tagarts, 1988 in Burns, 2010). **Plan** means developing a plan of critically informed action to improve what is already happening, **Act** stands for acting to implement the plan, **Observe** is observing the effects of critically informed action in the context in which it occurs, and **Reflect** has something to do with reflecting on the effects as the basis for planning, subsequent critically informed action, [etc], through succession of stages (ibid).

The plan to execute was the author's adapted procedure for teaching vocabulary explicitly comprised the following six steps plus review (Choudhury, 2010):

1. Setting the context
2. Eliciting vocabulary
3. Drilling
4. Asking relevant Concept Check Questions (CCQs)
5. Boarding
6. Practice activity
7. Review

Setting a good context stands for exposing students with pictures in which the vocabulary is needed as describing,every lesson in LIA Student books is

catered. Also, some activities in which example and contextual use of the vocabulary is accentuated. Later, elicitation of vocabulary occurs in which actually the list of to-be-mastered words is already in the box. Then, teacher tasks them to drill individually or in unison. To ensure the learners understand the underlying concept of a lexical item, here a keyword, appropriate Concept Check Questions (CCQs) are in the need of being asked. For example, instead of saying "Do you understand?", the more relevant question posed is,"Does playing football <u>generate</u> much fun for you", or "Is your father <u>humble</u>?" the words *generate and humble* are two of keywords that students' learning.Then, Boarding stage meanns spelling out the keywords. Finally, students were to be involved in an eventual stage, stage six:practice activity by, among other things, filling-in the blanks(Student & Workbook), defining keyword exercises, completing the crossword puzzle, sentence-rephrasing by using keywords, etc (see table 1 for completeness). Still in the same stage, the creative use of keywords conducted were dictogloss,find-someone-who task,free dialog making,which made use of conversation starters "Have you watched...?", "Did you read...?",pair-interview,and derby-writing. All of which were geared to put the keywords on. During the the holistic procedure, it was quite frequent the participants sought a help to reinforce the meaning of keywords. The plus step to be implanted is review : It was the researcher's initiative for the sake of reinforced vocabulary retention. As a matter of fact, the researcher asked students to spell out the the keywords, and checked the individual assignment (graphic organizer of word & reworking), posed CCQs, assigned individuals students to pose spontaneous questions using keywords to their neighbouring friends.

The effects of intervension via six plus one procedure of explicit vocabulary learning were then figured out by vocabulary tests in each cycle (see appendix 3). Having been told that the effect of the test would never do harm and warned not to inform what they had gained in the test, participants were invited to have keywords test in a vacant room on a mutually aggreed day and time. The examined keywords were crossed as soon as they managed to answer the referential questions. The

quantification to find out the percentage was to devide the crossed keywords devided by the N lexemes or keywords. The semistructured interview was conducted referring to the five questons to seek participants' response to even-plus one explicit vocabulary learning procedure in depth. The interview texts were condensed involving an abridgment of the meanings uttered by the interviewees into shorter formulation, *meaning conden*sation (Kvale, 1996). (see Appendix 4)

Result and Discussion

The following table depicts the vocabulary tests, involving 13 participant invited to respond to the posed referential questions individually. The abbreviation "LRN" means Lexeme Recognized number, confirming the number of questions underlining or making use of keywords that they comprehended. As briefed beforehand, the questions were put forward twice as to anticipate ther unclarity due to possibly distracting noises.

Table 2 The Keyword Tests

NO	Participants	LRN in Test-1 Percentage	LRN in Test-2 Percentage
01	Student 1	90.0%	65.4%
02	Student 2	50.0%	80.8%
03	Student 3	85.0%	88.5%
04	Student 4	55.0%	57.7%
05	Student 5	80.0%	96.2%
06	Student 6	50.0%	50.0%
07	Student 7	72.5%	65.4%
08	Student 8	27.5%	15.4%
09	Student 9	90.0%	61.5%
10	Student 10	87.5%	96.2%
11	Student 11	55.0%	38.5%
12	Student 12	65.0%	92.3%
13	Student 13	92.5%	84.6%
	Total	69.2%	68.7%

The 13 particitants, envolved in the research as participants, undertook the same procedure of explicit vocabulary teaching carried out by the researcher. In the mean time, participants went through manifold vocabulary learning strategies (see table 1). Moreover, the practice activities were deepened in that the researcher stage oral production activities on the grounds that dialogs own the advantages of putting words directly into passive and productive vocabulary (Nation, 1990). The dictogloss implemented seemingly stood a subtantial chance of putting the words in context so that they were recycled to enhance lexical retention as well. In other words, this was an activation strategy through which the learners were in actual use of new words in different context (Ghazal,2007). Unlike the preeliminary data, notifying simply 5% of the priorly learned lexemes well retented, the test-1, after the whole cycle-1 was completed, did inform a sharp incline of particants' lexical retention. The overall pencetage, 69.2%, meant that students were able to discern 360 out of 520 referential questions posed to them individually. They had better memory of vocabulary may be substantially influenced by the deep-word processing activities under the term *graphic* organizer *of word* (Elder, 2008) *and reworking* (McLeod,2007). Essentially, simply discertment of questions as inputs in which the keywords put on endorses language acquisition, i.e. lexemes, one language aspect (Krashen, 1985). Even, as verified their yes-no answer, the students were pushed to provide logical explanations or examples hypothesizing that they deeply know the words i.e. forms (Swain,1995).

Pursuing Cyle-2 proceeded the same procedure. On practice activity stage, the researcher assigned participants to interact by peer-interview and find-someone-who activities, intended to expose keywords as well as reactivate them interactively, requiring to experience as to occur the long-term retention (Sokmen, 2002). The test-2 revealed that they were able to understand 232 out 338 the referential questions that the reserachers. Similarly, there were 68.7 % of the already learne- lexemes that they managed to recall. Despite its still high one in comparison with the preeliminare data, it declined a bit, though. What has possibly brought about? It might be relative to the more idioms that they had to learn:

manage one's emotion, blow one's top, on good terms, feel blue, poles apart, have something in common. Learning idioms seem more challenging than learning single words. L2 learners dealt with difficulty in discerning their meanings. As a matter of fact, they belong to the most difficult areas of foreign language learning and teaching in the first place as defined as conventionalized expressions whose entire meaning cannot be determined from the meaning of their constituent parts (Dragas at.al,2012).Intermediate students, unfortunately, are of eagerness to study idiomatic expressions since they are adequately exposed in target language, driving them to make use of idioms meet an effective communication fulfilling tasks (Liu, 2008 in Rohani, 2012).

Based on the the reveal data at table 2, it is in line the result an action research, confirming that the use of deep word processing strategy competence affected the learner's vocabulary competence (Zang, 2010 in Murtiana, 2012). Yet, deeply analyzed, let's single out a certain case referring to individual participants. Taking a look at Student 1 (S1), the fact that her declining percentage was undeniable in the S1's lexical retention shifted from 90.0% to 65.4%. The idea may have something to do with her motivation, namely, it was plausible for her to negclect completing individual assignment as stated:

> "*Sir, I have a lot of homework. So, I just worked on the task a little....mostly, I just look at my friend's work...sir...sorry, my friend said the task is too burdening*"

What mattered S8? It was revelead that his score remained low. There are at least two possible determining factors to highlight. First of all, it is intelligence as stated as *a general academic or reasoning ability* and aptitude, *specific cognitve qualities* needed for SLA (Stern, 1983 in Ellis,1990). The former, as a matter of fact, is intailed as students are learning other subjects as well as L2. It is argued that intellegence may powerfully predict the rate and success in classroom SLA (Ibid). The latter makes up three major components: (1) phonetic coding ability; (2) grammatical sensitivity; (3) inductive ability (Carol and Sapon, 1959 in Ellis, 1990). Components 1 and 3 may be linked to the tests given in that they examined the

participants' ability to perceive and memorize new sounds as well as notice and identifies simiarities and differences grammatical form as well as meaning. Above all, aptitude can be expected to influence the rate of development, particularly where formal classroom learning is concerned (ibid). Additional, the difficultes that S8 confronted capitalized him with triggered metalinguistic function, reflecting the strategies properly self-suited (Swain, 1995).

The semi-structured interview was scheduled upon their requests. It was informed that whatever they said would be disregarded to their promotion. They were were asked to unveil their opinions on all the vocabulary learning strategies they had experienced. Participants' lenghty statements briefed so as to enable the main sense to be rephrased, entailing in few succicntly formulated words. To seek condensed meanings, the interview transcipts were read through to get the sense of the whole. Then, the natural meaning units as expressed by the subjects are determined by the researcher. Third, the theme that dominates a natural meaning unit is stated as simply as possible involve a reduction of large texts (see Appendix 4 as an example). They explicated the same responses: all participants perceived *positive* towards the already-staged vocabulary learning activities under the procedure via explicit-vocabulary teaching as descirptively stated: *Learning have-to-be-words are good for us. We realize many ways to study and memorize them so that we can understand, and later use them for our needs.* Their reflection confirmed that they did a variety of classroom vocabulary exercises, an experience*,* involving their active participation, collaborating eith classmates, and requiring self-reflective periodes (Ruben *et al, 1994* Sokmen, 2001).

Conclusion

The result of the test is not the eventual journey to acquire lexical items, or keywords. It , in fact, endorsed their acquistion, simply one of many stopovers before moving on. Yet, it unevitably capitalized students with an appretincehip periode when they endeavoured to attempt diverse strategies to learn keywords. It is reflected that a skill as lexeme-acquiring designer is essential for classroom

teachers, as it demands their holistic and profound knowledge and practices on how students learn, pick, and acquire words, or even lexical chunks under the involvement of vocabulary learning strategies. Distinction of lexical-based learning strategies, similarly, is pedagogally alerted. In return, encouraging independent learners, being aware of how to keep on acquiring vocabulary on their own, is likely accomplished.

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Appendix 1

A list of Closed & Referential Question and a questionaire for preliminary data:

01. Do you sometimes *__dispute__ with friends?/What makes you to have **dispute** with them?
02. Are there any sinetrons which **feature** your favorite actresses or actors?/ What sinetrons **feature** them?
03. Do you want to revisit a city?/What makes you to **revisi**t it?
04. Do you show **courtesy** to your parents?/How do you show **courtesy** to them?
05. Do you live in **prosperity**?/What makes you live in **prosperity**?
06. Do you disregard something?/What do you **disregard**?
07. Are you **eager** to learn?/What are you **eager** to learn?
08. Are you sometimes **anxious**?/What makes you **anxious**?
09. Can you **repair** something/What can you **repair**?
10. Can you boost your looks/How can you **boost** your looks?
11. Do you need fame?/How can you get **fame**?
12. Do you **disapprove** of something?/ What do you **disapprove**s?
13. Do you sometimes **address** someone first?/ How do you **address** your teachers at school?
14. Do you have to **sacrifice** something to get successful in study/What do you **sacrifice** to get successful in study?
15. Is your life **intriguing**?/What makes your life **intriguing**?
16. Do you **pursue** something in your life?/ What do you **pursue** in your life?
17. Are you **unconcerned** about something?/ What are you **unconcerned**?
18. Are you **privildged**?/Why do you think you are **privileged**?
19. Are you sometimes **idle**?/When are you **idle**?
20. Do you have **gross** pictures/What pictures do you think **gross**?

* The bold typed words are keywords of previous level (Intermediate 1)

Vocabulary Learning Strategy Questionnaire (An Overview)

NO	ACTIVITIES	N	R	S	U	A
01	Keep vocabulary cards	46%	38%	7.7%	0%	0%
02	Keep notes in margins of text book	0%	15.4%	38.5%	38.5%	7.7%
03	Write down a new word to					

		N	R	S	U	A
	remember with Indonesian translation	0%	0%	30.7%	53.8%	15.4%
04	Write down a new word to remember with English synonyms	0%	53.8%	38.5%	7.7%	0%
05	Takes notes of a new word with examples in which it is used	23.1%	53.8%	7.7%	15.4%	0%
06	Takes notes of a new word to remember with its definition	38.5%	30.7%	30.7%	0%	0%
07	Associate an English word with another according to structure (e.g. root, affix)	7.7%	61.5%	15.4%	15.4%	0%
08	Associate the word with some physical sensation or activity	7.7%	15.4%	38.5%	15.4%	23.1%
09	Associate the word situation in which it appeared (e.g. which lesson of the text; who said the item)	0%	7.7%	61.5%	23.1%	7.7%
10	Associate an English word with my experience in the past	15.4%	38.5%	15.4%	15.4%	15.4%
11	Try to remember not only the word but also other words in context	0%	7.7%	30.7%	30.7%	30.7%
12	Try to remember the word by checking it in a dictionary	0%	0%	0%	38.5%	61.5%

N = Never   R= Rarely   S= Sometimes   U= Usually   A= Alway

Appendix 2

A list of Keywords in Cycle 1-2

Cycle 1 Keywords	Cycle 2 Keywords
Approximately, repertoire, abide by, exhilarating, current, breadwinner, rigorous, mingle, nature, bring up, generate, challenging, live, steady, humble, apparent, ask about, pay off, revolve around, meet, breakdown, aerobatics, break up, ask for, integral, freefall, close, rigid, get dressed to the nines, juggle, reminisce, glide, sophomore, reluctant, skid, freshman, tilt, rekindle, removable, rocket	Likewise, misjudge, maximize, similarity,underachiever, respect, empathy, excel, poles apart, underestimate, multiple, identical, severe, consequently, self-esteem, have something in common, mood, on good term, brag about, feel blue, manage one's emotion, plus point, interact, blow one's top, fret, hint
N= 40 lexemes	N= 26 lexemes

Appendix 3

Vocabulary Test-1 in Cycle 1

Name   :_____   Day/Date:_____
Occupation : _____   Length of Course: _____

APPROXIMATELY	REPERTOIRE	ABIDE BY	EXHILARATING
CURRENT	BREADWINNER	RIGOUROUS	MINGLE
NATURE	BRING UP	GENERATE	CHALLENGING
LIVE	STEADY	HUMBLE	APPARENT
ASK ABOUT	PAY OFF	REVOLVE AROUND	MEET
BREAKDOWN	AEROBATICS	BREAK UP	ASK FOR
INTEGRAL	FREEFALL	CLOSE	RIGID
GET DRESSED TO THE NINES	JUGGLE	REMINISCE	GLIDE
SOPHOMORE	RELUCTANT	SKID	FRESHMAN
TILT	REKINDLE	REMOVABLE	ROCKET

Vocabulary Test-2 in Cycle 2

Name   :_____   Day/Date:_____
Occupation : _____   Length of Course: _____

LIKEWISE	MISJUDGE	MAXIMIZE	SIMILARITY
UNDERACHIEVER	RESPECT	EMPATHY	EXCEL
POLES APART	UNDERESTIMATE	MULTIPLE	IDENTICAL
SEVERE	CONSEQUENTLY	SELF-ESTEEM	MOOD
HAVE SOMETHING IN COMMON	ON GOOD TERM		BRAG ABOUT
FEEL BLUE	MANAGE ONE'S EMOTION		PLUS POINT
INTERACT	BLOWN ONE'S TOP	FRET	HINT

Appendix 4

Semi-structured Interview

Interview students referring to the five themes below:
1. Opinions on the entire vocabulary (keywords) learning activities.
2. Faced problem during vocabulary (keywords) learning activities
3. Opinions on individual assignment
4. Preferences to vocabulary (keywords) learning activities
5. Suggestion so as to master the vocabulary (keywords)

A sample semi-structure Interview with Student 3 (S3):

Peneliti (P) : Apa pendapat kamu tentang kegiatan mempelajari kosa kata di kelas?
Siswa (S) : Jadi hafal dan mengerti banyak kosa kata
P   : Jadi hafal maksudnya apa?
S   : Itu...kita dilatih ngucapin berkali kali...terus disuruh spelling,pa...jadinya kata

        mudah ditangkap
P   : Hanya itu aja?
S   : Ada lagi....hmmmm....misalnya saya harus buat pertanyaan mengguna kata

        yg bapa minta...lalu ditanyakan ke temen sekelas....kalau dianya tidak
        mengeti saya jelasin
P   : Dijelasinnya bagaimana?
S   : Ya....itu pake kata kata saya sendiri atau gunakan persamaan kata...
P   : Ada lagi?
S   : Apa ya...hmmm...waktu bapak nyuruh kita membuat dialog menggunakan
        Kosa kata tertentu, itu membuat kita jadi hafal...apalagi jika kita lupa artinya
        teman akan membantu.
P   : Bagaimana kegiatan menginterview teman?
S   : Itu juga bagus....kita jadi ngucapin kata itu lagi....kalau temen enggak ngerti,
        ya kita tinggal jelasin aja...pas nulis juga bermanfaat,pa...
P   : Bisa dijelaskan lebih detil?
S   : Gini...waktu kita berpasangan terus diminta menulis selama 15 menit tanpa
        henti dengan mengunnakan kata kata yg ditulis di papan..kita hitung berapa
        berapa jumlah kata keseluruhan dan berapa jumlah kata yg berhasil diguna-
        kan di papan tulis.
P   : Ini membuat kamu hafal dengan kosa kata?

S : Ya...membantu banget..apalagi pas kita udah mendengar cerita tentang Olahraga....*bob sledding* sama *sky surfing*, lalu kita dikelompok untuk me-Nulis artikel pendek...dan bapa meminta kita menggunakan kata kata wajib (keywords) dalam artikel itu berkelompok...

P : Masih ada yg ingin kamu sampaikan tentang semua kegiatan kita belajar Kosa kata?

S : Saya suka praktek langsung,pa...saya bisa bertanya menggunakan kata itu,

walau nulis juga suka...satu saat saya akan gunakan kata itu...

P : Bagaimana ketika guru bertanya pada mu menggunakan kata kata yg sudah

dipelajari?

S : Itu juga bagus ....kita diingatkan kembali...kadang kita minta bapa menjelas-

penggunaan kata itu dalam kalimat...kalau kitanya lupa...kita juga denger pengucapanya yg benar...itu aja...

P : tadi bilang kamu mengeti banyak kosa kata...tolong jelaskan?

S : iya...kita jadi tahu bahwa tiap pelajaran itu ada daftar kosa kata yg harus di-

pahami...jadi kita melakukan kegiatan agar kita itu dihafal dan....kita ngeti artinya...ada contoh kalimatnya di kamus,pa...terus liat artinya di bahasa donesia....kadang kita juga minta bapa jelasin artinya...saya juga diminta kumpulan kosa kata...terus ada gambar yg kita buat...banyak banyak kegiat-

an yg buat kita ngerti kata kata....

P : Terus ada masalah ketika kamu pelajari kosa kata di kelas?

S : Ya...ada pa...saya sering lupa...

P : Solusinya apa?

S : Ya kita liat liat buku catatan...terus kalau kita liat di kamus, kadang artinya Kurang jelas...kadang tanya teman....

P : Siswa diminta mengerjakan tugas mandiri....membuat graphic organizer of word dan reworking....bagaimana pendapat kamu tentang hal ini?

S : Bagus...sangat membantu....saya jadi lebih mudah menghafal...ya...cukup lengkap ntuk belajar menghafal kata kata....

P : Cukup lengkap itu maksudnya apa,ya?

S : Iya...ketika kita ingin ngecek kata tertentu....kita tinggal liat grapiknya...terus

ada gambar, persamaan kata, jenis katanya apa....juga kita diminta mem-membuat satu kalimat saja menggunakan kata itu...

P : Ada pendapat lain tentang tugas mandiri?

S : Saya tidak ada masalah....tapi teman teman ada...

P : Masalah yang rilnya apa?

S : Ada sih teman yang bilang ribet...banyak makan waktu...mesti nyusun lawan

kata, jenis katanya apa...tapi kalau saya ini sangat membantu....

P   : Solusi dia apa?

S   : Ya....kita saling bantu aja...saling lengkapi....tapi, kalau buat kalimat sendiri sendiri...di sekolah banyak tugas,pa...

P   : Ada cara lain yg kamu lakukan untuk mempelajari kosa kata selain yang yang kamu lakukan di kelas?

S   : Kalau suka denger lagu, lalu cari artinya...

P   : Di kamus atau bagaimana?

S   : Seringnya di kamus inggris-indonesia....abis kalau liat lirik lagu suka tidak begitu yakin artinya....ngira ngira....makanya liat kamu buat yakin...

P   : Apa saran kamu ingin sampaikan ketika harus menguasai kosa kata ter-Tentu?

S   : Ya....apanya? sering digunakan dalam percakapan sehari hari aja....waktu bicara ama teman pake kosa kata itu...atau dalam pelajaran....

P   : Ada lagi yang ingin disampaikan?

S   : Apa ya....ternyata banyak cara untuk belajar kosa kata...itu aja...

Implementing "still" and "stir" activities in EC class to Improve Students' Participation

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ABSTRACT

Key Words: "stir", "still", improve, participation, remain, task.

This study is intended to describe how the implementation of "stir" and "still" activity can help teacher to improve the students' participation in the classroom activities as well as to keep them remain in the tasks and make them complete the tasks based on the lesson plan prepared by the teacher. The researchers were interested in doing the study because of the students' boredom that sometimes happens as a result of the routine and lack variation of teaching techniques applied in the classroom. In addition to that, the researchers were also interested in finding the different results of the implementation of "still", mix and "stir" lesson plans in the classroom. The subjects of the study were the students of EC 3B LBPP LIA Surabaya.

The study was designed as a classroom action research, following Kemmis and Mc Taggart's model. The study was conducted in six cycles, two cycles for "stir" activity, two cycles for "still" activity and two cycles for mix of "still" and "stir" activity. Each of which consisted of four steps, namely planning, implementation, observation, and reflection. The instrument to collect data was the video tape recording done by one of the researchers.

The study showed that "mix" and "stir" lesson plans have high results in terms of students' participation. However, mix lesson plans showed more controlled and smooth flow of activities. As expected, "still" lesson plans resulted in lower students' participation.

Background

Teaching children for EC teachers like us can be a challenging thing. Based on our observation in one of our EC classes, it happens because the nature of children who only have short attention span and easily get bored with the routine learning activities in the class. As a result, they are not really motivated to participate in the learning activities. Furthermore, most of the time they fail to keep themselves remain in the tasks given due to lack motivation to learn as well as certain things that distract their concentration in doing the tasks (for example playing cellphones,

chatting with friends, etc). Not only because of low motivation but also domination from active students hinder the passive students to participate in the class activities. They feel reluctant to participate since they are afraid to make mistakes and they think what they want to say or do is already represented by their friends who are more active than them. Regarding to the problems, we decided to implement the "stir" and "still" activities in our EC class. We expect that by vary our techniques through these activities will help us to improve our students' participation as well as to keep them remain in the tasks and make them complete the tasks based on the lesson plan prepared by the teacher.

Theoritical Framework

As it has mentioned before this study is intended to improve students' participation through the implementation of "stir" and "still" activities. However, participation cannot be happened if the students are not motivated since the motivated students wil automatically participate in the classroom activities given. Regarding to this, Broussard and Garrison (in Lai, 2011:4) define motivation as the attribute that moves us to do or not to do something. Furthermore, Astuti (2013:14) describes motivation as a driving force that pushes someoone to do something. In addtion to English learning, she then defines motivation as factors or reasons that move or drive learners to learn English as a foreign language.

Motivation can be classified into intrinsic motivation and extrinsic motivation. According to Congelosi (2008:46-47), students are intrisically motivated in a learning activity if they recognize that by experiencing the activity they will satisfy a need. Intrisically motivated students value engagement as directly beneficial. The learning activity itself is perceived to be valuable. On the contrary, the extrinsic motivation describes that students are extrinsically motivated to engage in learning activities not because they recognize value in experiencing tthe activity, but because they desire to receive rewards that have been artificially associated with engagement or want to avoid consequences artificially imposed on those who are off-task. Related to the study, the extrinsic motivation is considered as a foundation to enhance the students' participation in the classroom activities.

So what can we do to motivate our students especially young learners to participate in the classroom activities? Since teaching young learners is very different from teaching teens or adults in terms of the amount of energy children

have, teachers need to vary their techniques based on the students' learning style. Verikaite (2008:68) defines learning style as any individual's preferred ways of learning. It depends on the student's personality, including psychological or cognitive character, sociocultural background and educational experience. According to learning styles, all learners can be divided into visual, auditory, and kinaesthetic learners. Visual learners learn better when they can read or see the information. They usually have a strong sense of colour and they follow written directions well and use visualization to remember things, They love to read, remember quickly and easily what is read, and read well from picture clues. Auditory learners learn better when the information primarily comes through their ears. They learn well through lectures and like to talk to others. Kinaesthetic learners learn best through total physical involvement with the learning environment. Kinaesthetic learners learn better when able to move during lessons and they like to work at a standing position.

Therefore, to cater the different of students' learning styles as well as to improve their motivation and partcipation in the classroom activities we can vary our techniques by implementing "stir" and "still" activities. According to Liu Fang-Ju (2011:4), "stir" activities mean activities to re-energize a tired and distracted class. These are activities that you operate to enhance the energy level of your classroom. If you want your students to feel energetic and enthusiatic, you can operate "stir" activites. Clarke (2010:3) mentions some "stir" activities that can be implemented in the classroom, some of them are: mingles or surveys, action/movement games, song/chants, and drama/acting out. Meanwhile, Liu Fang-Ju (2011:4) explains that "still" activities are activities to calm down an over-active and distracted class. if you think your students are much too "warm" already, you may use "still" activities to settle your students down. To add, Clarke (2010:2) mentions some activities that can be implemented in the classroom, some of them are: wordplay activities, whole-class listening activities, read and draw activities and story telling.

Data analysis

This research was conducted in LBPP LIA Surabaya. The subjects of this research were 10 students of EC 3B. The design of the research is Classroom Action Research (CAR), following Kemmis and Mc Taggart's model (in Koshy, 2006:4). According to Mettetal (2001:2), classroom action research is a method of finding out what works best in your own classroom so that you can improve students

learning. The researchers chose the design since it dealt with the classroom setting, which was directed to find out a solution to improve the students participation in the teaching and learning activities. The research was conducted in six cycles, two cycles for "stir" activity, two cycles for "still" activity and two cycles for mix of "still" and "stir" activity. Each of which consisted of four steps, namely planning, implementation, observation, and reflection. In the planning stage the researchers designed the lesson plan and prepared teaching aids to be used in the implementation of the technique. In the implementation stage one of the researchers implemented what has been designed in the lesson plan as well as made good use of the teaching aids prepared before. Next, in the observation stage another researcher collected data by video taping the implementation of the technique. The result of the video tape recording was used to find out the number of students who participated in the activities and also to find out the degree of success in each technique. Last, in the reflection stage the researchers evaluated the techniques and decided whether or not the techniques applied were successful in improving students' participation in English learning.
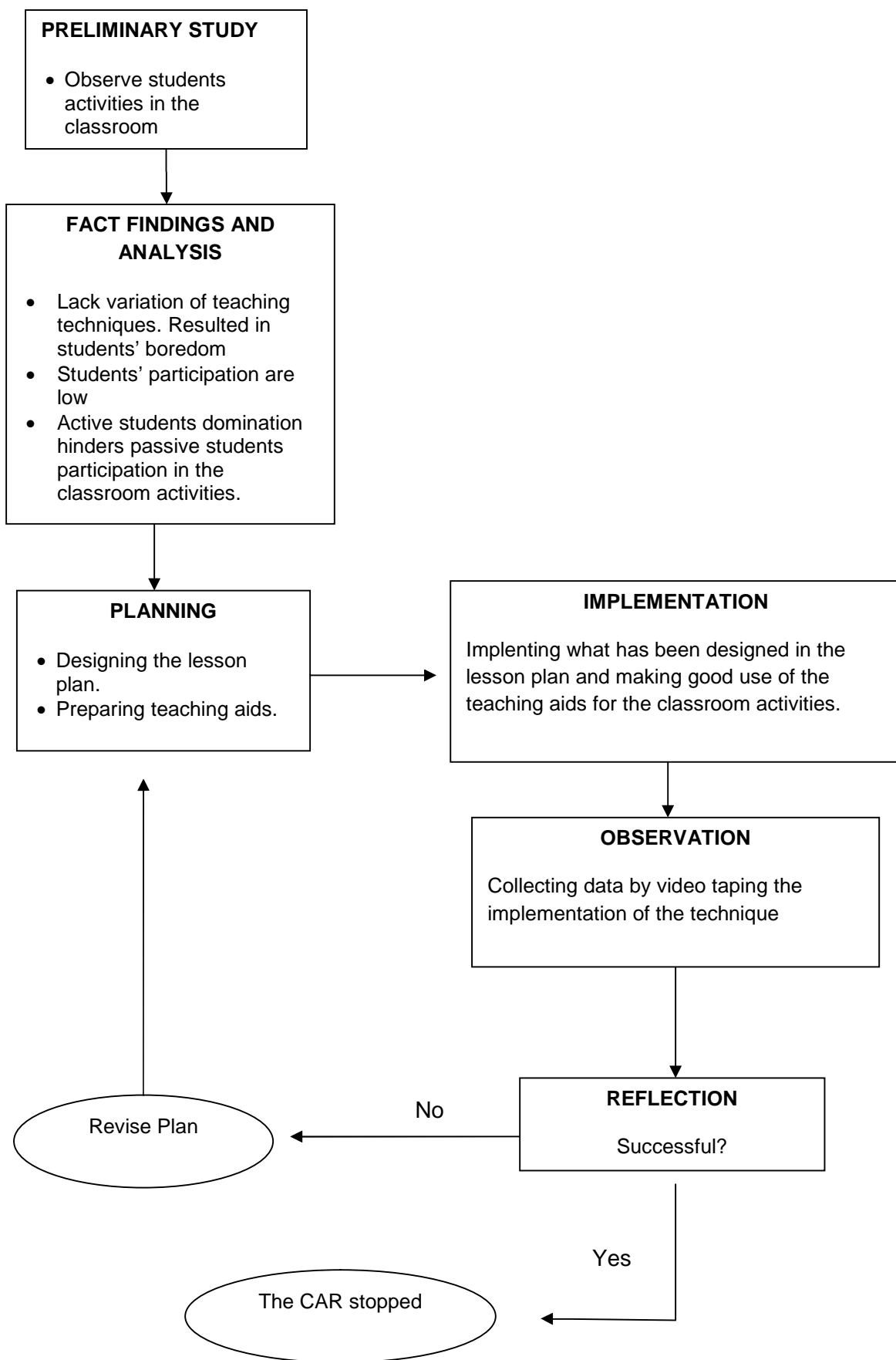
Figure 1. Classroom Action Research Design.

Results and Discussion

In order to find out whether the implementation of "mix" lesson plan can increase students' participation, we compare the students' participation in "Still" lesson plan to "Mix Still and Stir" lesson plan.

"still" lesson plan vs "mix" lesson plan
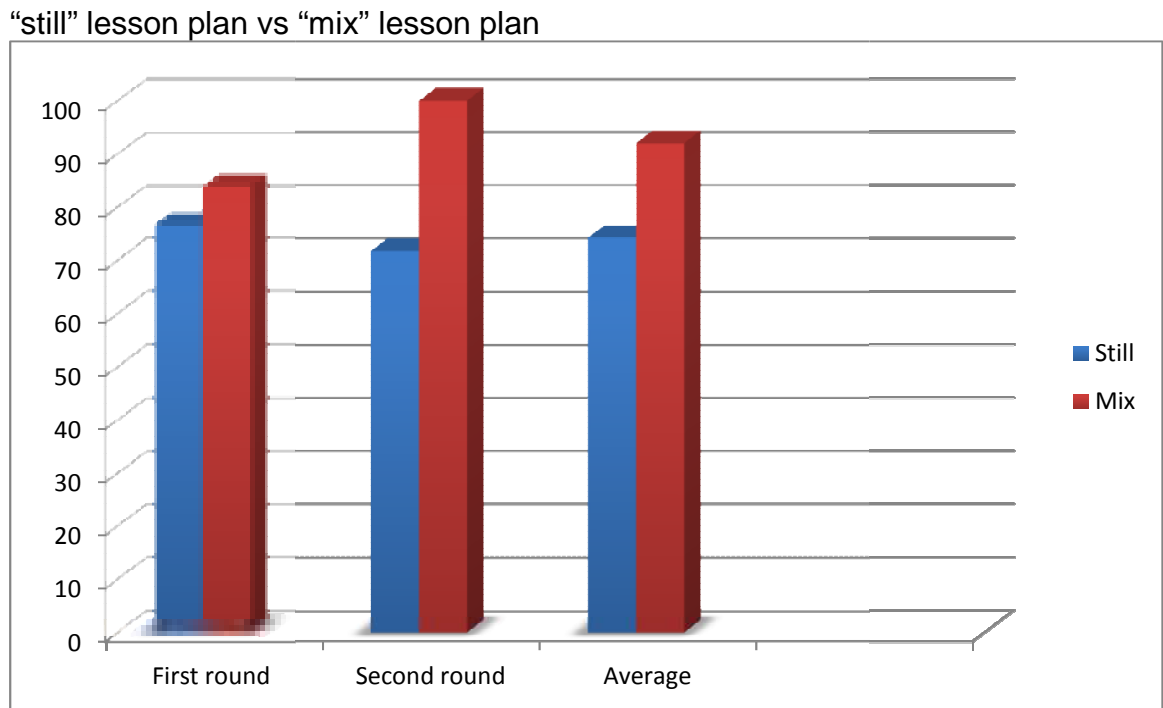
Figure 2

The above chart compares students' participation in classroom during "still" lesson plan implementation and "mix still and stir" lesson plan implementation. It is clear that less students participated in the class when the "still" lesson plans were implemented. On average olnly 74.2% of participation. During "still" lesson plans, not all students always took part, especially those who are passive. When other students, more active and dominating ones, participated actively in the activities, these passive students tend to wait and see what happened next. They didn't feel the needs to participate in the activities. On the contrary, active students, with some dominating ones, took part in almost all activities. They managed to remain in tasks in almost the whole lesson sequence.

The implementation of "mix" lesson plan, resulted in higher students' participation. The average of students' participation is 92%. It increases by 17.4%. The increase is due to the more participation of passive students in the class, especially during "stir" activities. The passive students did not always participate in

"still" activities, but when it came to "stir" activities, most of them took part. The "mix" lesson plan could maintain the participation of active and dominating students, and encourage passive students to participate.

In addition to "stir" lesson plan compared to "mix" lesson plan, we would also like to see the students' participation when we implemented "stir" lesson plan. And the results as follow.

"mix" lesson plan Vs "stir" lesson plan.
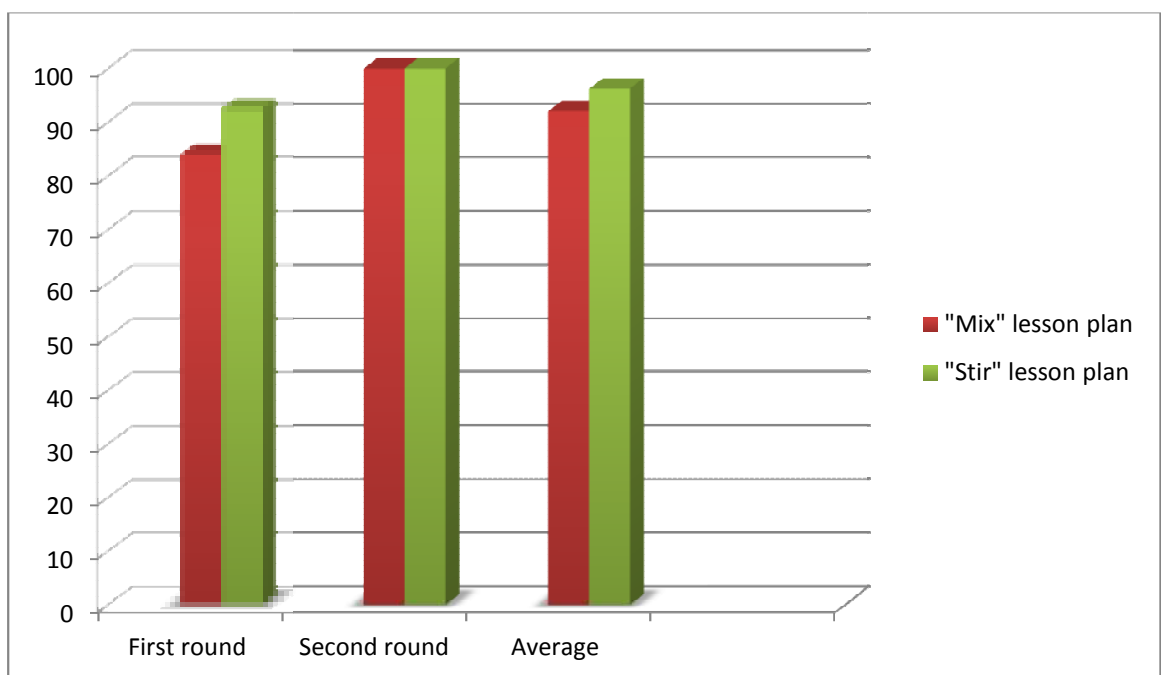
Figure 3

When we compared students' participation between "mix" lesson plan and "stir" lesson plan, the result was interesting. We presumed that "mix" lesson plan is the best, consequently, it should have resulted in more students' participation. However, after observing, we found out that "stir" lesson plan had slightly higher students' participation than "mix" lesson plan. The students' participation average is 96.2%, 4.2% higher than "mix" lesson plan. This is due to the nature of "stir" activities that require them to move either in competition or in collaborative activities. In competition, some students still dominated the activities, while in collaborative activities, all of them took part. However, "stir" lesson plan offered challenges. First, the designed stir activities required students to move in certain ways, as a result, it

took longer time to give instruction and needed more complicated instructions. Second, the act of moving, for some students was the chance for them to do unnecessary actions such as playing on their own or teasing their friends, although they managed to finish the activities. These unnecessary actions could distract their peer's attention that caused an activity lasted more than expected.

"Mix" lesson plan resulted in high students' participation and smoother flow of the lesson compared to "stir" lesson plan. It lessen the burden of teachers from always preparing "stir" activities that need longer instructions and more teaching aids. To add,it also catered students' various learning styles.

Conclusion and Suggestion

To conclude, the study suggested that mix and stir lesson plans have high results in terms of students' participation. However, mix lesson plan showed smoother flow of the lesson plan. As expected, still lesson plans resulted in lower students' participation.

The researchers are interested to continue the study to see students' understanding of the lesson by comparing the assessmentt of mix lesson plan and stir lesson plan.

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Appendix 1

Lesson plan meeting 1 ("still" activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Listening
Materials   : Backpack 3 (p. 63, 68)
Teaching aids   : Pictures, cards, CD.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks
                      given.
Terminal Objectives: SWBAT describe objects using sensory verbs and descriptive adjectives.
Assumptions   : Students may know some of the targert vocabulary.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAT recall their knowledge about sensory verbs by doing puzzle.	T distributes puzzle cards and asks Ss to find hidden words in the puzzle.	T-S T: Ok, students. I will give these puzzle cards to each of you and I want you to find the hidden words in the puzzle. Let me give you the example, ... Now, do you understand? Ss: Yes ma'am.	5'
	SWBAT recall their knowledge about sensory verbs by answering teacher's questions.	T asks questions about sensory verbs and their function.	T-S T: So, how many words do you find in the puzzle and what are they? Ss: Seven Ma'am. They are	5'

			see, touch, hear,..... T: So what can you see with your eyes? Ss: I can see flower ma'am.	
	SWBAT recall their knowlwdge about sensory verbs by using them in explaining the pictures of things that they have.	T asks Ss to work in group. T gives pictures to each group. T ask Ss to explain the pictures that they get by using sensory verbs to their friends in the same group and exchange the pictures with another group after they have finish with their pictures.	S-S T: Now, let's work in group. I will give each group 3-4 pictures and each member must hold one picture. Explain the picture to your friends in the same group by using five senses. After you finish with your pictures, exchange them with other pictures from another group and do the same thing like what you've done with the previous pictures. Ss: Ok, Ma'am. This is my picture. I can smell delicious fried chicken. What about you?	10'
Presentation	SWBAT recall their knowledge about descriptive adjective.	T elicits descriptive adjective words from Ss.	T-S T: Ale, do you like fried chicken? Ss:Yes, ma'am T: How does it taste? Ss:Hmm..... I don't know ma'am. T: Does it taste delicious? Ss: Yes, ma'am	10'

			T:So what other tastes do you know? Ss: Sweet, salty .... T-S T: Now, you know delicious, sweet, great,....... All of them are called descriptive adjectives. Today we're going to study about describing things by the use of sensory verbs and descriptive adjectives. T: How can we describe things by using sensory verbs and descriptive adjectives? Let me give you the example	
	SWBAT understand the lesson objective by listening to the teacher's explanation.	T explains tells the lesson objective today. T explains about descriptive adjective.		
Skills Practice	SWBAT understand the use of descriptive adjectives by arranging jumbled letters.	T asks Ss to work in groups. T distribute a piece of blank paper to each group. T asks Ss to arrange the jumbled letters shown to them into correct words. T also shows picture as a clue for the word. T asks the Ss to write the answers on the the blank paper and show the answers to theteacher.	T-S T: Ok, now work in groups. Let's play word quiz. I will show you a jumbled letters and I want you to arrange the letters into good word. Write down your answer in the piece of paper that I have given you and show it to me. The fastest group with the correct answers will be the winner. Let me give you the example, ... Do you understand? Ss: Yes, ma'am.	10'

	SWBATapply the use of sensory verbs and descriptive adjectives in describing objects by arranging jumbled words.	T asks Ss to work in groups. T ask S to arrange the jumbled words into sentence based on the order position of the color words. (red-yellow-green) Red: subject Yellow: sensory verbs Green: descriptive adjectives. T asks the Ss not only to arrange the jumbled words into sentence but the sentence must also suitable with the context.	S-S T: Now still in the same group, please arrange these jumbled words into good sentences. Since you have many colorful words, so the position must be red-yellow-green. Remember that you're not only arrange them but you also have to arrange it suitable with the context. Ss: Ok, ma'am.	5'
Produce	SWBAT reach the lesson objective	T asks Ss to listen for descriptive details.	T-S T: Now,open your book page 68 and please listen to the recording. You will hear some people describing objects by using sensory verbs and descriptive adjectives. I want you to write the number based on what you hear from the recording. Ss: Ok,ma'am.	6'
Post Activity		T asks comprehension questions based on the recording that the Ss have listened.	T-S T: Dila, do you like lemonade? Ss: No,ma'am T: Why? Dila: Because it's sour.	4'

Lesson plan meeting 2 (mix of "stir" and "still" activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Reading
Materials   : Backpack 3 (p. 64-65)
Teaching aids   : Pictures, cards, objects.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks
                    given.
Terminal Objectives : SWBAT describe the way things look, feel, sound, taste and smell.
Assumptions   : Students may know some of the targert vocabulary.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAT recall their knowledge about sensory verbs and descriptive adjective by completing uncomplete sentences with the correct words.	T asks the Ss to work in pairs. T asks the Ss to complete the sentences shown by the teacher with the correct words. The groups that know the answer must ring their bell. The fastest group that completes it correctly will get point.	T-S T: Ok, students please work in pair. Now,take a look this sentence. This sentence hasn't completed yet. I want you to complete it with the correct word. If you know the answer ring your bell. You can use animal sound as your bell. The fastest group that completes correctly will get point. Let me give you the example,............. So, do you understand? Ss: Yes ma'am.	15'
	SWBAT recall their knowledge about about the target vocabulary from the reading text by matching	T asks the Ss to work in groups. T elicits the target vocabulary from	T-S T: Now, please work in group. As	

	the pictures or the things with the words provided.	the reading text by ask the Ss to match the pictures/things with the words provided on the floor. T asks representative from each group to stand near the words. T then shows the picture. The S must step on the word which is match with the picture. The fastest group that step on the correct word will get point.	you can see on the floor, there are many words. To add, in my hand there are many pictures. I want you to match picture with the word. How to do it? So, repesentative from each group will stand near the words. When I show a picture you have to match it by step on the correct word. The fastest group that step on the correct word will get point. Do you understand? Ss: Yes, Ma'am	
Presentati on	SWBAT understand the lesson objective by listening to the teacher's explanation. SWBAT understand the reading text by reading it aloud.	T tells the lesson objective today. T asks the Ss to take the lotere from the bag, the number taken by the Ss is the number of the text he/she has to read. T asks the Ss in turn to read the text aloud. While one S reads the other Ss in the same group listen to him/her.	T-S T: Now, since you've already known the words we can now read the text in your book about five senses. Because the words that you've just learned before are mentioned in the text. S-S T: Now, please take a lotere from this bag. The number mentioned in your paper is the number of the text you must read. You will take turn to read the text. While one of your friends reads the text, the other please listen to him/her. Ss: Ok, ma'am.	10'

Skills Practice	SWBAT understand the reading text by answering teacher's questions.	T asks Ss to work in groups. T distribute pile of cards to each group and ask them to distribute the cards to other members in the same group evenly. T asks comprehension questions to Ss and the Ss must answer them by grabbing the ball in front of them and show the words they have in their paper. The group that grabs and answers them correctly will get point.	T-S T: Now, still with your group please take this pile of cards and distribute to your members evenly. I will give you questions and must answer them by grabbing the ball in front of you and show me the correct words. The group that grabs and answers them correctly will get point. Do you understand? Ss: Yes, ma'am.	10'
Produce	SWBATapply their knowledge about describing the way things look, feel, sound, taste and smell by completing a diagram.	T asks Ss to work in groups. T asks Ss to completing a diagram by giving other examples in describing how the way things look, feel, sound, taste and smell.	S-S T: Now, work in groups again and complete this diagram by giving other examples in describing how the way things look, feel, sound, taste and smell. Let me give you the example, ... Do you understand? Ss: Yes,ma'am.	10'
Post Activity		T asks each group to present what they have done in completing the diagram in front of the class.	T-S T: Now, please present what you have done in front of the class. Group 1 you go first. Ss: OK,ma'am	5'

Lesson plan meeting 3 ("stir" activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Speaking
Materials   : Backpack 3 (p. 65-66)
Teaching aids   : Pictures, cards, ball.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks given.
Terminal Objectives: SWBAT use sensory verbs in answering questions how.
Assumptions   : Students may not know some of the targert vocabulary.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAt recall their knowledge about sensory verbs, descriptive adjectives and target vocabulary from the previous reading text by answering teacher's question.	T asks Ss to stand in circle. T stands in the circle and throw a ball to S that she wants. The S who gets the ball has to answer T's question. The answer is the noun from the reading text they've read before.This activity is repeated for several times to different Ss. Example: Q: Taste good. What is taste good? A: Food	T-S T: Now please stand up and make circle.I will stand in the circle and I wiill throw this ball to whoever I want. If you get this ball you have to answer my question. Let me give you the example..... Dilla catch this. Now listen to me. Taste good.What is taste good? Ss: Food. T: Yes, that's correct. Ok, do you understand? Ss: Yes, ma'am T: Now, let's start...............	10'
Presentation 1	SWBAT recall their knowledge about singular and plural	T elicit from Ss their knowledge about singular& plural by giving them question.	T-S T: Ok, take a look at these question and answer. "How do	

			the flowers smell?" You have two options for the answer, "It smells sweet" or "They smell sweet." So, which one is correct? Ss: They smell sweet ma'am. T: Very good! T-S T: So we use question with "how do..." if the objects are more than one and we use "how does ....." if the object is only one. Its also the with "Its....." and "they.....". We use "it" to answer single object, don't forget to add –s/-es in the verb. We then use "they' to answer plural objects and don't give –s/-es in the verb. Do you understand? Ss: Yes,ma'am.	
	SWBAT understand the lesson objective by listening to the teacher's explanation.	T tells the lesson objective today. T explain the use of question "how do...." and "How does ......" together with the respond by the use of "It .... (sensory verb + descriptive adjective)" and "They .... (sensory verb + descriptive adjective)."		5'
Skills Practice	SWBAT understand the lesson objective by choosing the correct verb for the singular/plural noun.	T divides Ss into two big groups. T asks each group to make line and stand face to face with another group. T drills Ss the format of the questions "How do" and "how does" through line drilling.	S-S T: Now, these two groups please stand up. Each group please make line and stand face to face with another group. You will work in pair with friend in front you. I will give each group card containing the question and the answer.The pink side is the question and the green	12'

			side is the answer. Those who are in the pink side must give the question to the green side by choosing the correct verb or noun to complete the question. The green side you answer it by choosing the correct subject or verb to complete the answer. Let me give you the examples......... So, do you understand? Ss: Yes, ma'am.	
Produce 1	SWBAT use sensory verbs in answering questions how.	T distribute two side cards to Ss. The front side is a picture while the back side is the descriptive adjective. T asks Ss to make question and response based on the cards they have through swap game.	S-S T: Now, I will distribute these two side cards to all of you. What you have to do is you show your card to your friend and make question based on. The respond is also based on the card shown. The front side with a picture is the question while the back side with descriptive adjective is the answer. After you finish take turn in asking and answering question exchange your card with your friend and find other partners to work with. Let me give you the example .... Do you understand?	10'

			Ss: Yes, ma'am.	
Post Activity 1		T asks Ss to work in groups. T asks Ss to do race in answering T' questions based on the student book p.66 activity 7. Representative from each group runs to board to write the answer. The fastest group with the correct answer will get poin.	T-S T: Now, please work in groups. I will give you questions based on the practice in your student book p.66 activity 7. So, please open your book first. You will answer my questions by writing them on the board. Only one person from each group run to the board as the group's representative. The fastest group with the correct answer will get poin.	5'
Presentation 2	SWBAT understand the use of more than one sensory verbs in describing an object.	T explains the use of more than one sensory verbs in describing an object.	T-S T: Now, take a look at this flowers. I will say they look beautiful. Can we use other sensory verbs to describe these flowers? Ss: Yes,ma'am. We can say They smell good. T: Good. So, we can more than one sensory verbs to describe one object.	3'
Produce 2	SWBAT apply the use of more than sensory verbs in describing an object.	T sticks some pictures on the wall. T asks Ss to work in pair. T asks Ss to take turn asking and describing pictures with more than sensory verbs through galley walk.	S-S T: Now, please work in pair. I have put some pictures on the wall, I want you to take turn with your partner asking and	10'

			describing pictures with more than sensory verbs . After you finish with one picture go to other pictures. Let me give you the example .... Do you understand? Ss: Yes, ma'am.	
Post Activity 2		T gives each Ss picture. T asks Ss to go to the front and describe the picture they have by using more than one sensory verbs.	T-S T: Now, I will give each of you one picture. I want you to describe the picture by the use of more than one sensory verbs. Ale.. you first, please go to the front. Ss: OK, ma'am	*5'*

Lesson plan meeting 4 ("still"activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Reading
Materials   : Backpack 3 (p. 69-70)
Teaching aids   : Picture stories, cards.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks
                   given.
Terminal Objectives: SWBAT comprehend a passage about playing detective using clues
Assumptions   : Students may not know some of the targert vocabulary.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAT recall their knowledge about the target vocabulary of the reading text by answering teacher's questions.	T asks Ss to work in groups. T asks Ss to complete sentences by choosing the correct words from the two options given (multiple choice A&B). T asks Ss to raise one hand if they choose A as the answer or two hands if they choose B as the answer.	T-S T: Now, please work in group. I want you to complete the sentences that I read with the correct words. I will give two options to complete the sentences. If you choose A as the answer you raise one hand, if you choose B you raise both hands. Do you understand? Ss: Yes, ma'am.	15'
	SWBAT recall their knowledge the topic of the reading text by arranging picture stories and answering teacher's questions.	T asks each group to arrange the picture stories in chronological order. T asks comperehension question about the topic of the story.	S-S T: Now, please arrange this picture stories into chronological order........ So, which one is the first?......	

			Which one is the second?....... Ss: This one is the first ma'am, and this one is the second .... T: Yes, all of you are correct. Now what do you think the story is about? Ss: Detective and mistery ma'am. Ss: Find a bird ma'am T: Ok, that's possible. Well, let's check whether your prediction is correct or not.	
Presentation	SWBAT understand the content of the reading text by listening the story and re-reading the story through strips given.	T gives each S story strips (each S get one or two parts of the story). T asks Ss to listen to the story through recording. T pauses the tape everytime they listen to one sentence of the story. T asks Ss to read their strips after they listen to the recording (they read the same part as what they have heard from the recording).	T-S T: Now, I will distribute strips containing parts of the story. Next, I will play the recording and you will listen to the story. I will pause it every one sentence. Later, I want you to re-read the story based on the story that you hear from the recording. If you think you have the part that is the same with what you have heard plese read it. Let me give you the example ...... Do you understand? Ss: Yes, ma'am T: Very good!	15'

Skills Practice/ Produce	SWBAT understand the lesson objective by answering comperehension questions.	T asks Ss to work in group. T gives each S comprehension question. T asks Ss to ask the question they have to another S in another group.	S-S T: Now, please work in group. I will give each of you question. I will ask you to ask the question that you have to another person in another group. Let me give you the example..... Do you understand? Ss: Yes, ma'am.	20'
	SWBAT understand the lesson objective by answering T/F statements.	T distributes "True" and "False" cards to each group. T asks Ss to state whether the content of the story is true or false based on statements read by the teacher. If they choose "True" they raise their "true card". However, if they choose "false" they raise their "false" card.	T-S T: Now, I will distribute these "True" and "False" cards to each group. I will read some statements related to the content of the story. If you think the statement is true you raise your "true card". However, if you think the statement is false you raise your "false card". Ss: Ok, ma'am.	
Post Activity		T asks comprehension questions related with the topic: 1. What pet do you have in your house? 2. What kind of pets do you want to have?	T-S T : So, what pet do you have in your house? Ss: Cat ma'am.	5'

Lesson plan meeting 5 ("stir" activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Speaking
Materials   : Backpack 3 (p. 67)
Teaching aids   : Cards, pictures, interview sheets.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks
                    given.
Terminal Objectives : SWBAT talk more about how things are using sensory verbs and descriptive adjectives.
Assumptions   : Some Ss may not know the correct sensory verbs to answer their friends' questions.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAT recall their knowledge about sensory verbs and descriptive adjectives by answering teacher's questions.	T asks Ss to work in groups. T asks Ss to stand in line and do whispering game. T asks the last person in the back row to answer her question. The person can find the answer in the book. When he/she finds the answer he/she must whisper it to person in front of him/her. This continue until the first person in the front row. The person then has to go to the front and chooses the answer provided by the teacher. When he/she finds it he/she shows the answer and answer it in complete sentence. The group that collects the most point is the winner.	T-S T: Now, please work in group. Each group please stand in line.You will do whispering game. Here are the rules........... So, do you understand? Ss: Yes ma'am.	15'
	SWBAT recall their knowledge about sensory verbs and descriptive adjectives	T asks Ss to still stand in line. T asks	T-S T Now, please work in group. Each group please stand in line.You will do another whispering game. Here are	

	by answering teacher's questions based on the objects showed.	the last person in the back row to face her and pay attention to the objects showed by her. T asks other members of the groups to face the whiteboard so they can't see the objects showed. T asks the last person in the back row to describe the objects showed using sensory verbs and descriptive adjectives provided on the board. He/she then has to whisper the answer to the friend in front of him/her. This continue until the first person in the front row. The person then runs to the board and circle the correct answer while at the same time answer it in complete sentence. For example: T: OK, take a look at this. How does ....(*T shows the object but she doesn't mention it*) smell? Ss: Perfume smells sweet (*S whispers this answer to his/her friend*).	the rules........... So, do you understand? Ss: Yes ma'am.	
Presentation	SWBAT understand the lesson objective by listening teacher's explanation.	T explains the format of the question using "Do you like ......"and the format of the answer using " Because ......" (*reason by the use of sensory verbs + descriptive adjectives*).	T-S T: Tio, Do you like Pizza? Ss: Yes, ma'am? T: Why do you like it? Ss: Delicious ma'am. T: Do you mean because it tastes delicious? Ss: Yes, ma'am. T: So remember if your friends ask the reason why do you like some objects or food you	5'

			have to answer it in complete sentence using sensory verbs and descriptive adjectives. Now, let me ask another question. Arista, do you like flowers? Ss: Yes, ma'am. T: Why do you like it? Ss: Because they look beautiful. T: Very good. So, students do you understand? Ss: Yes ma'am.	
Skills Practice/ Produce	SWBAT apply the format of question "Do you like...." and answer "Because....." (*reason by the use of sensory verbs + descriptive adjectives)* by doing class survey. SWBAT understand the use of question "Do you like..." and answer " Because...." by reporting what they have done in the	T distributes class survey form to students. T divides Ss into two big groups. One group will form inner circle while another group while form outer circle. T ask Ss in inner and outer circle to take turn answering questions based on what they have in their form. After they finish with one partner, the outer circle Ss have to move to the right to work with another partner. This activity will finish when they meet their first partner. T ask Ss to memorize their friends' answers in their survey form. T ask Ss to stand up and make circle. T asks Ss to have race in reporting their	S-S T: Now, I'll divide you into two big groups. The first group you'll be inner circle so please now make circle and stand back to back. Second group, you'll be outer circle so now please choose one partner from inner circle and stand in front of him/her. Here, let me give you the example how to do this activity......So do you understand? Ss: Yes, ma'am. T-S T: Now, let's stand up and make circle. I will ask you to report the result of your class	20'

	survey to the class.	survey results through string game. T will decide the first, second, third etc student in their list that they have to report. Everytime one S reports his/her survey result the T will wind string in his/her finger. The S with the most windings is the winner.	survey through string game. So, how do we do it? Let me give you the example....... So, do you understand? Ss: Yes, ma'am T: Ok, let's start...	
Post Activity		T puts some pictures outside the class. T asks Ss to work in groups. T asks Ss to find pictures of object which show that the objects feel hard, feel sharp, taste sweet, feel smooth,feel heavy. T distributes cue card to find the the pictures. Everytime they finish with one cue card they go back to the class and take another cue card.They also have to stick the picture thay they have found based on the criteria given. The group that collect the most and correct pictures before the times up is the winner.	S-S T : Ok, now work in group. I have put some pictures outside the class and this is what you have todo with the pictures..... so, do you understand? Ss: Yes, ma'am.	15'

Lesson plan meeting 6 (mix of "stir" and "still" activities)

Level   : English for Children 3B
Lesson   : Unit 6 (Our Five Senses)
Skill Focus   : Speaking
Materials   : Backpack 3 (p. 73)
Teaching aids   : Pictures and objects.
Personal aim   : Students will participate in the teaching and learning activities as well as complete and remain in the tasks
                   given.
Terminal Objectives: SWBAT use vocabulary and grammar learnt by doing exercises and activities.
Assumptions   : Some Ss may have difficulty in describing objects in "guessing game" activity due to lack of vocabulary
mastery.

STAGE	ENABLING OBJECTIVE	TECHNIQUE AND PROCEDURE	INTERACTION PATTERNS	DURATION
Motivating Strategy	SWBAT recall their knowledge about sensory verbs and descriptive adjectives by matching pictures with their sensory verbs and descriptive adjectives.	T puts some pictures on the floor. T asks Ss to work in group. T asks each group to take turn to send their member to compete with another member in different group by matching the pictures with the explanation given by the teacher by stepping on the correct picture (twister game). The quickest group to step on the correct object will get point. The group that collect the most point is the winner.	T-S T: Now, please work in group. Each group please take turn to send your member to compete with another member from different group by matching pictures that I have put on the floor with the explanation that I will give you. For example when I say "Find something sharp" it means you have to the step on picture of object which is sharp like this. The quickest group to step on the correct object will get point. The group that collect the most point is the winner.So,	10'

			do you understand? S: Yes, ma'am. T: Ok, let's start......	
Presentation	SWBAT understand the lesson objective by listening teacher's explanation.	T re-explains the use of sensory verb and descriptive adjectives in describing objects.	T-S T: So how does a scissors feel? Ss: It feels sharp ma'am T: How does a ring look? Ss: It looks beautiful. T: Very good!	5'
Skills Practice/ Produce	SWBAT apply the use of sensory verbs and descriptive adjectives through guessing game	T asks Ss to complete the squares in student book p. 73 by drawing six objects in six different squares. T then asks Ss to work in pair and take turn describing how an object looks, tastes, smells, feels, or sounds and guessing the objects	T-S Now, please open your book p. 73. So please complete the squares with six different object and later work with your partner and take turn describing how an object looks, tastes, smells, feels, or sounds and take turn also in guessing the objects. Ss: Can you give us the example how to describe it ma'am? T: Ok, why don't you draw them first and I'll explain later how to do the activity. Ss: Ok, ma'am.	30'
		T asks Ss to work in pair and take turn describing how an object looks, tastes, smells, feels, or sounds and guessing the objects	S-S T: Now, please work in pair and take turn describing how	

			an object looks, tastes, smells, feels, or sounds and guessing the objects. Let me give you the example. Ale can you help me to do this? S: Ok, ma'am T: Remember, make sure your friend won't have the chance to see your pictures. Ok, Ale I have picture, they look beautiful, you can see them in the garden, they are also smell good. So, what are they? S: They are flower ma'am. T: Good! Now your turn... S: It taste sweet, It color is brown... T: Is it chocolate? S: Yes, ma'am. T: So students, do you understand? Ss: Yes, ma'am. T: Ok, let's start....	
Post Activity		T puts some objects inside the bag. T places a chair in the middle of the class. T asks Ss to walk around the chair and listen to the music played by the teacher. Everytime the music stops Ss must in race to sit on the chair. The person who sits first will have the	T-S T : Ok, I have put some objects in this bag. I have also placed a chair in the middle of the class. I'll play music and what you have to do is you have to walk around the chair. When the music stops in race	10'

		chance to take an object from the bag. After each of them gets the object they have to describe the object by the use of sensory verbs and descriptive adjectives.	you have to sit on the chair. The person who sits first will have the chance to take an object from this bag. Do you understand? Ss: yes ma'am T: Ok, let me play the music .... T: So, everyone has got an object right? Now, I want you to explain the object by the use of sensory verbs and descriptive adjective. Dila, you first... S: This is perfume. It smells good. T: Very good Dila. Next	

Appendix 2

Students Profile

NAME	:	Raditya Aliansyah F.
AGE	:	10 years old
SCHOOL	:	SDN Ngagel Rejo 3
GRADE	:	4th
FAVORITE CLASSROOM ACTIVITY	:	Reading aloud (take turn)

NAME	:	Rr. Aisha Damayanti A.
AGE	:	10 years old
SCHOOL	:	SD Muhammadiyah 4 Pucang
GRADE	:	5th
FAVORITE CLASSROOM ACTIVITY	:	Reading (answering comprehension questions)

NAME	:	Radityo Nugraha
AGE	:	9 years old
SCHOOL	:	SD Muhammadiyah 4 Pucang
GRADE	:	4th
FAVORITE CLASSROOM ACTIVITY	:	Reading aloud (take turn)

	NAME	:	Rahmania Nur S.
	AGE	:	8 years old
	SCHOOL	:	SD Kreatif An-nur
	GRADE	:	4th
	FAVORITE CLASSROOM ACTIVITY	:	Ball game

	NAME	:	Ratnadani Amalia S.
	AGE	:	11 years old
	SCHOOL	:	SDN Kebonsari 3
	GRADE	:	5th
	FAVORITE CLASSROOM ACTIVITY	:	Card game

	NAME	:	Fawnia Dihyan C.
	AGE	:	9 years old
	SCHOOL	:	SDN Kendangsari 5
	GRADE	:	4th
	FAVORITE CLASSROOMACTIVITY	:	Hot chair game

NAME	:	Aleandro Ishak B.K
AGE	:	9 years old
SCHOOL	:	SD Dapena
GRADE	:	4th
FAVORITE CLASSROOM ACTIVITY	:	All games

NAME	:	Arista Fairuzani A.
AGE	:	10 years old
SCHOOL	:	SDN Kertajaya
GRADE	:	4th
FAVORITE CLASSROOM ACTIVITY	:	Answering questions

NAME	:	A. Dritto Kluge R.
AGE	:	11 years old
SCHOOL	:	SD Muhammdiyah 4 Pucang
GRADE	:	5th
FAVORITE CLASSROOM ACTIVITY	:	Inner & outer circle with modification.

NAME	:	Fadhila Nashwa H.P
AGE	:	9 years old
SCHOOL	:	SDN Kertajaya
GRADE	:	4th
FAVORITE CLASSROOM ACTIVITY	:	Inner & outer circle with modification.

Improving Students' Language Competence through Three Dimensions of Grammar

Tri Indrasari
LPBB LIA Yogyakarta

A. Abstract

This research was conducted to improve students' Language Function through Three Dimensions of Grammar in level Intermediate 2 (IN.2) class of LBPP LIA Yogyakarta, term 1/2012. In accordance with the result of the researchers' observations and informal interview, they had difficulty in doing grammar exercises. It was because grammar was given in a small portion of teaching. The students did not get enough practice in grammar. In doing grammar, they tended to be more familiar with Conditional Sentence Type 1 or Future Conditional, rather than Conditional Sentence Type 2, since the former was much simpler. The students did not need to find the meaning that was one step backward in tenses. The researcher gave Assessment on Conditional Sentence Type 2 as the solution to this problem. From three Conditional Sentence Type 2 assessments given to participants, there was an increase of score as much as 7.55 or 41.9 % in term of Form, and 6.83 or 37.9 % in term of Meaning. Looking at those results, teaching Conditional Sentence Type 2 using Three Dimensions of Grammar helped the students improve their language function. It was really effective and efficient.

B. Background

Grammar is the structural foundation of our ability to express ourselves. (David Crystall, 2013). The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning.

Grammar is one of the important language functions learnt in

English subject. Since English is a foreign language for Indonesian learners, English is often assumed as a difficult subject to learn. English learners in Indonesia are not accustomed to English, especially the structure. The way they make sentences tends to be the same with the structure applied in Indonesian language. The way to construct the words in Indonesian language is very different from the way to construct the words in English.

Similar to most English learners in Indonesia, students of Intermediate One (IN.2) class of LBPP LIA Yogyakarta, term 1, education year 2012, have difficulty in mastering grammar. As what the researchers observed, the students found difficulty in understanding the form and meaning of Conditional Type 2. The students felt difficult in understanding the form and meaning. In the first cycle of assessment they looked confused and tried to find the answers by looking at the other friends' answers.

Moreover, the researchers conducted an informal interview to 6 students and the result of the interview was that 4 out of 6 students said that mastering grammar is difficult, since the verb forms or the tenses are not fixed, they change from one tense to others. While the two other students said that as far as they did it accurately and patiently, mastering grammar was not really difficult. From the result of the observation and the interview, the researchers analyzed that the students of class Intermediate one (IN.2) of LBPP LIA Yogyakarta, term 1, education year 2012 found difficulty in understanding the whole Conditional Sentence Type 2 in Form, Function and Meaning.

Finding the problem faced by the students of class Intermediate One (IN.2) of LBPP LIA Yogyakarta, Term 1, education year 20/12, related to language function, the researchers would like to conduct a research to improve students' ability in understanding the Form, Function and Meaning of Conditional Sentence Type 2. Grant Wiggins (1998: 7) explained the purpose of assessment is as the tools to see students' improvement in the process of learning. Therefore, he

emphasizes the assessment which is not merely easy to make as the tool to see students' final achievement. Wiggins (1998: 7) stated,

"We sacrifice our aims and our children's intellectual needs when we test what is easy to test rather than the complex and rich tasks that we value in our classrooms and that are at the heart of our curriculum."

Making grammar assessment in Conditional Sentence Type 2 is more difficult than making grammar assessment in Conditional Sentence Type 1 or Future Conditional Sentence, because teachers do not need to test the meaning of the sentence.

However, in making Conditional Sentence Type 2 assessment, teachers need to understand the whole sentence and its Function, Form and Meaning. Then, they make questions related to the Form, Function and Meaning of Conditional Sentence Type 2. It needs a little hard work from the teacher, but it helps students really understand what and how Conditional Sentence Type 2 is, in terms of its Form, Function and Meaning.

Conditional Sentence Type 2 assessment was seen as the solution for students so that they did not get confused on its form, function and meaning. But Conditional Sentence Type 2 was not assessed in term of its function, since its function is already fixed, does not change due to the changing of tenses. The function is to express things contrary to the present fact. Conditional Sentence Type 2 assessment helped students to grasp and to understand either the form or meaning. Conditional Type 2 sentence has not only function but also form and meaning. Students were guided to know and to understand about it.

By looking at this kind of assessment, the researchers choose Conditional Sentence Type 2 or Unreal Present Conditional Sentence as the way to solve the problem of students in class Intermediate 2 in LBPP LIA Yogyakarta, term 3 year of 2012. The students felt difficult in understanding its function because they did not know the relationship between its form and meaning. By the two cycle assessments, the students would be guided to understand and to know not only the function form but also the form and meaning of Conditional

Sentence Type 2 or Unreal Present Conditional. Hence, their grammar especially on Conditional Sentence Type 2 will be improved through the use of Three Dimension Grammar assessments given.

C. Research Problem

The research problem of this research is:

How does Three Dimensions of Grammar improve students' language function of Class Intermediate Two (IN.2) of LBPP LIA Yogyakarta, Term 1, Education Year 2012?

D. Research Objective

This research aims to know how students' language function on Conditional Sentence Type 2 in class IN.2 of LBPP LIA Yogyakarta, Term 1, and Education Year 2012 is improved by Three Dimension of Grammar.

E. Definition of Terms

To have unambiguous terms and to have the same perception, in this part the researchers defined the terms of Three Dimensions Of Grammar as follow:

a. Language Function

Grammar is part of language function. The language function is used to construct words into sentences, and sentences into paragraph. Learning language needs mastery in Language Function because people learn from words then sentence. Naizhao Guo and Robin Wills quoted Thomlison's (1984: 2), "Grammar includes active writing which goes beyond comprehending as understanding the form

and meaning content, to comprehension as an act of empathetic understanding of the sentence." Therefore, the comprehension of form and meaning is seen as the mastery of language function that is the mastery of the sentence as a whole. Related to the research, the researchers will improve students' language function of class Intermediate Two (IN.2) in LBPP LIA Yogyakarta, Term 1, Education Year 2012 in mastering the language function through the use of Three Dimensions of Grammar.

b. Three Dimension Grammar Assessment

The second term defined is Three Dimensions Of Grammar assessment. The Conditional Sentence Type 2 assessment is the assessment in language function in which the focus is the form, function and meaning. Brown (2004: 119) stated,

"You simultaneously determine the form, function and meaning of Unreal Present Conditional Sentence that is being processed and attended to its context".

The students need to see the form, function and meaning of the sentence being taught. The students have to recognize the tenses and the verb form as well as the contrary meaning or the negative meaning of the sentence. The researchers used Three Dimensions Of Grammar to help and to guide the students to understand the form, function and meaning of Unreal Present Conditional sentence.

LITERATURE REVIEW

Grammar is an important thing in our language; although nowadays people do not learn grammar separately from language skills. It is integrally learnt with the four language sills, as grammar is language function that used to achieve language certain skill. Brown (2004: 119) states, "In a typical day, we do measurably more language function than language skills." It is because

people think that language skills can be achieved only by mastering the language function. The same as the way in receiving information, English knowledge is also learnt by its language function as a source of learning. Therefore, both teachers and students need more attention in mastering language function. However, it cannot be avoided that grammar should cover two knowledge. As quoted by Titik Dzaqirotun (2008: 4) cited from Richards (1987), "There are three knowledge points of grammar namely knowledge of function, knowledge of form and knowledge of meaning. In this research, the researchers would like to focus on that knowledge. Hence, students' mastery in grammar is seen from the knowledge they obtain related to the whole grammar.

Related to the observation and the performance of grammar assessment, H. Douglas Brown (2004: 118) states,

"The process of the grammar performance itself is the visible, audible process of internalizing form, function and meaning from the assessment being done. You may not argue that the product of grammar assessment is a written response from the student that indicates correct (or incorrect) processing."

Thus, the process of internalizing the message of the written assessment occurs in the brain, and the product of the internalization is revealed in the assessment.

A. Methodology

Since the objective of this research was to improve students' language function in class IN.2 of LBPP LIA Yogyakarta, Term 1, Education Year 2012, the methodology used in this research is Classroom Action Research (CAR). Classroom Action Research is a method to improve the teaching learning process in the classroom. Gwynn Mettetal (2003: 5) defined, "CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching." In CAR, the research was started with question. Then, the researchers needed to analyze the problem and to find a solution, what worked best to solve the

problem. This research was conducted to see the problem in class IN.2 of LBPP LIA Yogyakarta, Term 1, and Education Year 2012, in doing language function, focuses on Unreal Present Conditional or Conditional Sentence Type 2 and to solve the problem.

There are seven steps in CAR. Gwynn Mettetal (2003: 6) explained the seven steps. The researchers conducted the whole steps in this research, i.e. identify a question, review the literature, plan a research strategy, collect data, analyze data, take action based on results, and share the findings.

Step 1 : Identify a question. In this step, the researchers identified the problem occurring in the classroom and then formed a problem formulation. The problem was found by observing the activity in the classroom.

Step 2 : Review the literature. After identifying the question, the researchers looked for information related to the research from the literature.

Step 3 : Plan a research strategy. From the literature review, the researchers planned a research strategy, everything that would be conducted in the research.

Step 4 : Collect data. After a fixed plan was constructed, the researchers conducted the plan and started collecting the data based on the plan.

Step 5 : Analyze data. The next step after collecting data was analyzing data. In this step, the researchers analyzed the data to know the result.

Step 6 : Take action based on results. After analyzing the data and finding the result, the researchers took action based on the result. If the result showed that the solution improved the teaching learning process, the researchers would do the same solution for the second cycle. If the result showed that the solution did not improve the teaching learning process, the researchers would improve the solution by analyzing more what to improve.

Step 7 : Share the findings. The last cycle was sharing the findings in the form of   research report and verbal report in form of presentation before the colleagues of LBPP LIA Yogyakarta during the Sharing Program. Besides, it will also be presented in LIA Colloquium 2013 in Jakarta, from October 21st to

23rd. . Those were the steps which were conducted by the researchers to improve students' language function focuses on Unreal Present Conditional or Conditional Sentence Type 2 in class Intermediate 2 (IN.2), Term 1, Academic Year 2012 of LBPP LIA Yogyakarta.

The research instrument would be divided into two parts, the research instrument prior to the research and the research instrument during the research. The research instruments prior to the research were field notes, informal interview, and pre assessment. Field notes was aimed to see the students' condition while they were learning English before the research was going on. It helped the researchers analyze the students' problem.

Informal interview aimed to know more students' problem from their own

opinion. It ensured the researchers about the problems faced by the students. Informal interview was conducted to all students in class IN.2 of LBPP LIA Yogyakarta, Term 1, Education Year 2012.

Grammar assessment was aimed to be the base line of the research. It was taken because the teacher of class Intermediate Two (IN.2) had not had students' score in their grammar, mainly in Conditional Sentence type 2. Therefore, the researchers used Three Dimensions Of Grammar to be one of the instruments prior to the research.

There were four instruments used during the research. They were grammar assessment, observation sheet, field notes, and interview. Grammar assessment was aimed to improve students' language function. It helped and guided students to grasp written information .

The observation sheet was aimed to have feedback from the teaching learning process in the classroom. The teacher of class IN.2 was the observer in this research. Besides, the researchers were also the observers of this research. The observation sheet was given in every meeting during the research was conducted.

The third instrument was verbal questionnaire. The questionnaire was

given to 6 students of class IN.2 in LBPP LIA Yogyakarta, Term 1, Education Year 2012. The researcher chose the interviewees randomly without determining certain purpose of it. This questionnaire was aimed to obtain the information from the students and to deepen the result of the research. Hence, the proof of the research success was not only based on the score of the assessments, but also based on the students' opinion. The third instrument was field notes. It was aimed to know everything happened in the classroom during the teaching learning process. The researchers made the field notes based on what the researchers saw in the classroom.

The fourth instrument was the questions list for interview. The researchers interviewed 6 participants to know deeper about what they felt and realized during the research. The researchers chose the participants in random. There was no certain reason in choosing the participants to interview.

The researchers used the assessments to obtain the score from the students. The researchers would measure the improvements from the students meeting by meeting. It was aimed to answer whether the students have any improvement from the assessments used. The research would be said successful if more than 50% of participants passed the passing grade. The passing grade was +10 from a half. The score range was 10 to 100. A half was 50. The passing grade was 50 + 10 equal to 60. The next indicator of success was more than 50% of participants made improvement from the first to the third assessment.

The second instrument, observation sheet was used to know what was going on during the class and to obtain feedback so that the researchers could improve the teaching learning activity in the following meeting.

The researchers used the field notes to describe what happened in the classroom during the teaching learning process. That was why the form of the field notes was in description.

The interview was conducted to 6 participants. The participants were all interviewed. The researchers chose 6 participants because more or less

they represented one third of all participants.

There are six steps which were conducted by the researchers.

1. Informal Observation.

The researchers observed informally class IN.2 of LBPP LIA Yogyakarta, Term 1, Education Year 2012, which was to happen the researcher's own class, on the researcher's first, second, third and fourth meeting, on January 10th, January 12th 17th, and January 19 th, 2012. The researcher observed the students' appearance and attitude on the lessons given.

2. Planning the research

After observing and analyzing the result of the observations, the researchers planned the research strategy which would be conducted.

3. Preparing the instruments

Then, the researchers prepared all instruments which would be used in the research.

4. Collecting the data

The researchers collected the data on January 24, 26 and 31, 2012 . The researchers taught the class and collected the data by distributing the assessments and also conducting interview.

5. Analyzing the data

The next step was analyzing the data. From the data collected, the

researchers analyzed and interpreted them to obtain the result.

6. Reporting

After analyzing the data and obtaining the result of the research, the researchers wrote a report about the research and made presentation to be presented before the researchers' colleagues of Academic section of LBPP LIA Yogyakarta, as a verbal report, on November.

B. Research Schedule

   - Research Schedule

Preparation and Planning	January 2012
Implementation/ Collecting Data	January 2012
Evaluation	August 2012
Written Report	November 2012
Presentation	December 2012

RESULT AND DISCUSSION

1. RESULT

The research was conducted in three cycles. The first cycle, as the Base Line was conducted on January 24th, 2012, the second cycle was conducted on January 26, 2012, and the third cycle was conducted on January 31st. In all cycles, all students joined the class. So, all students influenced the result of the research because the researcher measured and analyzed the data from those who attended the class.

In the first cycle, the researcher gave a test, a pre test, which is then called it Base line, as to start to know about the students' initial competence of Past Tense and Present Tense. The Base Line test was conducted since the research would use those two tenses a lot. Before knowing the students' understanding about Conditional "if" type 2, or Unreal Present Conditional, the researcher needed to know the students' basic knowledge of Conditional Type 2, included in Past Tense and Present Tense. The result was as follow:

1.1. **Cycle 1 or Base Line**

   BASE LINE SCORE

No.	Name	Score
1	Dina Intan	80
2	Adhitya Galan B.P	80
3	I Putu Heidy Kristianta	70
4	Afif Fadhlullah	80
5	Daniel Yulian Putra	90
6	Firli Nopriza	70

7	Ragil Kurniawati	80
8	Karunia Ayu	100
9	Fakhrian A	70
10	Tiara Mega Pratiwi	70
11	Mazaya Adani Suharno	80
12	Rachmat Septiawan A. P	70
13	Syadza Raihan M	70
14	Nika Istiyana	80
15	Ragil Dwi W.P	80
16	Nonica Tiara Cintya	80
17	Anggitha L.A	70
18	Samuel Reynaldi	90
Total		1.410
Average		70.83
Percentage		40.35%

From the result of testing Present Tense and Past Tense, that the average score was 70.83, the researcher knew that the students did not get any difficulty in comprehending Present Tense and Past Tense, although they did not get any explanation first before doing the test. It showed that the students could recognize well the forms or patterns of those two tenses. From 19 students, 1 got 100, meaning that all questions could be answered correctly. 2 students got 90, only one mistake, 8 students got 80, meaning that they could not answer 2 questions correctly, and there were 7 students who made 3 wrong answer, so they got 70. The average score was 70.83 or 40.35 %. It showed that the

students' competence on both Present and Past Tense was good enough.

1.2 Cycle 2

The second cycle was testing about Conditional Type 2 or Unreal Present Conditional. The test was about both the form and meaning of the Conditional Type 2. The result was as follow:

No.	Name	ASSESSMENT 1 FORM	ASSESSMENT 1 MEANING
1	Dina Intan	10	10
2	Adhitya Galan B.P	70	50
3	I Putu Heidy Kristianta	60	30
4	Afif Fadhlullah	20	40
5	Daniel Yulian Putra	10	10
6	Firli Nopriza	20	20
7	Ragil Kurniawati	70	70
8	Karunia Ayu	50	40
9	Fakhrian A	30	30
10	Tiara Mega Pratiwi	30	30
11	Mazaya Adani Suharno	70	70
12	Rachmat Septiawan A. P	40	40
13	Syadza Raihan M	40	40
14	Nika Istiyana	100	80
15	Ragil Dwi W.P	60	40

No.	Name		
16	Nonica Tiara Cintya	60	50
17	Anggitha L.A	60	40
18	Samuel Reynaldi	50	40
	TOTAL	850	730
	AVERAGE	40.72	40.05
	PERCENTAGE	26.22%	22.50%

The researcher was then compared the assessment scores in the first cycle both in Form and Meaning to the score of Base Line as follow:

No.	Name	BASE LINE	ASSESSMENT 1 FORM	ASSESSMENT 1 MEANING
1	Dina Intan	80	10	10
2	Adhitya Galan B.P	80	70	50
3	I Putu Heidy Kristianta	70	60	30
4	Afif Fadhlullah	80	20	40
5	Daniel Yulian Putra	90	10	10
6	Firli Nopriza	70	20	20
7	Ragil Kurniawati	80	70	70
8	Karunia Ayu	100	50	40
9	Fakhrian A	70	30	30
10	Tiara Mega Pratiwi	70	30	30
11	Mazaya Adani Suharno	80	70	70
12	Rachmat Septiawan	70	40	40
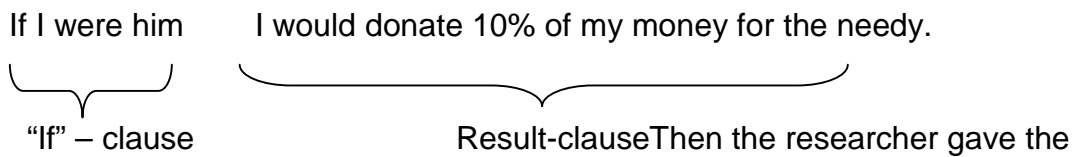
	A. P			
13	Syadza Raihan M	70	40	40
14	Nika Istiyana	80	100	80
15	Ragil Dwi W.P	80	60	40
16	Nonica Tiara Cintya	80	60	50
17	Anggitha L.A	70	60	40
18	Samuel Reynaldi	9	500	40
	TOTAL	**1.410**	**850**	**730**
	AVERAGE	**70.83**	**40.72**	**40.05**
	PERCENTAGE	**40.35%**	**20.62%**	**20.25%**

The average score in Base Line was **70.83**. The average score in the First Cycle on Form was **40.72**. There was a decrease of **30.11** or **30.97%.** While the decrease in meaning was even worse. The decrease was from **70.83** to **40.05**. It was **30.78** or **40.84%.**

1.3. Cycle 3

After evaluating the result in the second cycle, the researcher then gave treatment. In the third cycle , the researcher opened the class by showing pictures of "Famous people with their precious things, such as cars, houses, etc Then the researcher asked "who are they", "What do you know about them?", "what make him or her successful?, etc, etc. Then the researcher said "If you were him or her what would you do?" Then the researcher wrote on the white board "If I were him I would donate 10% of my money for the needy". Next, the researcher wrote the pattern and explained: In the "if" clause there are two parts. The first is called the "If-clause" and the second part is called "the Result Clause"

If I were him   I would donate 10% of my money for the needy.

"If" – clause   Result-clauseThen the researcher gave the

form of

the Conditional "If" type 2, and explained it.

Form   :

If + subject + simple present tense + …..

Subject + would + verb1 + ……

Then, the researcher gave the Function of Conditional "If" type 2 And explained it.

Function : to tell about things that are contrary to the present fact.

Then, the researcher gave the meaning of Conditional Type 2 and explained it.

Meaning : Conditional "If"   Meaning

+   **-**

-   **+**

In past tense   In Present

If I were him, I would donate 10% of my money for the needy.

It means: I am not him, **so** I don't donate 10% of my money for the needy;

I don't donate 10% of my money for the needy **because** I am not

him.

Affirmative   : I   would   go
Negative   : I   wouldn't   ask
Interrogative   : Would   she   come?

Then, the students gave the second Assessment . And the researcher got the

result,

As follows:

No	Name	CYCLE 1 (Base Line)	CYCLE 2		CYCLE 3		Decrease / Increase	
			Form	Meaning	Form	Meaning	Form %	Mean – ing %
1.	Dina Intan	80	10	10	30	10	20%	00.0%
2.	Adhitya Galan B.P	80	70	50	90	70	20.8%	40.0%
3.	I Putu Heidy K	70	60	30	90	80	50%	166.7 %
4.	Afif Fadhlullah	80	20	40	80	70	75%	75%
5.	Daniel Yulian Putra	90	10	10	80	80	70%	70%
6.	Firli Nopriza	70	20	20	40	60	100%	200%
7.	Ragil Kurniawati	80	70	70	80	90	14.3%	28.6 %
8.	Karunia Ayu	100	50	40	80	80	60%	100%
9.	Fakhrian A	70	30	30	70	70	13.3 %	13.3 %
10	Tiara Mega Pratiwi	70	30	30	80	50	16.7 %	67%
11	Mazaya Adani S	80	70	70	100	80	42.8 %	42.8 %

No	Name							
12	Rachmat S.A	70	40	40	100	40	150%	0%
13	Syadza Raihan M	70	40	40	80	50	100%	25%
14	Nika Istiyana	80	100	80	80	100	-20%	62.5%
15	Ragil Dwi W.P	80	60	40	70	80	16.7%	100%
16	Nonica Tiara Cintya	80	60	50	50	70	-16.7%	40%
17	Anggitha L.A	70	60	40	70	80	16.7%	100%
18	Samuel Reynaldi	90	50	40	90	70	80%	75%
	TOTAL	1.410	850	730	1.360	1.230	34.3%	120.5%
	Average	**70.83**	**40.72**	**40.05**	**70.55**	**60.83**		
	Percentage	**40.4%**	**26.2%**	**22.5%**	**41.9%**	**37.9%**	**46.8%**	**66.9%**

2. DISCUSSION

The researcher took 30 minutes in carrying out the test of each cycle. At the beginning of the class, the students were a bit confused with what they had to do. It was because they were afraid of making mistakes then they would get bad scores. However, the researcher told them that the scores would have no relationship and no influence at all with the score of promotion test. It could make the students calm down. Although the researcher had told them that the scores did not influence anything, but some students were still not confident. After making informal observation within 3 meeting in a row, the researcher noticed that the students seemed got difficulty in doing Grammar, especially Tenses. It was because the students did not get special lesson on Grammar. The grammar was inserted in the lesson as an

integrated teaching. That was why the students did not get a lot practice on grammar

2.1. Cycle 1

When the researcher carried out the First Cycle as the Base Line on Tenses: Present Tense and Past Tense, the average score was 70.83. It meant that the researcher's assumption was not really right. the students had already got good competence on Tenses, especially on Present and Past Tense.

2.2. Cycle 2

2.2.1. On Form

We can conclude that doing Conditional "if" type 2 in Form was difficult for the students although they did not get any difficulty in doing the assessment on tenses, both present and past tense. In Conditional "if" type 2, the tenses used were also present and past, but the students might not realize about it. It could be seen from the decreases on their score. In other words, although the students had good scores in Present and Past Tense, it did not guarantee them to always get good score in Conditional "if" type 2, which basically used the same tenses: Present and Past tense. The decrease in form was not significant. 2 students decreased 20 score, from 100 to 80, 1 other student decreased 1 score, from 60 to 50. The other 16 students made an increase significantly from 26.2% to 41.9% equal 15.7%.

2.2.2. On Meaning

Finding the meaning in Conditional "if" type 2 was considered as more difficult since perhaps, due to the change from positive to negative form and vice versa, and from the backward movement from the past tense to the present tense. However, for the students who were meticulous and alert on Present and Past Tense, it was not a serious problem. It could be seen that there were 2 students

who did not make any change or stable. They were 1 student got the same score from 10 to 10, and 1 student from 40 to 40. No student made a decrease, but 16 students made a significant increase.

2.3. Cycle 3

2.3.1. On Form

After getting treatment on grammar rules of Conditional "if" type 2 on Form, Function, and Meaning, the students got clear perception on it. When the researcher carried out assessments on Form and Meaning, most students did it well, although there was still 1 student who made a decrease. Her score on form in cycle 2 was 100 but after getting treatment she only got 80. It might be that she did not pay attention to the researcher's explanation. She did not focus on what the researcher had explained. Or she even got confused on the researcher's explanation on the tenses used in Conditional "if" type 2. However, her score was high enough, much above the average score. The decrease was from 100 to 80 or 20 %. While the increase on Form was from 26.2% to 41.9% equal **15.7%.** There were 5 students made an increase of 20 scores, 1 students 50 score, 4 student 30 score, 1 student 70 score, 4 student 40 score, and 1 student made an increase of 10 score.

2.3.2. On Meaning

After getting treatment in term of explanation on Meaning of Conditional "if" type 2, the researcher was sure that the students got clear thought in term of Meaning, The average increase was significant compared to the average score from the second cycle. There were 2 students who did not make any change in their score compared from cycle 2 to cycle 3. The scores were from 10 to 10, and from 40 to 40. Their scores were stable. 2 students made an increase of 10 score. 6 students made an increase of 20 score, 2 students made an increase of 30 score, 5 students made an increase of 40 score, 1 student made an increase of 50 score, 1

student made an increase of 70 score.

The percentage of increase from cycle 2 to cycle 3 was from 22.5% to 37.9% is **15.4%.**

3. MEANING

In term of Meaning, there were 2 students who did not make any change in their score. Compared to their score in cycle 2 and 3, they got 10 to 10, and 40 to 40. Their scores were stable. Since their scores in cycle 2 were also low: 10 and 40, if their scores were stable in cycle 3, it was not a surprise. It showed that their competence in grammar was very low. Although they had already got treatment but it seemed that there was no improvement in their competence. The two students who did not make any increase or stable in getting scores before and after getting treatment, might not pay attention at all with what the researcher had explained. They might not interested, and indifferent. Since the researcher told the students that the score would influence nothing, so these two students did and behaved like what the researcher said before.

The number of students who made an increase is much more than the students who made no increase or stable, but at least there was no student who made any decrease in score. There were 16 students who made an increase and their increase was meaningful, as we can see from the table above. Firstly they did the assessment in the first cycle based on their competence and experience about tenses: simple present tense and simple past tense. Then, they got assessment on Conditional "if" type 2 in the second cycle also based on their own experience. The result was bad since the average score on Meaning was 40.05. After getting treatment they really understood how to do assessment in cycle 3. They got new competence and experience about the form of Conditional "if" type 2. That was why they could do it better and made meaningful increase.

4. INTERPRETATION

The average score of the first cycle or Base Line was **70.83**, or **40.4%** while the average score of the second cycle on Form was **40.72**, or **26.2%.** In term of Meaning, the average score was **40.05 or 22.5%** In cycle 3, The average score on Form was **70.55**, or **41.9%** and in term of meaning was **60.83** or **37.9%** . It meant that there was an increase of **15.7%** on Form, and also **15.7%** on Meaning.

We can conclude that teaching Conditional "if" type 2 by using Three Dimensions of Grammar is really effective, and it makes the students increase in score significantly.

4.1. Form

The average score in term of Form, carried out in cycle 2 was 40.72 or 26.7%. while the average score in cycle 3 was 70.55 or 41.9%. The increase was 20.83%. There was 1 student who got the top score, 100, but unfortunately he got 80 in cycle 3. It might be caused by his carelessness in doing the assessment. Or after getting treatment on conditional "if" type 2, he even got confused with what the teacher explained. However in general the result was good. A number of 17 students made an increase. The data were as follows:

There was 1 student made an increase from 10 to 30 or 20%; 1 student from 70 to 90 or 20.8%; 1 student from 60 to 90 or 50%; 1 student from 20 to 80 or 75%; 1 student from 10 to 80 or 70%; 20 to 40 or 100%; 70 to 80 = 14.3%; 50 - 80 = 80%; 30 - 70 = 13.3%; 30 - 80 = 16.7%; 70 - 100 =42.8%; 40 – 100 = 150%; 40 – 80 = 100%; 2 students made an increase from 60 to 70 or 16.7%.

4.2. Meaning

There were 2 students who did not make any increase. They got the same scores from the second cycle to the third one. They were from 10 to 10; and from 40 to 40. It did not make any change in the percentage of the last result. There was no student who made

decrease in their scores in terms of Meaning from the second cycle to the third one. There were 16 students who made an increase in their scores. From 10 to 20 (100%); 60-80 (33.33%) (3 students); 20-70 (250%); 10-50 (400%); 70-90 (28.57%); 50-60 (20%); 30-60 (100%); 30-50 (66.67%); 70-80 (14.29%); 40-50 (25%); 80-100 (25%); 60-70 (16.67%); 50-70 (40%).

For the two students who did not make any increase or stable in getting scores before and after getting treatment, it may possibly they did not pay attention at all, were not interested, and indifferent. Since the researcher told the students that the score would influence nothing, so these two students did and behaved like what the researcher said before.

The number of students who made an increase is 16 students. Their increase was meaningful, as we can see from the chart above. Firstly they did the assessment in the first cycle based on their competence and experience, but then, after getting treatment they really understood how to do it, they got new competence and experience about the "meaning" of Conditional "if" type 2. That is why they could do it better and made meaningful increase.

The average score of the first cycle was **70.83**, while the average score of the second cycle on Form was **40.72**, and on Meaning was **40.05**. The researcher could not make any interpretation whether there was a decrease, since the researcher did not test the same material. In the first cycle, the researcher tested about Simple Present Tense, while in the second cycle the researcher tested about Conditional "if" Type 2.

The average score in the third cycle on Form was **70.55**, and on the Meaning was **60.83**. There was an increase from cycle 2 to cycle 3, on Form was **20.83%,** on Meaning was **20.78%.**

It means that teaching Conditional "if" type 2 by using Three Dimension Of Grammar was really effective, and it made the students easier to understand it.

5. CONCLUSION

By looking at the increase in form and meaning, like what we cold see, in term of Form was 15.7%; in term of Meaning was 15.7%. The increase in both Form and Meaning was accidently the same. However, the average score of both Form and Meaning was much different. The average score on Form was 70.55, but the average score on Meaning was 60.83. We could say that Form is easier than Meaning for the students. It was because finding meaning was more complicated due to the change to the tenses, positive and the negation, and the backward and forward of the tenses.

Nevertheless, In teaching grammar, the students needed to practice more and more and understand what they had to do in finding the form, function and meaning of Unreal Present Conditional sentence. As it was mentioned before that the research would be said successful if more than 50% of participants passed the passing grade. The passing grade was +10 from a half. The score range was 10 to 100. A half was 50. The passing grade was 50 + 10 equal to 60. The next indicator of success was more than 50% of participants made improvement from the second to the third assessment. There were as many as 16 students who made an increase in term of Form, and the increase was 46.8%. In term of Meaning, there were as many as 16 students who made an increase. The increase was 66.9%.

Due to the research' result, the researcher suggested that it is necessary to teach Unreal Conditional sentence or Conditional Sentence Type 2 by using Three Dimensions of Grammar, since it had been proved through the research that this method was very effective and efficient in increasing the students' competence of doing Conditional "if" type 2 or Unreal Present Conditional.

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F. Appendices

Appendix 1. The assessments Base Line Test

Appendix 2. The Assessment of Cycle 1

Appendix 3. The Assessment of Cycle 2

Appendix 4. Questioner

Appendix 5 : Questions for Informal Interview

BASE LINE SCORE (CYCLE 1)

No.	Name	SCORE
1	Dina Intan	80
2	Adhitya Galan B.P	80
3	I Putu Heidy Kristianta	70
4	Afif Fadhlullah	80
5	Daniel Yulian Putra	90
6	Firli Nopriza	70
7	Ragil Kurniawati	80
8	Karunia Ayu	100
9	Fakhrian A	70
10	Tiara Mega Pratiwi	70
11	Mazaya Adani Suharno	80
12	Rachmat Septiawan A. P	70
13	Syadza Raihan M	70
14	Nika Istiyana	80
15	Ragil Dwi W.P	80
16	Nonica Tiara Cintya	80
17	Anggitha L.A	70
18	Samuel Reynaldi	90
	TOTAL	1.410
	Average	**78.33**
	Percentage	**43.51%**

CYCLE 1 SCORE

No.	Name	ASSESSMENT 1	
		FORM	**MEANING**
1	Dina Intan	10	10
2	Adhitya Galan B.P	70	50
3	I Putu Heidy Kristianta	60	30
4	Afif Fadhlullah	20	40
5	Daniel Yulian Putra	10	10
6	Firli Nopriza	20	20
7	Ragil Kurniawati	70	70
8	Karunia Ayu	50	40
9	Fakhrian A	30	30
10	Tiara Mega Pratiwi	30	30
11	Mazaya Adani Suharno	70	70
12	Rachmat Septiawan A. P	40	40
13	Syadza Raihan M	40	40
14	Nika Istiyana	100	80
15	Ragil Dwi W.P	60	40
16	Nonica Tiara Cintya	60	50
17	Anggitha L.A	60	40
18	Samuel Reynaldi	50	40
	TOTAL	850	730
	Average	**40.72**	**40.05**
	Percentage	**26.22%**	**22.50%**

BASE LINE AND CYCLE 1 S

No.	Name	BASE LINE	ASSESSMENT 1 FORM	ASSESSMENT 1 MEANING
1	Dina Intan	80	10	10
2	Adhitya Galan B.P	80	70	50
3	I Putu Heidy Kristianta	70	60	30
4	Afif Fadhlullah	80	20	40
5	Daniel Yulian Putra	90	10	10
6	Firli Nopriza	70	20	20
7	Ragil Kurniawati	80	70	70
8	Karunia Ayu	100	50	40
9	Fakhrian A	70	30	30
10	Tiara Mega Pratiwi	70	30	30
11	Mazaya Adani Suharno	80	70	70
12	Rachmat Septiawan A. P	70	40	40
13	Syadza Raihan M	70	40	40
14	Nika Istiyana	80	100	80
15	Ragil Dwi W.P	80	60	40
16	Nonica Tiara Cintya	80	60	50
17	Anggitha L.A	70	60	40
18	Samuel Reynaldi	90	5	40
	TOTAL	1.410	850	730
	Average	78.33	40.72	40.05
	Percentage	43.51%	26.22%	22.50%

CYCLE 2 ASSESSMENT : FORM

No.	Name	ASSESSMENT 1	ASSESSMENT 2
1	Dina Intan	10	30
2	Adhitya Galan B.P	70	90
3	I Putu Heidy Kristianta	60	90
4	Afif Fadhlullah	20	80
5	Daniel Yulian Putra	10	80
6	Firli Nopriza	20	40
7	Ragil Kurniawati	70	80
8	Karunia Ayu	50	80
9	Fakhrian A	30	70
10	Tiara Mega Pratiwi	30	80
11	Mazaya Adani Suharno	70	100
12	Rachmat Septiawan A. P	40	100
13	Syadza Raihan M	40	80
14	Nika Istiyana	100	80
15	Ragil Dwi W.P	60	70
16	Nonica Tiara Cintya	60	50
17	Anggitha L.A	60	70
18	Samuel Reynaldi	50	90
	Total	850	1.360
	AVERAGE	**40.72**	**70.55**
	Percentage	**26.22%**	**41.94%**
	INCREASE		**15.70%**

 DECREASE

CYCLE 2 ASSESSMENT : MEANING

No.	Name	ASSESSMENT 1	ASSESSMENT 2
1	Dina Intan	10	10
2	Adhitya Galan B.P	50	70
3	I Putu Heidy Kristianta	30	80
4	Afif Fadhlullah	40	70
5	Daniel Yulian Putra	10	80
6	Firli Nopriza	20	60
7	Ragil Kurniawati	70	90
8	Karunia Ayu	40	80
9	Fakhrian A	30	70
10	Tiara Mega Pratiwi	30	50
11	Mazaya Adani Suharno	70	80
12	Rachmat Septiawan A. P	40	40
13	Syadza Raihan M	40	50
14	Nika Istiyana	80	100
15	Ragil Dwi W.P	40	80
16	Nonica Tiara Cintya	50	70
17	Anggitha L.A	40	80
18	Samuel Reynaldi	40	70
	TOTAL	730	1.230
	AVERAGE	40.05	60.83
	PERCENTAGE	22.50%	37.94%
	INCREASE		15.70%

STABLE

CYCLE 1, CYCLE 2 AND CYCLE 3 SCORES

No	Name	CYCLE 1 (Base Line)	CYCLE 2		CYCLE 3		Decrease / Increase	
			Form	Meaning	Form	Meaning	Form %	Mean – ing %
1.	Dina Intan	80	10	10	30	10	20%	00.0%
2.	Adhitya Galan B.P	80	70	50	90	70	20.8%	40.0%
3.	I Putu Heidy K	70	60	30	90	80	50%	166.7 %
4.	Afif Fadhlullah	80	20	40	80	70	75%	75%
5.	Daniel Yulian Putra	90	10	10	80	80	70%	70%
6.	Firli Nopriza	70	20	20	40	60	100%	200%
7.	Ragil Kurniawati	80	70	70	80	90	14.3%	28.6 %
8.	Karunia Ayu	100	50	40	80	80	60%	100%
9.	Fakhrian A	70	30	30	70	70	13.3 %	13.3 %
10	Tiara Mega Pratiwi	70	30	30	80	50	16.7 %	67%
11	Mazaya Adani S	80	70	70	100	80	42.8 %	42.8 %

12	Rachmat S.A	70	40	40	100	40	150%	0%
13	Syadza Raihan M	70	40	40	80	50	100%	25%
14	Nika Istiyana	80	100	80	80	100	-20%	62.5%
15	Ragil Dwi W.P	80	60	40	70	80	16.7%	100%
16	Nonica Tiara Cintya	80	60	50	50	70	-16.7%	40%
17	Anggitha L.A	70	60	40	70	80	16.7%	100%
18	Samuel Reynaldi	90	50	40	90	70	80%	75%
	TOTAL	10.41	850	730	1.360	1.230	843%	1.205%
	Average	70.83	40.72	40.05	70.55	60.83		
	Percentage	40.4%	26.2%	22.5%	41.9%	37.9%	46.8%	66.9%

BASED LINE ASSESSMENT

Rewrite the following sentences by putting the verbs in brackets into their correct forms, either positive, affirmative, or interrogative.

1. Gloria always (have) breakfast before going to school.

2. The Cliffs (like, not) having holiday on the beach.

3. When I heard the bad news , I (cry) aloud.

4. Susan (get, not) any prize for not being the winner.

5. (learn) they something new when they got training?

6. George (make) a big mistake by not taking the scholarship to study

   abroad.

7. (consider) you your diet successfully.

8. Shena (build) sand castles with her sisters.

9. Tiara (perform, not) perfectly in the festival a week ago.

10. Bob (suggest) his little brother not to be lazy.

Put the verbs in brackets into their correct forms of unreal present conditional (conditional type 2)

1. **If I (have) enough apples, I (bake) an apple pie.**

2. **I (fix)   your bicycle if I (have, not) a screwdriver of the proper size .**

3. **Jack (shave) if he (have) a sharp razor.**

4. **I (not be) a student in this class if English (be) my native language.**

5. **If Jake (be) at home, Dea (would) visit him?**

6. **Fred (not fail) in the test if he (study) harder.**

7. **If I (have) breakfast, I (not, get) hungry in class?**

8. **Father (not, get) accident If he (drive) more carefully.**

9. **Grace (not, disturb) me if she (switch) off her radio.**

10. **If the children (fall) asleep, they usually (cry).**

Cycle 2 (FORM)

NAME :

SCORE :

Put the verbs in brackets into their correct forms of unreal present conditional (conditional type 2)

11.   Mother (send) some roses to her sick sister, If I (help) her buy them .

12.   John (hold) a house warm party if his new house (be) finish .

13.   Jack (support) his brother if he (know) his problem?.

14.   I (not be) an outstanding student if I (study) hard.

15.   If Jake (be, not) at home, Tito (would) call him in his handphone?

16.   Grace (not fail) in the test if he (study) harder?

17.   If she (skip) breakfast, she (get) slimmer.

18.   Fathur (not, get) accident If he (drive, not) carelessly.

19.   Gracy (not, invite) me in the BBQ party if she (know) I was out of town.

20. If the children (fall) asleep, they (bring, passive) into the car?

Cycle 2   (Meaning)

Give meanings to the following Conditional Type 2

 1. If Bill (have) time, he (take) his children to the beach.

 2. I (drive) you to the airport if you (need) it .

 3. Jacky Chan (be, not) a famous action actor if his family (support, not) him.

 4. Mr. David (not be) successful if he (master. not) English well.

 5. Caroline (get) the first prize if the juries (know) her weaknesses?

 6. Bill (care) about the poor if he (have, not) a lot of money.

 7. If my parents (consider) me as a mature child, I (be) happy.

 8. The president (, frustrated, be) if the ministers (support) him a lot.

 9. Grace (have) a tour around the world if she (win) a lottery.

 10. If the children (get) attention from the parents, they (be, not) naughty.

OPEN QUESTION

1. How did you feel when you did the first assessment on Present Tense and Past Tense? Was it difficult or easy? Why was it so?

2. How did you feel when you did the second assessment (Conditional "if" Type 2)? Was it more difficult or easier than the first assessment? Why was it so?

3. When you did the same assessment on Conditional "if" Type 2 in the third cycle, which one is easier compared to the cycle assessment ? Why do you think so?

OPEN QUESTIONNAIRE

	Aspect to measure	Very difficult	difficult	easy	Very easy
Cogni-tive	1. What do you think of the assessment of Conditional "if" Type 2?	12.9%	54.8%	29%	3.3%
	2. What do you think of the assessment of Conditional "if" Type 2 in term of Form ?	12.9%	48.4%	38.7%	0%
	3. What do you think of the assessment of Conditional "if" Type 2 in term of	`13.8%	62.1%	24.1%	0%
	4. What do you think of the teacher's explanation on Conditional "if" Type 2?	17.2%	27.6%	55.2%	0%
		Very panic	**Panic**	**ease**	Very ease
Beha-viour	1. How was your reaction when you did assessment on Present Tense and Past Tense?	3.5%	17.2%	69%	10.3%
	2. How was your reaction when you did assessment on Conditional "if" type 2 before getting explanation about it?	3.4%	31.1%	58.6%	6.9%
	3. How was your reaction when you did assessment on Conditional "if" type 2 after getting explanation about it?	12.9%	22.6%	54.8%	9.7%
	4. How was your reaction when you did assessment on Conditional "if" on Form compared to on Meaning?	6.5%	19.3%	67.7%	6.5%
		Very enthusi-astic	**Enthusi-astic**	**Not enthu-siastic**	**Not enthu-siastic at all**
Affec-tive	1. How did you feel when you did assessment on Present Tense and Past Tense?	6.5%	58%	35.5%	0%
	2. How did you feel when you did assessment on Conditional "if" type 2 before getting explanation about it?	6.5%	67.7%	22.6%	3.2%

	3. How did you feel when you did assessment on Conditional "if" type 2 after getting explanation about it?	**6.5%**	**38.7%**	**51.6%**	**3.2%**
	4. How did you feel when you did assessment on Conditional "if" on Form compared to on Meaning?	**6.2%**	**56.3%**	**25%**	**12.5%**

Improving Students' Vocabulary Knowledge and Promoting Self Study Using Word Card Method

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Abstract

In learning foreign language, vocabulary plays the most important role since without it nothing can be conveyed. Having enough vocabulary can also increase learners' confidence in using the language. Yet, vocabulary knowledge is one of the biggest problems due to the persistent self study needed by the learners.

This study aims at the implementation of word cards (Vocabulary cards) method in order to boost students' vocabulary knowledge so that it can be used in the classroom as well as in the daily life. The problems are the limited vocabulary of new students and the way to encourage them to do self study to increase their language competence. The research was conducted over a period of one term in a new Elementary 4 class (new students) as the research subject and an old Elementary 4 class (students continuing from the previous level) as the control class at LIA Jalan Baru. Control class was used to see the successfulness degree of applying the method. Both classes received similar teaching and learning treatment; however, only word cards were used in the observed class to see how it worked in increasing students' vocabulary knowledge.

This action research was conducted in two cycles. The first cycle was done from the second session until Periodic test 1 and the second cycle started after Periodic Test 1 until the 19th meeting. Observation for Word Cards method was conducted using vocabulary tests, a questionnaire, informal interview, weekly scores, and test scores comparison between the two classes to see the effectiveness of the method. The data was analyzed through three steps: data collection, data display, and drawing conclusions.

BACKGROUND

Teaching English as the foreign language is not a simple thing to do. Many teachers will face some difficulties in transfering the lesson such as vocabulary knowledge, grammatical features, pronunciation, expressions and collocation, as well as students motivation and teaching techniques. However the basic problem in learning English—as well as other foreign languages—for students in basic level is vocabulary knowledge, as it has been said by Wilkins (1972) that: "...while without grammar very little canbeconveyed, without vocabulary nothing can beconveyed". This vocabulary knowledge also affected students' self estem in using the language they are learning. Sometimes students cannot speak and write in English simply because they don't have any vocabulary regarding to the topic.

Having new students in Elementary 4 level is indeed quite a challenge. They came to the class with fresh mind, since they were new in LIA and had no experience with other LIA's teachers. This is a great opportunity to implement teaching-learning strategies to encourage them in using English. However, some of them might be new in English. And this is what happened with the Elementary 3 Class in term I/2013 where the research was conducted. Most of the students had never joined any English courses, they did not come from any international schools or bilingual schools and of course they didnot use English in their daily life. These could hamper their effort in learning English as they—in the beginning—studied English in LIA only once a week.

To encounter this problem, there must be an action taken to boost students' vocabulary knowledge. By mastering vocabulary there are some benefits that students can get:

1. Boosting their self esteem in speaking
2. Motivating them to keep learning English
3. Helping them understand texts in English
4. Understanding and using English as a whole in their daily life

Yet, teaching vocabulary is somehow related to the students' motivation and their efforts to do self-study. A meeting of once to twice a week was not enough to cover their vocabulary learning. They needed to memorize and use the vocabulary taught as often as possible. In training the vocabulary, there are some techniques provided as stated by Scott Thornbury (2002, p.144-161) in his book Teach Vocabulary: learner training, using mnemonics, applying word cards, guessing from context, coping strategies for production, using dictionaries, spelling rules, keeping records, and motivating.

The technique used to train students vocabulary knowledge in this research is the use of word cards. There are some considerations in choosing this method:

1. The limitation of time in the classroom makes it difficult to apply other methods,
2. Word card can also promote students to do self-study independently,
3. Word card is easy to be applied as well as to be controlled by the teacher,
4. Students can easily review the words they are memorizing anywhere they are because word card is handy and practical to use.

This research is trying to find out how word card can help students in broadening their vocabulary knowlegde as well as make them independent in learning English. Therefore, the problem came up for this research is: "How does word card improve students vocabulary knowledge and promote self-study?". To find out the effectiveness of this method, the researcher chose another class having the same level to be the control class.

The research was conducted in Elementary 4 class term II/2013 from March to June 2013. There were thirteen students in the class, most of them came from the same school. This class was intended to have a special schedule which is one session in a week and finished one term program in one semester. In the begining, they started the lesson every Friday morning, from 8 to 10 a.m as they started school in the afternoon. However, after five meetings, the schedule had to be changed. Those students had morning class at school and the class was rescheduled to be a regular one, with two sessions every week.

THEORITICAL FRAMEWORK

Vocabulary likely has something to do with the *words of a language,* which is perhaps how most people think of vocabulary, and that is correct because vocabulary does deal with words. Yet, vocabulary is much more than just single words. Recent vocabulary studies draw on an understanding of *lexis,* the Greek for *word,* which in English "refers to all the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman, &Schmitt, 2011,p.571). Vocabulary also includes *lexical chunks,* phrases of two or more words, such as *Good morning* and *Nice to meet you.* Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage.

So vocabulary can be defined as *the words of a language, including single items and phrases or chunks of several words which convey a particular meaning*, the *way individual words do*.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that *"…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed"* (pp.111-112). As students develop greater fluency and expressions in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p.4). purportedly said, "Language is very difficult to put into words." English language students may generally concur, yet learning vocabulary also helps students master English for their purposes.

Vocabulary knowledge consists of several aspects. The concept of *a word* can be defined in various ways, but those significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use*. According to Nation

(2011), the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as prefix, root, and suffix). An example for word parts can be seen with the word *uncommunicative*, where the prefix *un-* means *negative* or *opposite*, *communicate* is the root word, and *–ive* is a

suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative.*

Nation (2001) stated that the *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *Use*, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for eachword or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1.

Table 1. Aspects of Vocabulary Knowledge

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency…)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adapted from Nation (2001, p.27)

Each person's response here will vary because vocabulary knowledge is very personal. Some teachers are good at the grammatical functions of particular words or phrases, for example, and others have a strong knowledge of English word parts. It is advised that teachers begin with their students' strengths, because every person has some vocabulary knowledge that is relevant to English, even if it derives from his or her own native language.

As we reflect on the information in Table 1, the task of teaching English vocabulary a little daunting. There is much that teachers and students need to learn to understand and use words and phrases correctly in different situations. In order to help overcome the situation, a self-study activity is strongly suggested for both the teacher and the student.

Self-study is self-education or self-directed learning. There are many ideas and helpful ways for making the most of your study time to increase vocabulary knowledge. Some of them are:

1. Reading English-language newspapers or magazines.
2. Watching English-language films on TV or at the cinema. If you watch English films with subtitles, try to close your eyes from time to time to avoid reading the text.
3. Going to local libraries and reading books in English.
4. Trying to pronounce and understand words on notices, signs, and labels.
5. Joining talks and lectures.
6. Saying or writing the words you are learning.
7. Recording the words/phrases you are learning on tape or as audio files and playing them to yourself whenever you have spare time. It will be much better to play audiotapes or videotapes repeatedly.
8. Asking a native or fluent speaker to record target words for you.
9. Writing the words you are learning on pieces of paper/stick-it notes and putting them round your room or home.
10. Using **word card**. Write the words on cards, with the meanings on separate cards. You can then play games such as 'Memory' or 'Snap' with a partner (or on your own) by matching words to meanings.

METHODOLOGY/ PROCEDURE

Based on the background and theory findings, the design used for this research is classroom action research with quantitative methods to support the data. This research was conducted in two Elementary 4 classes at LBPP LIA Bogor Jalan Baru, term II/2013 (March 2013-June 2013). The first class with 12 new students was the observed class and another class with old students as the control class to see whether the word card method is successfully able to increase the students' vocabulary knowledge.

At the first five meetings, the observed class got only once a week session (120 minutes) which was on Friday from March 8th- April 12th 2013. It was a special class designed as a request from the specific schools. They were all the 10th graders of Senior High Schools and had afternoon class at schools. That is why they could only attend the morning session once a week in LIA. However, the researchers encountered problems in such situation. With the limitation of English use in their daily life and only one session per week, students got difficulty in developing their vocabulary knowledge even the ones having already been taught at LIA. The researchers iniciated the word card to build their vocabulary knowledge as well as to promote self study to improve their English.

The control class was chosen to see whether this method worked or not. The researchers chose the same level with students who already spent at least one term at LIA (old students). The researchers compared both classes' score to find out the result.

The data of this research was collected through students' scores in the pre-test, vocabulary tests, Periodic Test 1 and 2 as well as questionnaire. The researchers also wrote teaching journals to record the difficulties and findings in applying word card technique. The data was analyzed through three steps: data collection, data display, and drawing conclusion.

The procedure of this research followed the action research spiral model developed by Kemmis and Robin (1988). They mentioned that action research is

a cyclical process which has four steps: plan, action, observation and reflection. Therefore, the procedure of this research was as followed:

Cycle 1 (2nd meeting to Periodic Test 1)

Plan

In the planning stage, the researchers found the problem and solution to be applied to solve the problem.The supporting teaching aids were also set up and the same teaching steps and techniques were arranged to be used in both classes. For the first cycle, the lessons covered unit 1 to 5. The target vocabulary had been prepared.

The researchers also prepared things bellow for the observed class:

1. Vocabulary pre-test covering lesson 1 to 5;
2. Vocabulary-related activity such as: review and mini tests; and
3. Vocabulary post-test which was applied in both observed and control classes.

There are several ways to conduct review and mini test related to the vocabulary learnt:

1. Quick and Smart games,
2. Matching Games,
3. Complete the sentences,
4. Racing games,
5. Memory games, and so on.

Action

In the action stage, the teacher introduced the word card. First, she gave each student a set of cards and asked them to write down the target vocabulary on them. Below the vocabulary, they had to write the definitions or examples of sentences in English. They were allowed to use the definitions or sentences from the book. Next, teacher explained how to use the word cards. They must read the word cards as often as possible. The review and test were also given to the students one session after they got new vocabulary. Usually, the vocabulary test was given in the beginning of the lesson. The teacher also recorded the students who continued making the word cards after having new vocabulary. They got twostickers for one complete set of vocabulary they made and one sticker for

incomplete set of vocabulary. This was done in order to motivate students to make the word cards, since they would get extra daily scores in return.

There were several ways to use the word card:

1. Teacher set up students in pairs to make them memorize the vocabulary they had already made.
2. Teacher grouped the students in three or four to discuss the difficulty in memorizing as well as to find the solution.
3. Teacher made games to review the vocabulary they learnt, such as: quick and smart, completing the sentences, racing games, and memory games.

Both the observed class and control class got the same teaching steps from the teachers. However, only observed class did the word card activity (making the word card, memorizing the target vocabulary, reviewing and doing the vocabulary tests).

Observation

Teacher wrote journals to record the achievement of the students in every session. She also did informal interviews to see if there were any objections or difficulties from students in applying the method. Some students were reluctant to make the word cards at home. Therefore, they didn't get the same amount of stickers. Yet, they felt that this method was effective to help them increase and memorize the vocabulary.

The same test was applied to both the observed class and control class. The researchers compared the results and recorded them.

Reflection

The reflection was done after the Periodic Test 1. The observed class got higher scores than those of the control class in most of the tests. The observed class was also able to make longer paragraphs with suitable vocabulary. The researchers decided to continue the same steps into the second cycle.

There are some problems and findings during the reflection step in the first cycle:

1. Teacher needs to remind students to make the word card every time she gives them new vocabulary. In some sessions, students forget to make and submit the word cards.
2. The review of vocabulary is a must-to-do to highlight the importance of making the word card.
3. Some students feel lazy to make the word card since they have already got many assignments from school.
4. Other students feel the benefits of making word card such as: they can review and memorize the words anywhere they want because of the practicality.
5. Students automatically review the lesson while making the word card, therefore they get in touch with the lesson more than they usually do in the classroom.
6. Students keep using the target vocabulary in the word card, whenever they have to discuss and write about the topics in the classroom.

Cycle 2(After Periodic 1 test-Before Promotion Test)

In the cycle two, the researchers did the same steps: plan, action, observation, and reflection. Yet, they revised the techniques of teaching andthe vocabulary related activities. In this cycle, the researchers also did the informal interview and discussion with the observed class to find out their opinion about the method applied.

Here are some findings from the cycle two:

1. There is a significant improvement in students' independency of self-study. Most of the students made the word card and submitted them in time although the teacher didn't ask them to do so in some meetings.

2. Most students get the benefits and understand how to make use the word card in their daily life. They practiced English more often. They also added some other vocabulary besides the target vocabulary taught by the teacher.

3. The students use varied words in their writings and speaking tasks during the lessons. They even wrote longer paragraphs for their writing tasks and test.

RESULT AND DICUSSION

Table 1

Test Result of Observed Class

No	Name	Pre-Test (42 Problems)	Vocab Test 1 (10 problems)	Post Test (15 problems)	Periodic Test 1	Periodic Test 2	Number of Stickers
1	DIRES	5	8	3	4.5	3.5	10
2	AZRI	3	7	1	4.1	4.0	2
3	RAIDAH	9	8	10	4.3	4.4	21
4	VARAH	8	7	10	4.3	4.3	19
5	NATASHA	7	8	9	4.3	4.3	19
6	DIMAS	4	4	5	3.2	3.2	5
7	ISMI	4	8	10	3.3	4.1	7
8	HANIF	7	2	8	4.2	3.8	15
9	RACHMAT	5	8	8	3.9	4.0	14
10	DIVA	6	5	8	3.0	3.1	7
11	SYIFA	6	5	8	3.1	3.0	7
12	FETA	7	7	10	3.2	4.2	15
13	PUTRI	10	8	9	4.6	4.7	21

From the table above, it can be seen that the students did not familiar with the target vocabulary. They show poor score in the pre-test which covers lesson 1 to 3. After the word card method being applied, there is an increasing score in the vocab test one as well as in the post-test. Most of the students master the vocabulary they learnt in the classroom, although few of them (Azri and Dimas) still show poor grade. However, this happens because those students did not engage with the word card activity as good as other students. From the stickers data, it is shown that they got the lowest stickers. More than 50% of the students engaged very well in the word card activity since they already used to the activity and found it useful. This stickers data also shows that they are independent and conduct self-study. The implement of word card also gives benefits to their writing and speaking as shown in their Periodic 1 and 2 scores.

The vocabulary test 1 covers the vocabulary from lesson 1 to 5, while the vocabulary test 2 covers the vocabulary from lesson 6 to 11.

Stickers are given to the students who submit the word card. They get 2 stickers if they submit complete word cards for each lesson.

Table 2

Test Result of Control Class

No	Name	Periodic Test 1	Post Test	Periodic Test 2
1	MUTHIA	2.5	2	3.0
2	PIPIT	2.6	2	3.2
3	NABILA	2.5	2	2.9
4	DANIAR	3.4	3	3.5
5	STELLA	2.5	2	3.0
6	DITA	3.1	3	3.2
7	MARISA	3.1	3	3.1
8	WULAN	2.5	2	2.9
9	WIENNA	3.2	3	3.4
10	JULIO	2.5	2	3.0
11	EKO	3.2	3	3.3
12	FESHANTI	2.9	3	3.1
13	CITRA	2.5	2	3.0
14	LUGAS	3.3	3	3.6
15	AMALIA	2.9	3	3.0
16	SARI	3.3	3	3.6
17	INDAH	3.2	3	3.4
18	WISMO	3.2	3	3.4
19	FAIRUZ	3.3	3	3.6
20	IRMA	3.4	3	3.4

Table 2 shows the data of control class which didn't apply the word card method. shown in the post test score that they do not master the vocabulary learnt as good as the observed class. They also only get the average score in their periodic 1 and 2 test.

Table 3

The Average Score Comparison between the Observed Class and the Control Class

Class	Periodic Test 1	Periodic Test 2	Vocab Test
Observed Class	3.85	3.89	7.61
Control Class	2.95	3.23	2.65

From the results above, it is noticeable that the observed class gets higher scores than the control class.

Below, table 4 to 14 are the results of questionnaires given to the observed class and control class. they showed the intrinsic and extrinsic motivation students have in learning English.

Question no.1	Have you ever attended any English course before?	Yes		No	
		OC	CC	OC	CC*
Percentage		38.5%	80%	61.5%	20%

Table 4. Questionnaire for Observed Class and Control Class

According to the answer of question number 1 there are fewer students from the observed class have attended the English course before than done by the students from the control class.

Question no.2	Is English one of your favorite subjects?	Yes		No	
		OC	CC	OC	CC
Percentage		61.5%	45%	38.5%	55%

Table 5. Questionnaire for Observed Class and Control Class

The table above shows the students' intrinsic motivation in learning English related to their favorite subject.

Question no.3	Before you attended LIA, how do you learn new vocabulary and memorize it?	Reading English books		Watching English movies		Listening to the English songs		Others, please mention	
		OC	CC	OC	CC	OC	CC	OC	CC
Percentage		0%	10%	23%	35%	61.5%	50%	15.5%	5%

Table 6. Questionnaire for Observed Class and Control Class

The table above shows the way students learn English outside LIA. Some students also mention that they learn English through playing online games.

Question no.4	Do you think the word card method is efficient in helping you broadening and memorizing new vocabulary?	Yes	No
Percentage		100%	0%

Table 7. Questionnaire for Observed Class

All students of the observed class agree that word card have helped them in learning and memorizing new vocabulary. In this case, it means that students have realized the benefits of the method presented.

Question no.5	How often do you make word card?	Always, each lesson	Sometimes, not every lesson	Rarely, only one or two lessons	Never	If the teacher asks
Percentage		7.6%	31.4%	0%	0%	61%

Table 8. Questionnaire for Observed Class

Yet, from the data above, it is shown that students still has lack motivation in making use the word card method given by the teacher. Most of them need to be reminded to make the word card, although in the cycle two of the research, their independency grows higher.

Question no.4	How often do you use English in your daily life?	Every day	4-5 times a week	2-3 times a week	Rarely	Never
Percentage		0%	5%	80%	15%	0%

Table 9. Questionnaire for Control Class

This table shows the percentage of English language used by the control class in their daily life. Most of them use English only in LIA.

Question no.6	How often do you read or review the vocabulary you have written in the word card?	Every day	3 to 5 times a week	Before the English course	If there is a test	Never
Percentage		0%	0%	38.5%	61.5%	0%

Table 10. Questionnaire for Observed Class

This data shows the importance of test and review in increasing students' self-study outside the classroom. Most students would review the vocab if they knew that the teacher would give test in the next meeting.

Question no. 7	Does word card method also help you in writing and speaking activity in English?	Yes	No	I don't know
Percentage		92.3%	0 %	7.7 %

Table 11. Questionnaire for Observed Class

Most students agree that word card method plays importance role in improving their writing and speaking skills. Since they can write and talk actively only after they know what to write or say.

Question no.8	Will you continue making the word card in the next level even though your teacher doesn't ask you to do so?	Yes	No
Percentage		38.5%	61.5 %

Table 13. Questionnaire for Observed Class

Self-study independency shows in the table above. More than 50% of the students will not continue making the word card unless the teacher asks them to do so. This shows that they motivation in doing self-study is still low.

Question no.9	Are there any methods you can use to help you memorizing and using new vocabularyin English?	Yes	No	I don't know
Percentage		76.9%	0 %	23.1 %

Table 14. Questionnaire for Control Class

After getting to know with the word card method, many students think that there are some other ways in improving their English especially their vocabulary knowledge. They came up with some ideas, such as: translating song lyrics, translating movie subtitles, memorizing vocabulary, watching movies, and even reading English dictionary.

Introducing and applying word card method really helps them to improve their vocabulary knowledge and self-study motivation as well as make them realize other ways they could possibly do to broaden their vocabulary and English skills.

CONCLUSION

There was a significant proof that word card method could help students increase their vocabulary knowledge. This can be seen from their test scores and also from their writings. Students also felt more confident to talk and take part in classroom discussions. However, some students were not encouraged to undergo a self-study activity. They did not want to continue making the word cards unless the next teacher asked them to do so.

However, there are several factors influencing students' motivation and self-study independence, such as:

1. The students' awareness of how important English is for their study and work, and
2. The students' ability to manage time to practice more English outside the class.

It is recommended that teachers allocate some time in the classroom to do vocabulary-related activities in order to increase the students' vocabulary knowledge.

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Center for Language Education, The Hong Kong University of Science and Technology

APPENDIX

Kuesioner Word Card
Elementary 4-Observed Class
Term II/2013
Silanglah salah satu pilihan jawaban di bawah ini!
1. Pernahkan Anda mengikuti les/ kursus bahasa Inggris sebelumnya?
    a. Ya, di _____ selama_____   b. Tidak
2. Apakah bahasa Inggris merupakan salah satu pelajaran kesukaan Anda?
    a. Ya   b. Bukan
3. Sebelum mengikuti kelas ini bagaimana cara Anda memperluas dan menghapal kosa kata dalam bahasa Inggris?
    a. Membaca buku berbahasa Inggris
    b. Menonton film berbahasa Inggris
    c. Mendengarkan lagu berbahasa Inggris
    d. Lainnya, sebutkan _____
4. Menurut Anda, apakah metode word cards yang telah Anda praktekan efektif dalam membantu Anda memperluas dan mengingat kosa kata bahasa Inggris?
        a. Ya, karena _____
        b. Tidak, karena _____
5. Seberapa konsisten Anda membuat word cards?
        a. Selalu, setiap selesai membahas satu unit
        b. Kadang-kadang (tidak setiap unit)
        c. Jarang (hanya satu atau dua unit)
        d. Tidak pernah
        e. Ya, jika diminta guru
6. Seberapa sering Anda mengulang membaca word card yang sudah Anda buat?
        a. Setiap hari
        b. 3-5 kali seminggu
        c. Sebelum les bahasa Inggris
        d. Jika akan dites
        e. Tidak pernah
7. Apakah metode word card juga berpengaruh atau membantu Anda dalam menulis dan berbicara bahasa Inggris?
        a. Ya
        b. Tidak
        c. Tidak tahu
8. Apakah Anda akan melanjutkan membuat word card meskipun guru kelas selanjutnya tidak menugaskan?
        a. Ya
        b. Tidak
9. Menurut Anda, selain word card, adakah metode lain yang dapat Anda gunakan untuk membantu mengingat kosa kata bahasa Inggris?
        a. Ya, _____.
        b. Tidak
        c. Tidak tahu
Saran untuk guru kelas Anda:

_____

_____

_____

Kuesioner Elementary 4
Control Class
Term II/2013

Silanglah salah satu pilihan jawaban di bawah ini!
1. Pernahkan Anda mengikuti les/ kursus bahasa Inggris sebelumnya?
   a. Ya, di _____ selama_____   b. Tidak
2. Apakah bahasa Inggris merupakan salah satu pelajaran kesukaan Anda?
   a. Ya   b. Bukan
3. Sebelum mengikuti kelas ini bagaimana cara Anda memperluas dan menghapal kosa kata dalam bahasa Inggris?
   a. Membaca buku berbahasa Inggris
   b. Menonton film berbahasa Inggris
   c. Mendengarkan lagu berbahasa Inggris
   d. Lainnya, sebutkan _____
4. Seberapa sering Anda menggunakan kata-kata bahasa Inggris dalam kehidupan sehari-hari?
   a. Setiap hari
   b. 4-5 kali seminggu
   c. 2-3 kali seminggu
   d. Hampir tidak pernah
   e. Tidak pernah
5. Adakah metode untuk membantu Anda mengingat dan menggunakan kata dalam bahasa Inggris?
   a. Ya, _____
   b. Tidak
   c. Tidak tahu
Saran untuk guru kelas Anda:

_____

_____

_____

Name:_____

Date:_____

Vocabulary Pre-Test 1

Direction: Match the words in the box with the sentences below.

Cab	Toll	Vehicle	Price	Car
Hawker	Seat	Pedestrians	Fare	Cut
Honk	Fee	Swerve	Subway	Route
Bus	Road	Slow	Raised	Gas
Stagnant	Catch up	Gadget	Install	Handy
Cordless	Palm-tools	Benefits	Rapidly	Participate
Sophisticated	Invent	Keep in touch	Light	Resolution
Aquaintances	User-friendly	Shoot	Blurred	Memory card
Shot	Flash			

1. If we want to use this road, we must pay at the gate. (_____)
2. The cost that we have to pay to get public service. (_____)
3. People on foot. (_____)
4. The amount of money that charge to passengers. (_____)
5. A machine for transporting people, animals or things. (_____)
6. A place to sit. (_____)
7. Street vendor. (_____)
8. An underground railway. (_____)
9. A big transportation that people usually use for long distance trip. (_____)
10. The opposite of fast. (_____)
11. Increased; getting higher. (_____)
12. Certain way of a regular trip. (_____)
13. A transportation tool that usually use by a family or private business. (_____)
14. The cost we have to pay when we buy something. (_____)
15. Turn sharply. (_____)
16. Careless. (_____)
17. Taxi. (_____)
18. Beep; the sound of a horn. (_____)
19. If you _____ the white line, a policeman will stop us. (_____)
20. Petrol; gasoline. (_____)
21. Wider than street. (_____)
22. We're stuck in the street. The traffic is _____. (_____)
23. To improve; to reach the same standard as other people. (_____)
24. Without wire. (_____)
25. Tool. (_____)
26. Usefull and simple to use. (_____)
27. To put a piece of equipment somewhere and connect it so that it is ready to be used. (_____)
28. To make, design, or produce something for the first time. (_____)
29. To maintain contact. (_____)
30. Very small computer that you can hold in your hand. (_____)
31. Advanced; highly developed. (_____)
32. Quickly. (_____)
33. Advantages. (_____)

34. Weightless. (_____)
35. Friends. (_____)
36. A storage medium for saving pictures from a digital camera. (_____)
37. Pictures. (_____)
38. An artificial light source. (_____)
39. Picture quality. (_____)
40. To take a picture. (_____)
41. Unclear. (_____)
42. Easy to use. (_____)

Vocabulary Test 2

Lesson 5, 6, and 8

1. After finishing his piano lesson, he will be able to make his own r_ _ _ _ _ _.
2. The concert was not so good since the sound system didn't work properly, however, the c_ _ _ _ _ _ _ _ _ _ _ was great. I enjoy watching the dancers.
3. The puppet show was so amazing. Who can guess that the p_ _ _ _ _ _ _ _ were only five graders? They played the marrionettes well.
4. It takes months to prepare an o_ _ _ _ _ _ _ before the conductor put it on a show.
5. A new p_ _ _ was prepared by the drama class for the graduation ceremony.
6. The Iron Man 3 becomes a b_ _ _ _ _ _ _ _ _ _ movie in only three days. Many people watch it around the world.
7. The acting of Taylor Lutner in the Twilight Sagas f_ _ _ _ _ _ _ _ _ many young women especially teenagers.
8. Daniel Radcliffe, Emma Watson and Rupert Grin were the l_ _ _ characters in the Harry Potter movies.
9. The action parts in the James Bond movies were so dangerous that the director needed some s_ _ _ _ _ _ _ to replace the main characters.
10. Harry Potter and Lord of the Ring are the example of fantasy movies with so many i _ _ _ _ _ _ _ _ creature, such as elves and dragons, presented in the movies.
11. A drama usually consists of some s_ _ _ _ _ with different setting.
12. The stand up comedy was so e _ _ _ _ _ _ _ _ _ _ _ that all the audience laughed so loudly.
13. New moon and Eclypse are the s _ _ _ _ _ _ of The Twilight novel.
14. Adi M.S and Erwin Gutawa are the example of great c _ _ _ _ _ _ _ _ _ from indonesia.
15. Nowadays there are some c _ _ _ _ _ _ _ show on TV that are inappropriate for kids like Happy Tree.

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Summary

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Summary

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Could Using Pictures of Line Characters Help ET Students to get a Better Score in a Writing Task?

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ABSTRACT

There are four basic skills in a language learning; reading, listening, speaking and writing. The four basic skills play an important role in a process of language learning. All of the skills are related and connected to take a part in one's success of learning a language. The practice of the skills has to be done consecutively and consistently in order to achieve the learning target of a particular language. That means, learners need to master those skills when they want to be able to speak English.

If there is a question: which language skill is the most difficult to you in learning English? It will be a very difficult question to answer. But many students, especially young learners will answer that to them writing is torturing. The Researchers find out that many students in their ET 6 classes are not enthusiastic whenever they are assigned to do a writing task. The writers have come to a conclusion that writing is the most difficult skill for their ET6 students. Many students in the class procrastinate to finish their writing assignment. They often say that they do not want to do a writing task when it comes to an individual assignment. In addition, they will just do their writing assignment instantly just to immediately submit the paper and end the writing task. Handwriting is complex perceptual-motor skill that is dependent upon the maturation and integration of a number of cognitive, perceptual and motor skills, and is developed through instruction (Hamstra-Bletz and Blote, 1993; Maeland, 1992). Looking at this situation, writers are interested to conduct a class action research to see if using pictures of Line characters could encourage them to do a writing task more enthusiastically, thus help them gain a good score. Nowadays, teenagers who are known as digital natives are very close to gadget. Related to the writing task, the writers often see their students write about their feelings or a short story using Line characters in their social media account. They even write about how much they hate writing by using those characters. Therefore, the writers are interested to try to bring the favorite characters to the classroom to see if it can be a solution for the problem the writers have about assigning the students to do a writing task. When writing is hard for you, how can you get started? Write about what you care about, and write to someone who cares (Michael; Dailywritingtips.com; 2007). The writers expect that through this research, they could anticipate a similiar problem in their future ET classes by using or modifying the idea.

BACKGROUND

We have found out that our ET students dislike writing task. They often give us that – no way, writing is killing me- look whenever it comes to the skills in their lesson. There are many possibilities why they tend to avoid writing tasks. Some of them can not find ideas to develop it into the writing, some are just lazy to write, but many of them can not enjoy writing. In order to find the right solution for the problem that we have in our classes, we need to examine and evaluate what the real problems are that make our students avoid writing task and result them in a bad score in the writing task. If parents and teachers understand why some students hate writing, they can targeted solution to address student's reluctance. Learn some reasons students avoid writing , and how increasing the automaticity of writing skills and underscoring an appreciation for the purpose of writing can help (Regina G Richards; Adlit. Org; 2013).

Knowing that most of the students in our ET classes dislike writing because they find it boring and that they dont know what to write, we believe that what we need to do for the very first time is to attract their attention in order to grow their motivation to write. By doing so, we expect them to find the ideas automatically as they start enjoying the process of writing. One of the best ways to make writing fun is to allow students to choose the prompt or have really fun prompts for formative assessments (Katie Novak; teachingchannel; 2013)

Therefore we decide to get closer to the students' interest to attract their attention and treat it as the bridge to bring them pass the border of their laziness and boredom to write. What fun for them is the thing that they like or they are interested in. In order to find prompts to make them able to gain ideas to express it in a writing task, our research and discussion bring me to ideas of using the Line characters to be their prompts to write. Line characters are the icon that an android application has in its devices. If we pay attention to the teenager's trend, it seems that they are very good at writing to express their feeling by using the characters of Line. We come to the idea to bring the characters to the classroom

to be the media for the students with the expectation that it can help them in a writing task.

PROCEDURE

The researchers set the lesson for the observation. We decide to do it in our ET- 6 classes. We do it in two different classes where one of the classes will get the treatment and the other one will not get it. We expect to see how the ideas work and how far it helps the student to write compared to the class that doesnt get the treatment.

There are two different ET-6 classes for this research. The first one is ET-6 / Monday- Wednesday/ 15- 17/ 305 and the other one is ET-6 / Saturday/ 8-12/ 310. We give the treatment to the first class and compare it to the other one which does not get the treatment. There are 13 students in the first class and 24 students in the second class. The research is conducted in term III/ 2013.

Procedure in the first class:

1. The researchers use lesson 6. The researchers modified the pictures in the book by using Line characters.
2. The researchers used the pictures to help the students write something in the past.
3. The researchers conduct the lesson as planned and use storyline of Line characters to help the students in guided writing
4. The researchers observe the students' situation and responses when they do the writing practice with Line characters. The students are asked to write an e-mail by using the storyline which is designed by using Line characters.
5. The researchers collect and record the writing task as the students' assessment

Procedure in the second class

1. The researchers use lesson 6

2. The researchers use all the pictures from the book

3. The researchers conduct the lesson as planned without any additional storyline with Line characters in the guided writing or in any other stages during the lesson.

4. The researchers observe the students' situation and responses when they do the writing practice without the Line characters. They are asked to write an e-mail by using the story from the book.

6. The researchers collect and record the writing task as the students' assessment.

RESULT and DISCUSSION

From the research we find out that:

1. The students in the first class know and understand what they have to write, although sometimes they are confused in the guided writing. Using the line characters make them think creatively. They imagine the pictures to the real life and apply it into the writing. As compared to the second class, they try to think very hard to describe the pictures in the guided writing. It takes longer time for them to write.

2. The students who get the treatment look enjoyed while they are writing. In the guided writing, they can write nicely by finding the idea of the pictures and discussing what they have to write on the paper board. They enthusiastically guess the Line characters, although they sometimes make jokes about the pictures, but they can write nicely in the guided writing. It looks very different compared to the students who do not get the treatment. They are confused with the pictures on the book. They think that the pictures on the book are hard to understand. As the result, they

write lazily in the guided writing, they just write what they are thinking about on the paper board without paying attention to the content.

3. After doing the guided writing, the students come to the assessment that they are asked to write about an experience. For the first class, they write easily the experiences. Most of the students write about the pickpocket. They get the ideas from the previous activity. It looks easy for the students to write. In fact, they can write the story very well. It can be seen from the scores they get. Most of their scores are good for both content and grammar. It is different with the second. Most of the students just write their experience to the assessment. Some of them write about the pickpocket. It happens because the students feel confused about how to find the idea of the pictures in the previous activity. So, that is why the students just get the average scores. The result is very different with the first class. They are also not enthusiastic in doing the assessment. It can be seen from the result.

Here's the result of the assessment both first class and second class.

FIRST CLASS

Name	Class	Score (Observer 1)	Score (Observer 2)
Chika	ET 6/ Mon-Wed	4.3	4.2
Dina	ET 6/ Mon-Wed	4.0	3.9
Carissa	ET 6/ Mon-Wed	4.1	4.3
Nabila	ET 6/ Mon-Wed	3.5	3.7
Odilia	ET 6/ Mon-Wed	3.5	3.8
Fazahra	ET 6/ Mon-Wed	3.5	3.6
Lius	ET 6/ Mon-Wed	4.4	4.3

| Anggrondewi | ET 6/ Mon-Wed | 4.4 | 4.5 |

SECOND CLASS

Name	Class	Score (Observer 1)	Score (Observer 2)
Shafira	ET 6/ Sat	3.8	3.7
Elisa	ET 6/ Sat	3.5	3.6
Ryesfa	ET 6/ Sat	3.3	3.4
Alif	ET 6/ Sat	3.9	3.9
Gabriel	ET 6/ Sat	4.0	3.9
David	ET 6/ Sat	4.5	4.5
Lamhot	ET 6/ Sat	3.5	3.5
Fariz	ET 6/ Sat	3.7	3.8
Rizqi	ET 6/ Sat	3.6	3.5
Razan	ET 6/ Sat	3.4	3.5
Abidzar	ET 6/ Sat	3.5	3.5
Pandhito	ET 6/ Sat	3.8	3.7
Divine	ET 6/ Sat	3.4	3.3
Nadya	ET 6/ Sat	4.0	4.2
Indah	ET 6/ Sat	4.1	4.0
Nabila	ET 6/ Sat	3.6	3.5
Kamila	ET 6/ Sat	4.0	4.1

The average score of the students in first class is: 3.97 (observer 1) and 4.0 (observer 2) while the average score of the students in the second class is: 3.7 (observer 1) and 3.7 (observer 2)

The observers come to a conclusion that students could enjoy the writing task when they do it with Line characters. They are very enthusiastic in finding ideas, forming the words into sentences in order to be able to express their ideas which they get easily by seeing the storyline with Line characters. The score probably doesnt show us an extreme difference between the classes, but the observers find that students who write with the help of Line characters enjoy the task compared to the students who do the writing without the characters. The observers also notice that the students in the first class write enthusiastically and they can have more ideas to write. It seems that they have plan A, B or C for the story that they have to write while usually students are very reluctant to write even for only a single story. Once they write it, the writing seems very plain and not interesting, because they write it unwillingly. The observers are very glad knowing that this simple idea they bring to the classroom can assisst the students to find their motivation to do a writing task.

SUGGESTION

Looking at the result that we get from the research we would like to suggest and recommend our fellow teachers especially those who teach ET level to try this activity in your classroom. Students seem enjoy seeing the characters come to their class. They find it easy to find words to write when they see those characters. The researchers actually have predicted that the characters might help students to enjoy writing and enjoy doing it. Getting a good score is actually a bonus which is automatically topped up to the student's performance, once they find their motivation in writing tasks.

As teachers, we do really need to pay attention to the things near us which actually can be beneficial to help our students learn better. Many things near us are probably simple yet very effective to help our students.

NEXT STEP

After doing this research, the observers have planned to modify some activities in the book by using not only Line characters but also Kakao Talk and We chat which are also in for the teenagers. We also want to make some prompts with the characters, use it to teach speaking skills and see if the characters can also make students speak easily.

APPENDICES

1. Teaching aids:

   - Modified pictures from the book

   - Storyline by using Line characters for guided writing

     Students' writing

2. Pictures and Documentation

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3. App 1. Modified pictures from the book

App 2. Storyline by using Line characters for guided writing

From: Nataonisan@yahoo.com   Group 2
to: Kokolou@gmail.com
Subject: Pick pocket.

Dear Lou, yesterday, Susan and I went to Mcdonald's.
While Susan was eating duck roast, I got called from my mother, she
said I must go home early. And then, Susan and I rushed to eat
our food and went home. I picked Susan to Suran's house. At Susan's
house, I wanted to call my mom, but the pick pocket was
stealing my phone at Mcdonald's but I didn't realize that
Oh God, I losing my phone cos I'm not worried
about my phone.
    Sorry Lou, my mom called me to help her.
    See you soon, Nata!

From: sipa@yahoo.com   Group 4
To: arga@gmail.com
Subject: Pickpocket

Dear arga, Last Saturday I was alone at my home. When I was bored,
I was chatting with my Fb's friend. He's a boy and he let me to have a dinner.
He's so sweet, he let me to the cinema and we were watching movie together.
After that, he pick me up to go home. I was very happy, I thought that it
was the best night ever. It's not good as I finally realized that I lost my phone!
I tried to remember, and I finally realized that the boy stole my phone!
He borrowed my phone and I forgot to ask him back. He was a very good liar
and he unfriend me on FB. I learned so much from that experience.
You can't trust anyone that you doesn't really know.
    Bye!

App 3. Pictures and documentation

Minimizing Students' Absenteeism from Classes by Applying GBL (Game-Based Learning) Strategy throughout the Term

Dewi Susanti Siahaan
LBPP-LIA Harapan Indah

Abstract

The students' absenteeism in classrooms sometimes brings about teachers' lack of self-confidence. At least, it personally had caused this article writer's increasing demotivation to teach. Teachers may well wonder if the abseenteism happens due to the students' boredom with the way the teachers teach them or to the students' own lack of self-willingness and motivation in learning or other reasons whatsoever.

One of the methods to find out the real cause of the students' habitual failure to appear for classes is to do a Classroom Action Research (CAR). The writer then did the research, and it was found out that the real cause of their absenteeism was not the way she taught the class, yet problems faced by students on their way to LIA, like flooding problem or time management problem. Only 0.5 % of the result showed the way she taught the students contributed to the occurence of students' habitual absence. This made the writer find a way to bring the demotivating percentage to zero; she applied GBL (Game-based Learning) in her class, inserting as many class games as possible into her teaching. The result of the intervention she carried out eventually showed that the application of GBL by including games into all the lesson plans drew the increase of students' eagerness to be present in the classroom, decreased substantially the volume of students' absence, and at the same time improved teacher's self-confidence in her teaching as the class went along throughout the term. Data collection method the writer had done was questionnaire-filling and note-taking.

Background

One day with a great teacher is far much better than a thousand days busy studying with piles of books.
-Japanese proverb-

I find my intermediate classes in term April – June 2013 are not eager to attend the class. I myself think this happens because my present in the class is really boring for them. Many of them are late comers. Though they are present, they tend to texting or even chatting in which they have to listen to either the teacher's explanation or friend's. For that reasons, I plan to try out new methods and game based learning to be applied in my classrooms so that they can improve the students' interest and ability in the 4 skills as well.

Theoretical framework

Games are interesting. It can make people addicted. For that reasons many studies have been done and the researchers prove that game can be used to teach. Nowadays games are widely used as the media to teach not only children or teenagers but also adults. We can find huge numbers of games used to teach in internet, and books. Even a lot of books about games are published for the sake of employees training need.

For that reason, the researcher wants to apply the game based learning to her teaching. She learned that GBL is the answer. **Game-based Learning** is an intentional and systemic pedagogical method to engage students in experiential learning towards a shared goal (Dr. Larysa Nadolny, www.drnadolny.com). Shortly, the game is the core. Learning lies around the core. It is defined by the following characteristics:

1) scaffolding learning,
2) adaptive feedback and assessment,
3) social collaboration and competition,
4) game mechanics, and

5) challenging goal situated in a narrative context

- **Scaffolding Learning -** Game design focus' heavily on scaffolding of learning in order to build upon prior knowledge. Scaffolding is frequently the basis for problem-based learning techniques.

- **Adaptive Feedback and Assessments** - Assessment is the cornerstone of good instruction, from inquiry learning to universal design for learning. In gaming environments, immediate, appropriate, and continuous feedback provides motivation and a challenge for users. In education, GBL can provide the same motivation and ongoing benchmarks for students. As much as possible, assessments should integrate with course activities to maintain the flow of the learning.

- **Social collaboration and competition -** Not all games are social networks or multiplayer environments, but courses are a pre-determine community of learners. Classrooms are not about *if* there is a community, it is about *how* you use the community. The best community-based games utilize the strength of collaboration along with the challenge of competition. Social influences must be considered in learning, and they are of particular importance in GBL.

- **Game mechanics** - The research in developing good games is well documented, with a strong foundation in the behavioral perspective of psychology. Just as every game employs appropriate gaming elements to engage the user, classrooms must do the same. Whether teacher motivates learners through extrinsic or intrinsic rewards, challenges or authentic problems, gaming terms or personalization through avatars, these are items in the GBL toolbox.

- **Challenging goal situated in a narrative context -** Game-based learning is centered on a storytelling narrative. A story where the outcome (i.e. goal) is achievable with the effort and time a student should invest in a class. The goal may or may not have a correct answer, but it is engaging and worthwhile for the user. This is a difficult element to develop, as educators and students have different ideas of "worthwhile".

Ruben R. Puentedura in his article said that games can be classified into four classifications, namely: narrative game (for example: Computer (digital) game, simulation game, action games and other games. Other games includes: board game, card game, and paper game. (Puentedura, R. R, 2012).

Each kind of the game is divided into 2 namely: conventional game and alternative games. **Conventional** game means the game for the sake of

entertainment. While the **alternative game** is still divided into 2 namely: **serious game** and **educational game**. **Serious Game is** a design for purposes other than entertainment as the primary goal.

Games used in GBL must include language contents and language aspects. Teacher must be able to gamify those things. The process making them into game is called gamification. **Gamification is** the use of game design techniques in non-gaming contexts. Gamification process includes 4 elements such as rules of the game, how to play the game, how to win the game (strategy) and the sense of competition. The result of gamification can be classified into two types. They are educational games and serious game.

Games used in this research are race game, power point games and gallery walk. They are all included into gamification.

"Rules" are a defining characteristic of games. In classrooms, rules are clear and set by the teacher. In higher education, this takes the form of syllabus. The syllabus describes the point system, time requirements, policies and exceptions to the rule. The researcher did not feel that rules were a requirement of GBL, rather a requirement for classroom instruction.

The use of technology is not a requirement of game-based learning, but it has clear advantages for teachers and students. By using automated grading and adaptive release tools, students can receive feedback and rewards instantly. By using technology, the teacher becomes the *game master*, adding and adjusting to each student's need.

Dr. Larysa Nadolny developed the Step Model when re-designing large course. This model exemplifies definition of GBL:

1. Content knowledge and skills increase in difficulty and build upon prior learning.
2. Each course "level" includes adaptive feedback and assessment with opportunities for re-learning and re-taking of assessments.

3. Student can earn rewards quickly in the beginning, with opportunity for failure early in the course. Rewards are more difficult to earn at the end of the course, and failure notification occur more quickly.

4. The course is situated in a narrative context with smaller and larger goals.

5. The model takes a step pattern (as opposed to most games) to reduce cognitive load and motivation issues for students who are not invested in the course.

Data Collection Method

There are two methods used to collect the data. The first is by asking students to fill in questionnaires and to write notes. For example, students write about other reasons why they do not attend the class, their hopes how the class should run (see appendix 1), and etc(see appendix 1 and 2). The questionnaires are written in Bahasa not in English. I choose Bahasa for two reasons. The first reason is Bahasa is more eligible for the students since it is their mother tongue. Second, is for the sake of students' freedom to choose and express their opinion on the questionnaire.

Data Analysis

1. Pre-Action

I feel so wonder about knowing the reason why my students often come late and not even attend the class, so I ask all my intermediate students to fill in a questionnaire (appendix 1).The first questionnaire is done before the actions are done.

In answering the questionnaire, I ask the students not to write their name on it in order they feel free to choose or express what they feel. I say "choose" because some of the questions are written in multiple choices and "express" because some of the questions are in essay.

There are 20 students who fill in the questionnaire. Here is the result of the first questionnaire:

Question   : Sudah berapa kali Anda absen?
Students' answer   : tidak pernah (10%)
                       1-3 kali (75%)
                       4-5 kali (10%)
                       Tidak menjawab (5%)
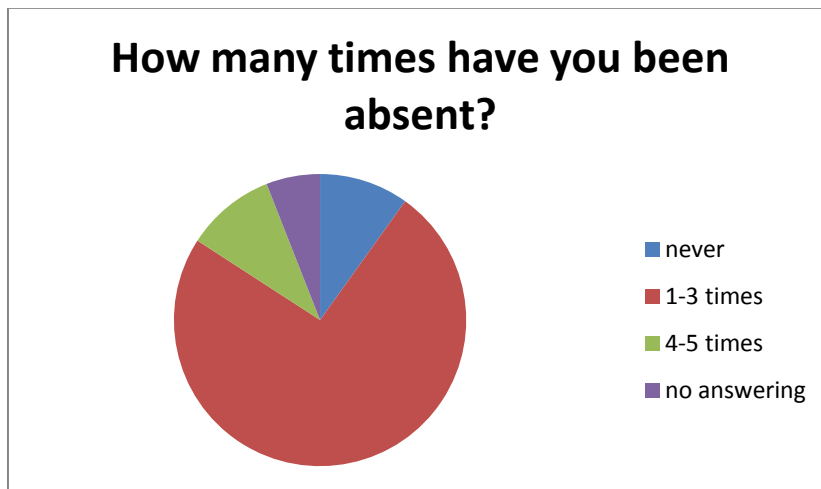
Question   : Apa yang membuat anda absen?
Students' answer   : tidak pernah absen (10 %)
                       Masalah keluarga (10%)
                       Hujan/ banjir (20%)
                       Malas (15%)
                       Alasan lain: urusan sekolah (45%)
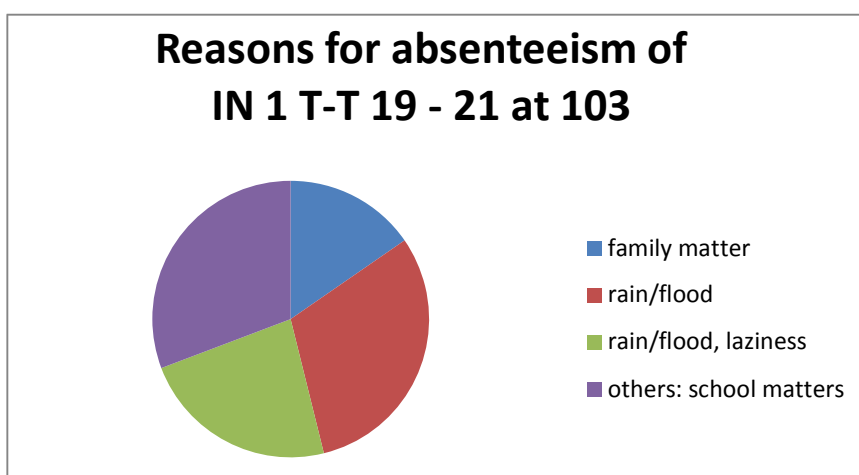
Question   : Apa yang membuat and malas? (Hanya dijawab jika siswa memilih jawaban malas
                pada pertanyaan sebelumnya).
Students' answer   : tidak menjawab (65%)
                Cara mengajar guru kurang menarik (25%)
                Kelasnya membosankan (10%)

reasons of laziness

■ teacher's way of teaching
■ boring class
■ no answer

Question   : Jika menurut anda pelajaran Bahasa Inggris di kelas ini tidak menarik, apa saran anda agar menjadi menarik? (Hanya diisi jika anda memilih jawaban' cara mengajar guru atau materi dalam buku kurang menarik' pada pertanyaan sebelumnya)

Students' answer   : tidak menjawab (75%)
                Guru memperbanyak game dan lebih interaktif (ramah) dengan para siswa (25%)

suggestion for more interesting class

- no suggestion
- teacher applies more games and be friendlier
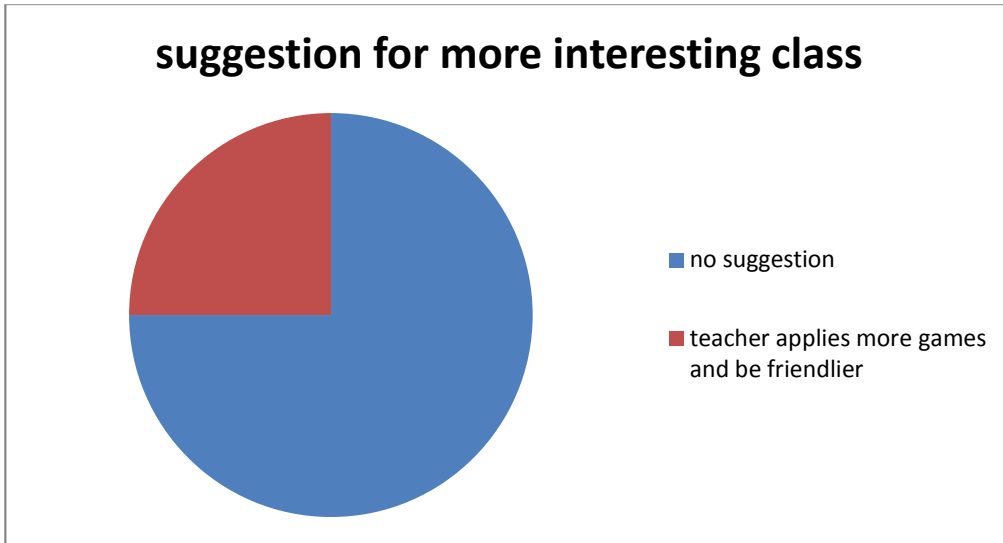
2. While-Action

Therefore, I as the teacher not only tried designing techniques but also consulting to my senior some other techniques that quite new for me. I started on May 21. Here is the Journal of my CAR in my Tuesday – Thursday IN 1:

No.	Date/ Month	Lesson	GBL used	Matter
1.	14 May 2013	L 7: What Are Your Dreams	**Race game** teacher divides class into two groups. Each of the students in the group becomes the expert of a paragraph. Students have chance to read their paragraph first then share what they have read with the member of the group. After they share they have to answer question in a race game read by the teacher.	Pronoun agreement and reading comprehension Conditional type 1
			Eternal Mingle. Teacher asks students to stand in two lines then distributes slips of paper to the students. After that teacher asks students to ask each other.	

2.	16 May 2013	L 8 : A Dream For Others	**Power Point Quiz** : T gives some examples about antonym and synonym clues. T divides class into 3 groups and then ask ss to answer Power Point Quiz	Antonym and Synonym Clues
3.	21 May 2013	L 8 : A Dream For Others	**Expert and share group:** Teacher divides class into 5 groups. Each group becomes the expert of a paragraph. Students have chance to read their paragraph first then share what they have read with the member of the group. After that teacher reshuffle the students into 2 groups. Here they take turn share what they have read with other members that have read different paragraph. After that, they have to answer question in a **race game** read by the teacher. After the race game, teacher gives chance to the students to do '**Create your own question'** game based on the passage they have read. Teacher gives bigger score for the question. **Cooperate writing** Having done the race game Teacher divides each group into 2. So, there are 4 groups altogether. Teacher asks every group to write a conversation interviewing a public figure (in this case one student pretend to be Dolorosa Sinaga)	Reading comprehension Write conversation
4.	28 May 2013	L 9 : Hello Can I Help You	**Gallery Walk** T asks ss questions about	Terms Adverb of quantities

			pictures they see in the book. Then groups the students and gives them challenge to write some list of terms they know about certain field. Each group discusses one field. The teacher gives feedback and score for every group. **Power Point Quiz** T gives some minutes to the students to review the lesson they've just learnt. T shows additional vocabularies. Then t tells ss that they will have a kind of power point quiz.	Adverb of quantities Expressions (who says it; how to say it in English)
5.	30 May 2013	L 10 : Clothes Make The Man	**Gallery Walk** T asks ss questions about pictures they see in the book. Then groups the students and gives them challenge to write some list of terms they know about certain field. Each group discusses one field. The teacher gives feedback and score for every group. Then, T gives some wh-questions to ss that guide them how to build a paragraph	Write expository paragraph.

3. Post-Action

Having finished teaching all the lessons, reviewing and giving the periodic test II, I take a survey by asking students to fill in the questionnaire so I know whether the techniques work or not. Here is the result of the questionnaire.

Question   : Setelah kuisioner terdahulu, bagaimana cara mengajar guru di kelas?
Students' answer : Jauh lebih menarik, suasana kelas lebih hidup (30%)

Tidak terlalu banyak perubahan, tapi lumayanlah (15%)
Ada sedikit perubahan ke arah yang lebih positif (40%)
Tidak ada perubahan, datar (5%)
Tidak menjawab (10%)

teacher's way of teaching after the 1st questionnaire

- far much better
- not too much changing, but not bad
- a little bit positive changing
- no changing, just flat
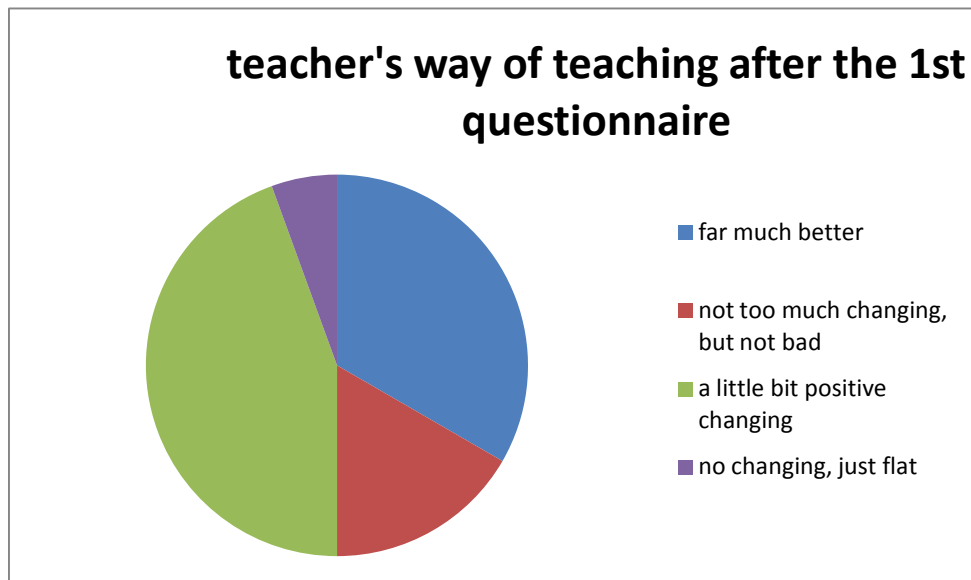
Question	: Cara belajar yang mana yang menurut anda paling menarik? (Hanya dijawab bila anda memilih jawaban A, B atau C pada pertanyaan No. 1)
Students' answer	: Expert and Share group; Tanya jawab tentang wacana (10%)
	Conditional clause dengan teknik eternal mingle (10%)
	Lomba cepat tepat dengan power point quiz + writing conversation (50%)
	Group discussion + gallery walk (25%)
	Tidak menjawab (5%)

Question	: Di kuisioner yang lalu anda menjawab soal tentang keterampilan apa yang menurut anda sulit. Hari ini adalah sesi terakhir anda belajar di kelas. Anda berkesempatan untuk menilai sendiri, sejauh mana kegiatan belajar di kelas menolong anda keluar dari kesulitan memahami keterampilan tersebut?
Students' answer	: 2 poin (20%)

3 poin (50%)

4 poin (5%)

Jawaban lain: Pengucapan lebih baik dan tambahan pengetahuan (15%)

Question : Apa kesan anda sekarang mengenai cara mengajar saya?

Students' answer : cukup menarik (25%)

Menyenangkan (15%)

Lebih menyenangkan dari sebelumnya (25%)

Jauh lebih menarik dari yang sebelumnya (20 %)

Terlalu serius, tidak menarik (5%)

Result and Discussion

From the first questionnaire, what makes students do not come to class is not the way of the teacher to teach but it is more caused by the weather and school matters. Therefore, I decide to apply GBL after having read some suggestions from the students. Then after the actions, I distribute second questionnaire. From it I find that most of the students like the teacher's new ways of teaching in the class better than the previous one.

Conclusion and suggestions

Conclusion

Based on the study result the researcher wants to formulate following conclusions

1. Students really like the GBL used by teacher that really make the class more fun
2. Teaching skills through games makes students feel at ease and eager to study whatever skill it is, even if it is the most difficult one for them. And this gives a positive impact to their betterment in the skill that they think the most difficult one for them.
3. Games make students cooperate each other
4. Games increase the students interest to study
5. Games really engage students to the lesson taught.

Suggestions

   Based on the result of the study the researcher proposed the following suggestions:

1. The researcher found that the GBL used prove able to raise the students' interest to study, cooperation and language skill. Therefore the researcher wants to suggest other teacher to apply the GBL used in this research in the other classes, especially in 7.00 P.M – 9.00 P.M

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Puentedura, R. R, 2012

Appendix 1

1. Apa/ siapa yang membuat anda belajar Bahasa Inggris di LIA?
    A. Kemauan sendiri
    B. Ajakan teman
    C. Kemauan orang tua
    D. Alasan lain (isi sendiri: _____)

2. Menurut anda, apakah materi yang diajarkan di kelas menarik?
    A. Sangat menarik
    B. Menarik
    C. Tidak menarik
    D. Sangat tidak menarik

3. Apa yang membuat anda tertarik belajar (hanya dijawab jika anda memeilih A atau B pada pertanyaan No. 2)
    A. Guru
    B. Buku
    C. Teman-teman sekelas
    D. Lainnya (isi sendiri: _____)

4. Apa Keterampilan yang menurut anda paling sulit?
    A. Reading
    B. Speaking
    C. Listening
    D. Writing

5. Sudah berapa kali anda absen?
    A. 1 – 3
    B. 4 – 5

C. 6

D. > 6

6. Apa yang membuat anda absen?
    A. Masalah keluarga
    B. Hujan/ banjir
    C. Malas
    D. Alasan lain (isi sendiri: _____)

7. Apa yang membuat and malas? (Hanya dijawab jika anda memilih jawaban C pada pertanyaan No. 7)
    A. Cara mengajar guru kurang menarik
    B. Materi dalam buku kurang menarik
    C. Tiak berminat belajar Bahasa Inggris
    D. Alasan lain (Isi sendiri: _____)

8. Jika menurut anda pelajaran Bahasa Inggris di kelas ini tidak menarik, apa saran anda agar menjadi menarik? (Hanya diisi jika anda menjawab A atau B pada soal No. 7; jawaban boleh lebih dari 1)
    1.
    2.
    3.
    4.
    5.

Appendix 2

1. Setelah kuisioner terdahulu, bagaimana cara mengajar guru di kelas?
   a. Jauh lebih menarik, suasana kelas lebih hidup
   b. Tidak terlalu banyak perubahan, tapi lumayanlah
   c. Ada sedikit perubahan kea rah yang lebih positif
   d. Tidak ada perubahan, datar

2. Cara belajar yang mana yang menurut anda paling menarik? (Hanya dijawab bila anda memilih jawaban A, B atau C pada pertanyaan No. 1)
   a. Expert and sharre group + Tanya jawab tentang wacana
   b. Conditional clause dengan teknik eternal mingle
   c. Lomba cepat tepat dengan power point quiz + writing conversation
   d. Group discussion + gallery walk

3. Di kuisioner yang lalu anda menjawab soal tentang keterampilan apa yang menurut anda sulit. Hari ini adalah sesi terakhir anda belajar di kelas. Anda berkesempatan untuk menilai sendiri, sejauh mana kegiatan belajar di kelas menolong anda keluar dari kesulitan memahami keterampilan tersebut?
   a. 1
   b. 2
   c. 3
   d. 4

4. Apa kesan anda sekarang mengenai cara mengajar saya?

   ----

5. Apa pesan anda untuk saya demi peningkatan pengajaran di waktu mendatang?

Modifications of Line Drilling, Eternal Mingle, and Inner-Outer Circle for EC Students

Irwanti Nurika Vidayanti
Niken Dwiretno Galuh Agrikaltarini
LBPP LIA Surabaya

ABSTRACT

One of good characteristics of an EC lesson is the proportional use of "still" and "stir" activities in the classroom. "Stir" activities can be defined as activities that require students to move to complete tasks given by the teacher. Based on experience, different from a classroom with adult students, moving for EC students can include running, dancing, pulling, pushing, yelling, and many other activities that most of the time can interfere the conduct of an activity. These interferences cause several drawbacks in an activity, for example, over-repeated instructions, instruction misunderstandings, too-long activities, and unfinished activity. Line drilling, eternal mingle, inner-outer circle are among those "stir" activities widely used in English classrooms. Those evergreen activities can also be applied in EC classrooms because they require student's movement, promote students' interaction, and engage every student including the passive ones. However, to apply those activities in an EC classroom successfully, it is needed to make some modifications to adjust to the nature of children.

This action research is trying to find out if some modifications on the three activities will help increasing the success of those activities in EC classroom. The modified activities will be conducted and videotaped in an EC class. The results will be compared with the unmodified activities done previously in the same class. The data collected in this research will be qualitative based on the videos. Modification is expected to give positive effects on the conduct of the activities.

Keyword: line-drilling, eternal mingle, innner-outer circle, effective

Background

When the researchers were in the middle of another study focusing on the implementation of "still" and "stir" activities in EC classroom, we found something interesting. Implementing some "stir" activities for EC students can increase students' participation, however it faces some problems.

The three "stir" activities chosen for the study were line drilling, eternal mingle, and inner-outer circle. These evergreen activities require students' movement, promote student-student interaction, and engage every student including the passive ones. Some problems found dealing with the conduct of these three activities in EC 3B class at that time were as concluded in the following table:

Table 1. problems found in the practice of line drilling, inner outer circle and eternal mingle in EC 3B students in LBPP Lia Surabaya

Activity	Problems found
Line-drilling	• SS had difficulty to understand the instructions. They were still confused on how and where to move at the beginning of the activity • To move to the next position, some students had to wait other pairs to finish asking and answering questions. While waiting, they teased their partners, chased their partners and left their positions
Inner-Outer Circle	• SS had difficulty to understand the instructions. They were still confused on how and where to move,especially the outer circle students, because their peers at the inner circle left their positions. • To move to the next position, some students had to wait other pairs to finish asking and answering questions. While waiting, they teased their partner, danced, chased their partner and left their positions
Eternal Mingle	• Most of the students were reluctant in mingling with their friends, especially those who are from the opposite sex. Only after being persuaded, some were willing to mingle.

Based on the mentioned problems, we would like to see if we can modify the activities and reduce the problems.

Theoritical Framework

As we all know, motivation is the key to make students participate in the classroom activities. We as teachers of course, play important role in building students' motivation. Dörnyei (in Cameron, 2011:37) suggests that there are four main components or stages of motivational teaching. The first stage is to create motivating conditions for learning. This means creating a pleasant and supportive environment in the classroom. The next stage is to introduce initial motivational techniques such as talking about values, showing positive attitudes to learning, creating materials that are relevant for the learners, and establishing expectations of success. After the initial stage, teachers need to take care to maintain and protect their learners motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners. Finally, motivating teachers take care to turn evaluation and feedback into positive experiences.

Considering the stages of motivational teaching mentioned before, stimulating activities give initial part in building and maintaining students' motivation and participation. Related to our study stimulating activities here means the activities should be in the form of meaningful tasks. According to Springer and Persiani (2011:31), classroom tasks for children must have coherence and unity for learners. The tasks also need to have meaning and purpose for learners. Next, they must have clear language learning goals and must have a beginning and end. Last, the tasks must involve the learners actively.

So, how can we implement these stimulating activities? In order to build and promote students' motivation and participation, we can implement the activities through cooperative learning activities. According to Johnson, Johnson and Holubc (as quoted by Prince George's County Public Schools, 2008:1), the definition of cooperative learning itself is the instructional use of small groups through which students work together to maximize their learning. Cooperative learning requires that students work together to achieve goals which they could not achieve individually. That is why cooperative learning groups empower their members to act by making them feel strong, capable, and committed. There are many cooperative learning activities that we can apply in our class. In coherence to our study some of

them are; inner outer circle, eternal mingle and line drilling. Jacobs et al. (1997:20) describes the implementation of inner outer circle orders half of the pairs form the inner circle facing outward. Then the other pair form the outside circle around the the first circle facing in toward the people in the inner circle. Each person in the outside circle should be facing one person in the inner circle. They can be standing up or sitting down. When students do the activity the people in the outside circle rotate one position so that they are facing a different person in the inside circle. Similar to inner outer circle, eternal mingle, as described by Schreck (2007:1), assigns students to get up and mingle asking their questions and each time exchange questions so they are constantly asking different people as well as different questions. Line drilling then is an activity where students are divided into two groups and must stand face to face in two different lines. In this activity the students ask and asnwering question or completing dialogs/sentences with their partner from another group. Everytime they hear the teacher claps his/her hands they have to move to the right and work with different partner. The activity ends when the students meet their first partner. Consequently, the success and effectiveness of the implementation those activities need to be noted by the teachers.

In implementing cooperative learning activities, we need to balance the demand and support of the task given. Cameron (2011:26) suggests that whether learners can do task, and wheter they learn anything by doing it, it depends not just on the demand or on the support, but on the dynamic relationship between demand and support. If the demands are too high, learners will find the task too difficult; they are likely to "switch off" and not finish the task, or to finish it as well as they can, using what they know to complete the task. In either case, learning goals are not achieved. If a task provides too much support, then the learner will not be stretched. In our study, the demand is the obligation of students to move in such arrangement that will lead to full participation. While the support is the instruction given to perform the activities. However, based on our preliminary study we experienced problem from students understanding of the lesson. We also found out about the students

reluctant to mingle with their opposite sex friends (in eternal mingle activity). Last, we have difficulty in leading them to remain in the tasks given due to some distractions. Therefore, we need to make some modification on the tasks/activities given and give something that can help students focus on the activities.

Data Analysis

This research was conducted in LBPP LIA Surabaya. The subjects of this research were 10 students of EC 3B. The design of the research is Classroom Action Research (CAR), following Kemmis and Mc Taggart's model (in Koshy, 2006:4). According to Mettetal (2001:2), classroom action research is a method of finding out what works best in your own classroom so that you can improve students learning. The researchers chose the design since it dealt with the classroom setting, which was directed to find out a solution to reduce the problems found in the three chosen activities. The research was conducted in five cycles, two cycles for "line drilling", two cycles for "eternal mingle", and one cycle for "inner and outer cicle". Each of which consisted of four steps, namely planning, implementation, observation, and reflection. In the planning stage the researchers designed the modification for the activity, and prepared teaching aids to be used in the implementation of the modified activity. In the implementation stage, one of the researchers implemented the modification as planned, as well as made good use of the teaching aids prepared before. Next, in the observation stage another researcher collected data by videotaping the implementation of the modifications. Last, in the reflection stage the researchers analized and evaluated the modifications and decided whether or not the modifications applied were successful in reducing the problems.

Results and discussion

1. Line Drilling

From the previous explanation, two most noticeable problems were students' confusion on how to move and waiting time. To reduce the two problems,

researchers tried to modify two things in the activity. First, the researchers modified the instructions. The next table will help in comparing the instructions given to students.

Table 2. instructions modification for line drilling

Control line drilling	First modification in the first cycle	Second modifications in the second cycle
• Oral instructions • Gestures of how to move done by the teacher	The teacher drew the scheme of the movement on the board, using magnet with students' name on it, and move the magnets accordingly.	The teacher used plastic cups and a piece of carton board on the floor. The plastics cups represented students while carton board represented the chairs which SS should move around them

The oral instructions and gestures only, turned out to be inadequate to get students to understand the movement. They couldn't imagine how to move, that resulted in confusion. On the contrary, in the first modification, when the teacher moved the magnets, students got better understanding on how to move. They could imagine it. When conducting the activity, most of them stayed in their positions, moved only after receiving instructions from the teacher. Similar results could be seen in the second modification, the use of the cups helped in attracting their attention. When conducting the activity, all of them did the movement correctly.

Secondly, to reduce students waiting time the researchers modified the task given in the activity,. The researchers expected that students didn't have to wait their friends to move, and resulted in more focused students. The modifications are summed up in the following table.

Table 3. Task modification in line drilling

Control line drilling	First modification in the first cycle	Second modifications in the second cycle
Students practiced only one-time question and answers. That is "How does ...taste?" and "it tastes...?"	Students practiced grammar points " is there" and "are there" using the hints in the cue cards. There were four hints on	Students practiced the expressions of "Is there...?" and "Are there...." to guess what was on some pictures,

	every card, so it gave more opportunities for students to practice the grammar point. Students moved only after listening to the teacher's clap. The example of hints in the cue cards are ".......bananas?" and ".......... an apple?" students to fill the blanks with the grammar point. Their partners answer accordingly based on the pictures they had.	held by the teacher. One line couldn't see the picture. The teacher was behind them. The other line could see the picture, and said whether their friends' guesses were correct or not. The students moved only after one of the students could guess the picture correctly.

In the control line drilling, each student was required to ask or answer one question only. Consequently, some students finished earlier than the others. While waiting for the others to move, these students did not know what to do, so they started to got bored and teased their friends. Even one pair chased one another and left their position. Those could distract the attention of students who were not finished yet.

In the first modification of the first cycle of line drilling, to minimize students' waiting time, students were requested to ask more than one questions to practice the grammar points based on the hints. And they only moved after listening to the teacher's clap. The students who asked the questions, had to complete at the most four questions. That way, they produced more than one questions at a time. The teacher clapped when she felt that most students had completed at least 3 questions. Therefore there was no waiting time.

In the second modification of the second cycle of line drilling, all students in a line had to guess a picture held by the teacher. While the other line responded accordingly based on the picture. As a results, all of them had the same purpose, and the guessing ended when one person could guess the picture correctly, using the expressions practiced. There was no waiting time, because they did the same thing at the same time, but with different person. As additional modification from the

control line drilling, the researchers used the chairs to help students stay in their position

2. Inner-outer circle

When implementing inner-outer circle for the first time, there were two noticeable problems similar to line drilling, they were student's confusion on how to move and waiting time. The following table compares what happened in the control inner-oute circle and modified inner-outer circle.

Table 4. control inner-outer circle and modified inner-outer circle

	Control inner-outer circle	Modified inner-outer circle
Instructions	Instructions were mostly given orally with some gestures.	Instructions were given orally with the help of some teaching aids, such as round tray, plastic plate and pieces of paper.
Task	Ss did a survey, asking whether his/her partners' likes and dislike, using the expressions of "do you like..?" "yes/no, because...."	SS did guessing game, every S drew some foods on a paper. The outer circle guessed, the inner circle answered based on the picture. The expressions practiced were "is there...?" and "are there..?", but this time whithout any prompts.
Use of Classroom equipment	No equipment	Teacher's desk as the centre point, the inner students face outward surrounding the desk.
Additional Mission	No additional mission	To keep the motivation of outer students, for every correct guess, they got a piece of paper star. the winner was the one who got more than 10 stars. After one round, changed role, the inner circle became the outer one and the same steps repeated.

In the modified inner-outer circle, instructions were given with the help of round tray, as the outer circle, plastic plate as the inner circle, with some pieces of paper attached representing the students. The students were attracted to listen the teacher, and when the teacher moved the round tray, most of the students got the

idea on how to move. The use of teacher's desk as a central point, could help the inner circle students stay in the position, as a result, the outer circle students could follow the pattern of the movement. The task given for the outer circle students was guessing what was in the inner circle students' picture. If the outer circle students could guess correctly, they would get a star paper. To collect as many stars as possible, they had to ask as many questions as possible. This kept students in focus and there was no waiting time. Students only stopped guessing when the teacher asked them to move.

3. Eternal mingle

The most noticeable problem found when implementing eternal mingle for the first time, was students' reluctance to mingle with their friends, especially from the opposite sex. As a consequence, students mingled only with their friends from the same sex, boys and boys, girls and girls. Only after being persuaded, some of them wanted to mingle with the opposite sex. In order to add more motivation for students to mingle with all of their friends, students need the feeling of accomplishing "a mission". The following table will explain the modification of eternal mingle.

Table 5. modifications of eternal mingle

Control eternal mingle	Modification of the first cycle	Modification of the Second cycle
SS practiced making the questions of "how does...feel/taste/sound/look/smell? " based on the pictures on their cue cards. After meeting a friend, they swapped the cards and went to other students.	Students did a survey about their friends' favorite meals. The expressions were "what's your favorite breakfast/lunch/dinner?" Each student was given pieces of puzzle, all of which were the same. Everytime they ask a student, they had to give a piece of the puzzle they had, and the other way around. They could collect all pieces of the puzzle and arrange them after meeting all students in the class.	Students did a survey about their friends' favorite food/drinks/snacks. The expressions were "what's your favorite food/drinks/ snacks?" Each student was given a blank coloring picture, and a crayon. Each student received a different color. Everytime they ask a student, they had to color his/her friend's picture using the crayon he had and the other way around. They could have all colors on their picture after meeting all students in the class.

The target, given to students when doing eternal mingle, motivated them to mingle with all of their friends. In the first cycle, they wanted to get the complete pieces of puzzle, while in second cycle they wanted to get all colors in their picture. A girl, who in the control eternal mingle remained seated and did not want to mingle with the boys, finally did not mind meeting the boys. She even walked and talked to the boys. And the boys who played a ball in the control eternal mingle, became more focused in completing the task. The researchers' fear of students paying more attention in accomplishing their mission to collect pieces of puzzle and get more colours than doing the survey itself was not proved. Students were cooperative and did the survey as well as accomplishing the mission. After the second modification, the teacher tried to do another eternal mingle without additional missions. The students were not reluctant and they could do the activity well. The additional mission in the first and second cycle of the research helped them reduce their anxiety in mingling with the opposite sex friends.

Conclusion

To conclude, conducting line drilling, inner-outer circle and eternal mingle in an EC 3B classroom was not as simple as conducting them in adult classes. The problems aroused need to be overcomed by modifying some elements of the activities. the modifications done in the research, as seen, could reduce the problems.

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BIO DATA

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Appendix

Pictures of Control Line Drilling

	Some students did not pay attention when the teacher explained.
	The teacher explained orally
	While waiting for the other pairs to finish, some students teased their friends

	The boy in the yellow shirt, thought that he had exchange position with his friends in front of him (the girl in the red blouse)
	The girl in the blue dress, thought that she had to move the other end of tthe line
	The Teacher explained again how to move
	A couple left their position, and the girl in pink blouse chased the boy in blue t shirt.

| | The same couple kept chasing one another, in front of the other couple who was still having a dialog. |

Pictures of control inner-outer circle

| | The teacher asked four students to stand as the inner circle |
| | The teacher asked the other four students to stand up in front of the inner circle, as the outer circle. |

	In the middle of the activity, some outer circle students got confused becuase the inner circle students left their position
	While waiting, the boy in the striped t shirt, danced.
	While waiting, two boys teased one another, and ended up in "kicking their friends"

Pictures of control eternal mingle

	In the begginning of the activity, the two girls remained seated.
	The girls remained in the same group
	The boy did not leave their seats, asking one another
	The girl remained seated, did not want to stand up and mingle with the others

	A boy waited until somebody came to him
	The same boy responded to another boy, but still seated
	After being persuaded, some of the boys talked to the girls
	The two girl remained seated.

| | Two boys were playing a ball, in the middle of the activity |

Pictures of line drilling first cycle

| | | The teacher used magnets on the board when giving instructions |

	The teacher demonstrated the movement using the magnets
	All students were on their position, and focused on the task
	All students were on their position, and focused on the task
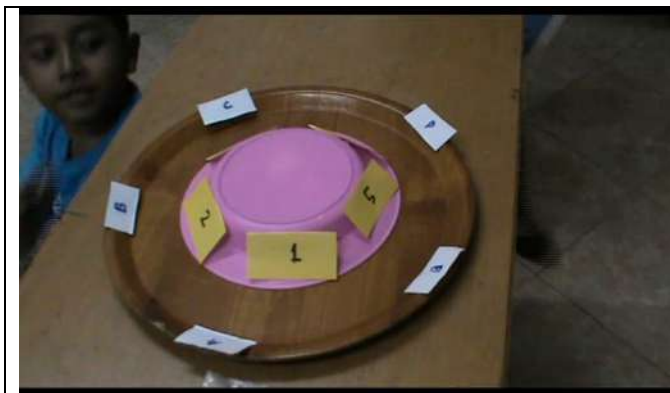
Pictures of line drilling the second cycle

	The students gathered and sat to listen to the theacher's instruction
	The teacher used plastic cups and a card board to demonstrate the movement
	The students guessed pictures, held by the teacher
	The students remained in task

Pictures of inner-outer circle with modification

	The round tray and plastic plate as the teaching aids
	The paper stars for the corrcet guess
	Students gathered around the desk, listening to the instructions from the teacher
	Teacher demonstrated the movement by moving the round tray representing the outer circle

| | Students were in their positions, and focused on the task |
| | A student gave a paper star for another student who guessed correctly |

Pictures of eternal mingle in the first cycle

| | The girl who remained seated previuosly, this time stood and approached a boy |

	The same girl kept doing the survey, actively
	After they completed the survey, students arranged the puzzle.
	An example of students' work
	The teacher asked the results of the survey

Pictures of eternal mingle second modification

	The boys who were playing with the ball, here remained focused on the task
	The students did the survey
	The students colored the picture after interviewing their friends
	Everyone in the class was active in the eternal mingle.

Improving Student's Ability in Listening through Podcasts

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ABSTRACT

Listening plays a central role in language learning. It is needed in communication. The language learners have to follow and respond speaker to make an effective communication. Therefore, it is vital for them to get practice in which they get contact into real language. Students still find it difficult to comprehend the spoken language of real language where the native and competent speaker speaks naturally and normally. They have to work hard to employ their prior knowledge and vocabulary. Moreover, they also have to deploy the receptive skills in comprehending the real language. To develop and upgrade their English fluency, teacher has to create a dynamic and innovative approach to teach listening by selecting input sources which are appropriately authentic, varied, interesting, and challenging. Podcast is one of the ways to cater their needs when they come into real language. The aim of the study is to investigate the significance of podcast to improve student's ability in listening. There is a positive relationship between listening to podcast and their listening ability. To limit the problem, the writer asks the respondents to listen for specific information in the pre test and post test. The population of the research is ET 12 students. The writer uses pre-experimental design.

BACKGROUND

Listening plays important role in language learning. It is needed in communication. To make an effective communication, we have to listen by following and responding the speakers. Besides, this language skill is also frequently used. Listening is also the channel to acquire foreign language.

Although listening is crucial and needs to be concerned in language learning, most students have seen it as the most difficult language skill. Language learners have to do an active and a demanding process in which they have to do some stages of process to help them comprehend the spoken language. V.M Rivers (1998:18) points out:

Listening involves active and cognitive processing. There are three stages in the aural reception of a message are distinguished. 1) Listeners must recognize in phonic substance sound patterns in bounded segments related to phrase structure. At this stage, students dependent on echoic memory, which is very fleeting. 2) listeners must immediately begin processing, identifying the groupings detected according to the content of our central information system. 3) Listeners recycle the material they organized through immediate memory. Thus, building up an auditory memory which helps to retain the segments are processing.

Next, students have to recognize the high proportion of vocabulary. When they find an unfamiliar word, they would see it as a barrier. It can result to the low expectation. Besides, the length of words and text also matters. They need to be motivated when they encounter or have long words or text. They see is as a frustrating experience. Moreover, when they have or encounter an authentic material in which the native and competent speakers do not simplify and slow their speech, they have a low expectation to comprehend the real English. Learning listening skill is not instant. Language learners or students have to do practices lots of time with appropriate treatments. It also cannot be learned by following the rules just like we have in grammar (Kavaliauskiené : 2007). Unlike reading, when

language learner listen, they cannot go back to listen the spoken language. Therefore, teachers have to find a way to help them in comprehending spoken English by giving opportunities to get exposed to the listening material.

Podcasts is one of the innovative and dynamic ways which can cater the students' need with a nonthreatening way. The topic of the talk in the podcasts can be adjusted based on the interest of the listeners or students. Next, it offers language learners to get contact with the real English and variety of voices. It exposes language learner to the new language. It also enables language learners to listen and get familiar with the sounds of new vocabulary and words. It generates idea to enhance them in productive skills in which they could produce small talk, writings, and many other productive skills.

Reasons for choosing the topic

There are several reasons for choosing the topic. Based on the experience, the writer considers that teaching listening requires big and challenging efforts. The first reason relates to the teaching and learning listening. She has to be able to create an effective teaching by selecting appropriate activities which are challenging, varied, and interesting. Next, it has to be integrated with the productive skills (speaking and writing). Students need appropriate listening text so that they can generate idea from what they have listened. Moreover, they can produce good writings, conversation, or talk in the post activity of listening. Then, teacher has to teach receptive skill or strategies so that students can be successful in comprehending the spoken English. She has to introduce, present the lesson attractively. She has to update her knowledge when she has to introduce the topic pre teaches the vocabulary that will be learned in order that students will be curious, motivated, and interested to the lesson. The next reason deals with the writer's expectation for the intermediate students, ET 12. The writer wants to prepare her intermediate ET students to be exposed to a variety of voices or authentic material to enrich their learning experience so that the student's ability in listening can be

drastically improved. Finally, the writer wants to prove whether podcasts improves student's ability in listening.

The aims of the research

The writer wants to investigate whether podcasts improve student's ability in writing.

Limitation of the problem

To limit the problem, the writer only investigates students' ability in listening for specific information.

Statement of the problem

Does podcasts improve student's ability in listening?

Population and sample

The population of the research is ET 12 students in LIA Pamulang term 3/ 2013. The writer chooses ET12 students or high intermediate students in ET level because they have a need for authentic material and have to be exposed to a variety of voices, to get contact with the real language. The total number of the students is 7 students. She uses purposive sampling to take the sample of the research.

Research methodology

The writer uses pre-experimental designs. The writer also conducts pre test and post test after the podcast treatment. The use of this method is to investigate the significance of podcasts on student's ability in listening. Questionnaire, observation, and pre test post test are done as the research instrument to collect the data.

Theoretical Framework

Definition of podcast

Some linguists make definitions about podcasts. An English online program, Realifebh (2013) stated:

Podcasts are free and downloadable audio (sometimes video) programs, containing new and interesting about anything you can imagine. They are created by specialists, entertainers, journalists, and even big media outlets in their fields. A podcast is like radio program, but you can download it from anywhere in the world. Basically, they are with no commercials.

Next, another writer stated the definition of podcasts. Podcast is a program on the web which is usually updated at regular intervals. New episodes can be listened to the computer, or downloaded to an MP3 player or Ipod for later listening. Another linguist added that podcasting was created by former MTV VJ Adam Curry, is a term that was devised as a way to describe the technology used to push audio content from websites down to customers of that content who typically listen to it on their Ipod or other audio player that supports MP3 at their convenience.

The Purpose of using podcast in teaching and learning listening

Podcast is an innovative way to learn listening. It has educational content which is appropriate to learn English outside the class. There are some purposes of learning to listening through podcasts. Kavaliauskiené (2007) said that podcast can be the authentic material to enhance the range and register of English language learning practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc.

The benefits of Podcast

We can maximize and get the advantages from podcast for learning. Podcast serves splendid material which is very beneficial for teaching and learning listening. Constantine (2007) covers some benefits of podcasts; learners can benefit from global listening, even if they only listen from three to five minutes a day. Next,

students will be exposed to the new language. Moreover, intermediate learner has a need to be exposed to a variety of voices.

Types of podcasts

Based on the sources of podcast which are available on the web, podcasts can be categorized into two types. Man Man (2007:117) divided into two types; radio podcasts and independent podcasts. Radio podcasts are existing radio programs turned into podcasts, such as produced by BBC and RTHK (Radio Television Hong Kong). Independent podcasts are web-based podcasts produced by individuals and organizations.

From the content of the podcasts, they can be distinguished into two. Reallifebh categorized them into English as a second language podcasts (ESL) podcasts and native English podcasts. ESL podcasts are podcasts specifically designed for people learning English while native English podcasts represent the great majority of the pod sphere. They are mostly created by native speakers of English for anybody who speaks English. There is no focus on learning English, but rather to spread information, educate, and entertain. Language learner can use these for entertainment, information, and self development.

Content of ELT podcasts

ELT podcasts cover a wide range of subject matter. A brief survey of ELT reveals the content types; comprehensive podcasts which cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary. Whole lessons make use of a news story in each episode. The text of the news story is provided, and is accompanied by the audio file. There is a lesson plan with accompanying worksheet materials. Next, there is a vocabulary. In this podcast, the host chooses the vocabulary items and explains their usage. Then, conversation podcasts, containing conversation, is also provided by the script, for learners to refer to while listening to the conversation. Podcasts can also contain

jokes. Then, we have songs, phonetic pronunciation, stories, and listening comprehension.

METHODOLOGY

Research Method and Design

The action method is done in conducting this research. Based on the research title, "Improving Student's Ability in Listening Through Podcasts. Pre experimental is chosen as the research design. The design is:

$$T_1 - \times - T_2$$

T_1 = pre test (listening ability test)

X = treatment (teaching listening through podcasts)

T_2 = post test

The Procedure of the Research

In conducting the research, the writer carried out some procedures in her research. To begin with, she gave a pre test of listening ability. The test was taken from IELTS 7. The number of test is 20 question items. Each question item is worth 2. 5. After that, the writer gave the podcasts as a treatment. The writer gave the treatment for three times using podcasts. In each session of treatment, teacher conducted a systematic, contextual, and integrated teaching listening to productive skill. Teacher used her smart phone and speakers to play the downloaded podcasts. The podcasts are downloaded from BBC learning English. The name of the program is 6 minute English. The students were given listening practices. The podcasts were divided into three chunks of listening text. She gave the questions from the easiest to the challenging ones. There are three sections in the listening section. While the treatment session was occurring, the observer observed and

grasped how the teacher was teaching and the students' response to the listening task and teacher. After conducting treatment, teacher gave the post test to measure the significance of podcasts on student's ability in listening. Then, the teacher also gave a questionnaire as a research instrument to see the student's motivation intrinsically and extrinsically.

The population and sample

In this research, the population of the research is ET12 students of LIA Pamulang. There are 7 students. The writer uses purposive random sampling to take the sample of the research. They become the population of the research because they are intermediate students in which their listening comprehension is good when using authentic material from their book. Therefore, they need to get exposed more on the authentic material, real language, and variety of voices which are more challenging.

The variable of the research

The research consists of two variables. The independent variable is podcast while the dependent variable is listening ability which is measured by pre test and post test.

The research instrument

The research instrument is needed to collect the data. The research instruments are observation, questionnaire, and pre test post test. The number of question items in the pre test and post test is 20. Each test item is worth 2.5. Consequently, the total score of pre test and post test is 50. In the observation, the observer observed non verbal expressions of students' feelings, grasped how students communicate with one another during group discussion, and checked how much time particular students spend on particular tasks. In the questionnaire, the writer wanted to see their intrinsic and extrinsic motivation and perception about listening and the treatment.

Research Findings and Discussion

A. Research Findings

The research was conducted to the ET 12 students of LIA Pamulang term 3 in 2013. The writer gave the pre test before the respondents had the treatment. Next, she gave post test after the treatment. The number of respondents is 7 students.

1. **Student's Listening Ability before conducting the treatment**

Table 1.1

The followings are the results of student's ability in listening given in the pre test.

Sample (n_x)	Pre Test T_1
1	17.5
2	30
3	25
4	40
5	32.5
6	27.5
7	27.5
n= 7	$\sum T_1$= 200

Table 1.1 shows that the total pre test scores of the respondents is 200. After calculating the data, the mean of the pre test result is 28. 6.

B. The student's listening ability after the treatment

Table 1.2

Sample (n$_x$)	Post Test T$_2$
1	40
2	35
3	32.5
4	40
5	45
6	47.5
7	35
n= 7	**$\sum$T$_2$= 275**

Table 1.2 shows that the total post test scores of the respondents is 275. the mean of the post test result is 39. 3.

C. The improvement of student's ability in listening

Table 1.3

Sample n_x	Pre test score T_1	Post test score T_2	Percentage (%) of improvement $$\frac{T_2 - T_1}{T_1} \times 100\%$$
1	17.5	40	128. 6
2	30	35	16. 7
3	25	32.5	30
4	40	40	0
5	32.5	45	38. 5
6	27.5	47.5	72. 8
7	27.5	35	27. 3

Based on the result of the post test, most students are progressing in their listening ability. The percentage is ranging from 16.7 % to the extreme one, 128.6 %. Sample number one admits that she feels more confident after having the treatment of podcasts while she had low expectation when she did the pre test. Consequently, it matters her performance in doing the test. Although the level of difficulty is the same for the pre test and post test. This student finds it difficult to answer the question items in the pre test. From this case, it can be concluded that motivation plays important role in learning listening. Sample number 6 also gives an excellent progress. He also feels more confident to do the post test after having the treatment of podcasts. In every meeting of the treatment session, sample number 6 always shows an excellent progress. He is progressing day by day. The observer called

him a bright student. He always shows positive attitude to his friends and his teacher. He is always active and confident to express his thought related to the lesson and tasks. It can be seen from his post test score which is the highest. He only made one mistake. Next, sample number 5 is also progressing. He is careful. He also shows a very good attitude to the teacher and friends by showing his motivation in involving in every listening task given. Therefore, he made only two mistakes in doing post test. The next respondent who shows a progress is sample number 7. She is a careful student. She will do everything with a full of consideration. Although sometimes, she is not confident enough on what she has answered. Then, we have respondent number 3. She is a motivated student. Although her listening ability on the post test is the lowest, she makes progress. Then, we have respondent number 2. Her percentage of improvement is 30 %. She is motivated. On the other hand, she needs more practices and gets the exposure more in real English. The last one is respondent number 7. His improvement is zero. He doesn't make any progress from the pre test to the post test. In the treatment session, he shows a good progress and careful. He always shows a positive attitude to any task given. One thing that he needs to improve is his confidence in answering the questions.

The result of questionnaire

Table 1. 4

No.	Indication of Motivation	Statements	Options					
			Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	Intrinsic Motivation (challenge)	The podcast treatments that my teacher does to improve my listening ability is a waste of time.	5 71. 4%	1 14. 3%	1 14. 3%			
		I never feel quite sure that I understand the content of the spoken language in the podcasts when I am listening to spoken language.	2 28. 6%	3 42. 9%	2 28.6 %			
		My listening ability is improved now.			2 28. 6%	2 28. 6%	1 14.3 %	2 28. 6%
		I feel very much at ease when I comprehend the spoken language.				2 28. 6%	5 71. 4%	
		The teacher has a dynamic, innovative, and interesting teaching styles.					3 42. 9%	4 57. 1%

No.	Category	Statement					
2.	Intrinsic Motivation (motivation)	I know how to use the target vocabulary used in the podcast/ listening text in context before listening.				1 14. 6 %	6 85. 7%	
		I do not get anxious when I learn the lesson or content from the podcasts.	3 42. 9%	2 28. 6%	2 28. 6%			
		I hate listening.	5 71. 4%	2 28.6 %				
		I look forward to my class because the lesson and the topic are interesting.		1 14. 3%			3 42. 9%	3 42. 9 %
3.	Intrinsic Motivation (control)	I feel comfortable because I can see my progress in listening because I can see how my progress in listening is scored.				2 28. 6%	2 28. 6%	3 42. 9%
		I feel comfortable when I listen to podcast because I know the target				2 28. 6%	4 57. 1 %	1 14. 3%

No.	Category	Statement					
		information that I have to find in the podcast.					
		I am given opportunity to respond, express my idea related to the material before, whilst, and after listening to podcast.			3 42. 9%	4 57. 1%	
4.	Extrinsic Motivation (praise and reward)	I like it when my teacher gives appraisal words or compliment when I am successfully answer the questions			1 14. 3%	4 57. 1%	2 28. 6%
5.	Extrinsic Motivation (future and goal)	Listening is important in language learning and communication with the global community. It is also important to support my study in the future.					7 100%
		My parents always support me to learn English and listen to any media to improve my English.			2 28. 6%	1 14. 3%	4 57. 1%

Based on the questionnaire, it can be concluded that 71. 4 % respondents or students think that podcast is beneficial to improve their listening ability. Next, students disagree that they do not comprehend the talk in the podcast. They are sure that they understand the spoken language in the podcast. It is clear that the podcast given is suitable for them. Then, students agree that their listening ability is improved now while other two students still slightly disagree that they are improved in listening ability. It is good that students are confident and motivated. These will bring them to success of learning. For question item number 2 which is related to their ability to comprehend the spoken language at ease, all students agree that they comprehend the spoken language easily. It is a good progress which shows optimism. After that, there are 57.1 % and 42. 9 % of students think that the teacher has a dynamic, innovative, and interesting teaching style. Teacher also plays important role in learning. Teacher has to be able to change the negative expectation into realistic optimism. Moreover, teacher can be the motor to challenge and motivate them. From motivation, there are 85. 7% of students know how to use the vocabulary used in the podcast. Vocabulary plays important role to students' motivation in listening. It will matter their comprehension. Students will think about unfamiliar words as a result they will miss some parts of listening text. The next question is whether students like learning listening through podcasts or not. They answer show that all students get enthusiastic in learning listening through podcasts.   42. 9% students answer that they moderately agree that they are interested learning listening using podcasts. The rest of the students answer that they strongly agree they like and are interested learning listening. When we see from the motivation, they admit that they like listening. 71. 4% students like listening. The rest respondents answer moderately disagree that they hate listening. They like to learn listening with me and they get curious and enthusiastic on the next lesson. 85. 8 % they answer they strongly agree and moderately agree. To control the motivation, teacher always scores and tells the students' progress of her students. Students are motivated when they know their progress. 42. 9 % of students answer that they are comfortable to know their progress. They also feel motivated when they are given opportunity to express their idea in the classroom. 57. 1 % students moderately agree that they feel motivated when they are given opportunity to express their idea. In extrinsic motivation, teacher can generate and boost students' motivation by giving appraisal words. 57. 1% of respondents moderately agree. Besides from the inner motivation, extrinsic motivation that listening is an important language skill to help them communicate with the global community. It also supports them for their school and career. Parents also has a role to keep the students motivated

The Classroom Observation 2

 Put a tick for each question item.

Question	Yes	No	Note
Warming Up			
1. Does the teacher introduce the topic in the beginning of the lesson?			
2. Does the teacher provide background information?			
3. Does the teacher introduce and provide the new vocabulary will be learnt?			
4. Does the teacher tell what the students going to in the lesson?			
5. Does the teacher provide teaching aid to learn listening?			
Whilst Listening			
1. Does the teacher develop students' awareness of listening process/ listening strategies by asking students to think and talk about they listen in their native language?			
2. When working with listening task in class, does the teacher show students the strategies that will work best for the listening purpose?			
3.			
After listening			
1. Does the teacher have students practice listening strategies in class?			
2. Does the teacher encourage students to evaluate their comprehension and their strategy in listening?			
3. Does the teacher help students remember new vocabulary?			
4. Does the teacher conduct one productive skill activity?			
Others			
Does the teacher simplify the language when she teacher teaches?			
Does the teacher give an appropriate authentic material dealing with the level of difficulty (speed and the length of the text) and interest			
comment:			
suggestion:			

The Result of Observation

Question	treatment 1		treatment 2		treatment 3	
Warming Up	Yes	No	Yes	No	Yes	No
6. Does the teacher introduce the topic in the beginning of the lesson?	√		√		√	
7. Does the teacher provide background information?	√		√		√	
8. Does the teacher introduce and provide the new vocabulary will be learnt?	√		√		√	
9. Does the teacher tell what the students going to in the lesson?	√		√		√	
10. Does the teacher provide teaching aid to learn listening?	√		√		√	
Whilst Listening						
4. Does the teacher develop students' awareness of listening process/ listening strategies by asking students to think and talk about they listen in their native language?	√		√		√	
5. When working with listening task in class, does the teacher show students the strategies that will work best for the listening purpose?	√		√		√	
After listening						
5. Does the teacher have students practice listening strategies in class?	√		√		√	
6. Does the teacher encourage students to evaluate their comprehension and their strategy in listening?	√		√		√	
7. Does the teacher help students remember new vocabulary?	√		√		√	
8. Does the teacher conduct one productive skill activity?	√		√		√	
Others						
Does the teacher simplify the language when she teacher teaches?	√		√		√	
Does the teacher give an appropriate authentic material dealing with the level of difficulty (speed and the length of the text) and interest	√		√		√	

Classroom observation 1

In this session, the observer made a comment about the teaching. The observer said that teacher promoted students-students interaction in each activity. Next, she said that teacher talking time was quite high. She added that teacher also simplified English which was used. So, the clear explanation and simplified words can help them understand the explanation and instruction. On the other hand, the observer gave a comment that teacher made few mistakes with embedded questions. She gave suggestion that the teacher has to keep up the good work with ways of promoting SSI.

Classroom Observation 2

In the second session, the observer said students were successful in answering questions only by listening to the recording once. Moreover, the students are able to write True/ False/ Not Clear statements from the recording/ podcasts. It can be concluded that students are progressing. Next, she added that SSI was well promoted. Then, the observer gave a comment that instructions were sometimes unclear. She gave a suggestion that the teacher had to be more prepared, especially with the answer to the questions in the listening practice. The teacher actually has prepared the answers. Next, the teacher clarified that she actually wanted to let her students   autonomous by asking one of students or group to be the judge in which they have to decide whether their friends' answers true or false.

Classroom observation 3

In the last session, the observer saw that students were getting used to the listening activities so they did not find any significant problems in answering the questions. They also showed a good progress when the teacher gave them more challenging questions, open ended questions in the listening activity, treatment 3. The observer said that teacher talking time was still rather high.

Conclusion

Based on the result of the pre test and post test, observation, and questionnaire, it can concluded that podcasts is beneficial to the students to improve the student's ability in listening.

Implications of Using Podcasts

The implications of using podcast are numerous. Teacher and students can explore, discover, and make use of podcasts for teaching and learning outside the class. Besides using podcasts as the input materials to teach listening, podcasts can be used to raise student's awareness on learning a language by asking them download, share experiences about the podcast they listened. They can write a journal (oral diary) on podcasts they listened or podcast (record) their talk about podcast or lesson they have listened and learned. These ways can develop students' ability in productive skills.

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The Classroom Observation 1

Put a tick for each question item.

Question	Yes	No	Note
Warming Up			
1. Does the teacher introduce the topic in the beginning of the lesson?	✓		
2. Does the teacher provide background information?	✓		
3. Does the teacher introduce and provide the new vocabulary will be learnt?	✓		Drilling should be done before going to pop on activity
4. Does the teacher tell what the students going to in the lesson?	✓		
5. Does the teacher provide teaching aid to learn listening?	✓		
Whilst Listening			
1. Does the teacher develop students' awareness of listening process/ listening strategies by asking students to think and talk about they listen in their native language?	✓		partly
2. When working with listening task in class, does the teacher show students the strategies that will work best for the listening purpose?	✓		partly
3.			
After listening			
1. Does the teacher have students practice listening strategies in class?	✓	✓	
2. Does the teacher encourage students to evaluate their comprehension and their strategy in listening?	✓		
3. Does the teacher help students remember new vocabulary?	✓		
4. Does the teacher conduct one productive skill activity?		✓	
Others			
does the teacher simplify the language when the teacher teaches?	✓		
does the teacher give an appropriate authentic material dealing with the level of difficulty (speed and the length of the text) and interest	✓		

comment:

T promoted SSI in each activity. However, TTT was still quite high. Simplified English was used, which helped SS understand the explanation and instructions. Nevertheless, T made few mistakes with intended questions.

suggestion:

keep up the good work with ways of promoting SSI.

The Classroom Observation 2

Put a tick for each question item.

Question	Yes	No	Note
Warming Up			
1. Does the teacher introduce the topic in the beginning of the lesson?	✓		
2. Does the teacher provide background information?	✓		
3. Does the teacher introduce and provide the new vocabulary will be learnt?	✓		• pats of speech were not shown
4. Does the teacher tell what the students going to in the lesson?	✓		• by deciding then lstng
5. Does the teacher provide teaching aid to learn listening?	✓		
Whilst Listening			
1. Does the teacher develop students' awareness of listening process/ listening strategies by asking students to think and talk about they listen in their native language?	✓		clearly
2. When working with listening task in class, does the teacher show students the strategies that will work best for the listening purpose?	✓		
3.			
After listening			
1. Does the teacher have students practice listening strategies in class?	✓		
2. Does the teacher encourage students to evaluate their comprehension and their strategy in listening?	✓		
3. Does the teacher help students remember new vocabulary?	✓		
4. Does the teacher conduct one productive skill activity?	✓		
Others			
does the teacher simplify the language when she teacher teaches?	✓		✓
does the teacher give an appropriate authentic material dealing with the level of difficulty (speed and the length of the text) and interest	✓		

comment:
⊕ Ss were successful in answering questions only by listening to the recording / podcast once, and even able to write T/F/NG statements from the recording / podcast.
⊕ SEI was well presented.
⊗ Instructions were sometimes unclear.
⊗ Some Ss spoke Bahasa Indonesia, but didn't significantly influence the learning phase.

suggestion:
• be more prepared, especially with the answers to the questions in the listening practice.

Attachment 2

Complete the blank spaces using the right vocabulary.

1. Q: I pay 100, 000 IDR for the unlimited internet connection in my android phone per month.
    So, if I want to have the internet service, the cost of…………….is 100,000 IDR.

    A: I have 50,000

2. Whatsapp previously is a free chatting service but now since Whatsapp has millions of…………., we have to pay 10,000 a year.

3. Q: how do you buy your music?

    A: I buy music in a music store. I buy the _____like CDs.

4. Q: I have read on Forbes Magazine that there are some richest men in the world

   run business on internet services. They have social media, streaming sites,

   and many internet services.

  A: Streaming site is new thing but it is expanding in Asia, Latin America, and Europe.

  Q: Yeah, this November, Apple will _____or begin a streaming site.

5. Q: Are you a netizen?

   A: what on earth is netizen?

Q: It is actually internet citizen.

A: I am. I wactch video or do _____ on Youtube. I have some social media.

6. Q: Have you heard the newest song from Justin Timberlake?

   A: Is it Mirror? I have the _____on my MP3 player. If you want to Bluetooth that song,

   just find it in my Just Listen folder.

  Q: Got it.

7. Q; I already downloaded an Al Quran for my android phone.

   I wonder where those free application get

   the money since we don't pay it.

A: Well, those free application get the money from _____.

   Other products can appear on that application anytime you log in that application.

8. Q: One of the problems that streaming sites and downloader like 4shared

   is _____.   They don't control the selling of songs or video that people
download.

9. Q: I have read on newspaper that Indonesia has a very severe problem of illegal _____

   after India.

A: The government has to take a preventive regulation to protect the copyright.

10. Q: Last year, when Kla Project launched the collection of songs, or _____,

   I directly went to the nearest music stote to buy the CD.

   A; Wow, you are a fanof Kla Project. Me too.

 Listening Practice

Part 1

1. Who are the speakers in the podcasts?
   They are…………..and …………….
   a. Tess and Rob
   b. Rob and Finn
   c. Finn and Tess

2. How does one of the speakers (Rob) buy his music?
   He buys his music by………….
   a. buying the physical format; CD
   b. subscribing the streaming site
   b. downloading songs in MP3 store

3. What are going to talk about in the podcasts?
   they are going to talk about ……..
   a. how people enjoy music
   b. how people get the music
   c. how streaming services is rising

4. What do you know about streaming?
   Streaming is……..
   a. downloading video or audio on internet with the subscription
   b. listening and watching audio or video on internet without downloading
   c. browsing any audio and video on internet freely

5. Please mention three streaming sites you hear from the conversation?
   They are ….
   a. Deezer, Pandora, and Spotlight
   b. Pandora, Deezer, and Spotify
   c. Weezer, Pandora, and Spotify.

Part 2

1. Q: What is the name of
     Spotify   employee?
     A: He is ………….

2. Q: What are the benefits
       of buying music on MP3 stores?
    A: The benefits are……………….

3. A: How do the streaming sites
       make money?
    Q: They make money by……….

Do it on your Own
Part 3
1.
Q: What company will prepare
    to launch streaming services?
A: They are……….

2.
Q: Where does Deezer come from?
A: Deezer comes from……….

3.
Q: What problems do streaming business companies face nowadays?
A: ………………………………………

ANSWER KEY

PART ONE

1. B
2. A
3. C
4. B

5. B

PART TWO

1. He is Jim Butcher.
2. The benefits are giving access to millions of songs and albums without needing to download or pay them individually. It is instant or fast.
3. The streaming sites make money by adverts and monthly subscription.

PART THREE

1. They are Apple and Google.
2. Deezer comes from France.
3. The problems that streaming business face are the copyright issues and illegal piracy.

Questions	Answers
1. How do you buy your music?	
2. Have you ever streamed video or music on an internet? If yes, what was the format? Audio or video? If no, why and how do you get it?	
3. What video or audio have you streamed?	
Questions	Answers
1. How do you buy your music?	

2. Have you ever streamed video or music on an internet? If yes, what was the format? Audio or video? If no, why and how do you get it?	
3. What video or audio have you streamed?	

Funeral	moving	Well up
emotional	Overwhelming	embarrassed
Funeral	moving	Well up
emotional	Overwhelming	embarrassed

Funeral	Moving	Well up
emotional	Overwhelming	embarrassed

1. Mother: Arfa and Fira look happy when they play together.

   Nia   : Yeah, but Arfa could be so _____ or shows strong feeling by shouting

        and hitting Fira when Fira took his toy without permission.

  Mother : You have to assist them whenever they play together.

2. Rina is watching Korean Movie.

Binta: Hey, what's wrong with you, are you crying?

Rina: Yeah, I just _____ when I see this scene. Though I have played the movie million times.

    I still cannot cope it.

Binta: silly.

3.

 Tio: I heard that you cried yesterday in front the class.

Bob: Yes, I cried just because I fell on the floor and all of sudden, the laughter filled the corridor. Then, I cried.

Tio: Shame on you.

4.

Sinta: switch the channel. I don't like to see this TV Program. This program always makes me cry. I cannot cope that.

Mom: alright. It is just _____. It easily makes you cry.

5.

Hana: How about your little daughter, George?

   Is she okay?

   I am sorry to hear that.

George: Thanks God she is getting better.

Hana: What happened exactly?

George: I suddenly braked the car hard when I saw a motorcycle form my left trying to cut me in.

   The terrible thing was she forgot to buckle up the seat belt.

   I was _____ when I found someone cut my way.

Listening Practice

PART I

Listen to the conversation between Finn and Neil. Find the best answer for each question.

1. Q: when does Finn feel sad based on the conversation?

   A: He is sad when ……………….

   a) he watches the movie he loves.
   b) he listen to a classical music or song he loves.
   c) he attends the funeral.

2. Q: When does Finn become so emotional to cry?

   A: He becomes so emotional to cry when ……..

   a) the melody of the song is melancholic.
   b) he listens to classical music
   c) the music reminds him of something

3. Q: What research did German Society of Ophthalmology conduct?

A: German Society of Ophthalmology conducted a research to investigate…….

   a) the occasions in which male cries
   b) the male crying habits in a year
   c) the frequency of male crying in a year

PART 2

1. Q: Can you mention the public figures that have cried recently in public?

   A: They are……..

2. Q: what does George Osborne do?

   A: He is a …………

3. Q: What made George Osborne and David Beckham cry recently?

   A: …………

PART 3

   1. Q: When did Neil well up or begin to cry?
      A: …………………………..
   2. Q: Does Neil cry only because he felt sad?
      A: ……………………….
   3. Q: Based on the research, how many times does men cry ?
      A: ………………………
   4. Q: Have you ever cried, When did you cry? Tell.
      A: ……………………..

Ask and answer about the definition of each vocabulary on your left. Share. Complete the sentences using the right target vocabulary given.

Sleep deprivation	**If you get sleep deprivation, it tells that you do not get enough sleep.**
Getting their heads down	**When you are getting head down, it means that you are going to sleep.**
Lethargic	**Lethargy is to describe a situation in which you are lacking in energy.**
Forty winks	**When you need a brief and light sleep, you can have forty winks.**
To run on empty	**I have to continue working and I have no energy and enthusiasm. It means that you have to run on empty.**
Hit the sack	**Hit the sack means you go to bed.**
Mood swings	**Regular changes in how you feel or behave.**

A siesta	**It is a short sleep after you have lunch.**
To turn in	**When you have to turn in, it means that you have to go to bed.**
tetchy	**It is the synonym of grumpy or unhappy.**

1.

A: I couldn't help it. I need to stop driving.
B: Yeah, you're yawning all the time.
A: I think I just need _____. Then, we can continue driving.
B: It's dangerous to drive when you are sleepy.

2.

A: What's wrong with your friend, Mira? She looks different. She doesn't look happy
B: She didn't have enough sleep last night. No wonder, now she seems to get _____.

3.

A: Since teenagers got tempted to get contact with technology and internet,
   they prefer to stay up late.   It gives a bad influence on their achievement at school.
B: So, what can a school do for that?
A: Teachers have to make them get engaged with the learning process
   and we have a _____, a program for students to have a short sleep after lunch.

4.

Molly: I need to sleep. I watched football match last night.
Tony : You did? I do not know you love football.
Molly: I do. Now, I need to _____ _____.

5.

Mom: Last night, the traffic jam was really bad. I really wanted to _____ the _____.
       I still feel totally tired now.
 Daughter: but you have to go to work, Mom.

6.
We get_____or grumpy whenever we get lack of sleep and feel hungry.

7.
One of bad influences of lack of sleep, you can be so _____. You will not feel enthusiastic to get to work.

8.
When you _____, it feels hard for you to get your work done.

Listening Practice 3

Section I

Listen to the conversation between Rob and Finn. Answer the questions correctly.

1. Q: Based on the conversation you hear, Rob stated the topic of the talk. What is the topic stated by Robb?
    A: The   topic   is   about
    ……..
2. Q: What is one of the effects of sleep deprivation?
    A: One of the effect of sleep deprivation
    is……………………………………………………………………………………………….
3. Q: Who hold the world record for the longest period of time without sleep?
    A:
    ……
    …………………………….
4. Q: What is the topic of the research which is conducted in Boston College, the U.S.A?

A: The topic of the research is………………………………………………………………………………………

5. Q: What is the phenomena which happens to the wealthy countries ; Saudi Arabia, The U.S.A,

   and France to the students there related to the technology recently ?

   A: The phenomena which happens to the wealthy countries ; Saudi Arabia, The U.S.A, and France

   to the students related to the technology recently is ……………………………………………………………………..

6. Q: How many percentages does the survey show on students' tendency to use technology so

   they get lack of sleep in the world?

   A: It is………

   ………………………

Section 2

Listen to the conversation. Answer the questions correctly.

1. Q: Who is William Myers?

   A: He is……

   ………………..

2. Q: what happens in the South River High School in the United States?

   A:

   ………

   ……………………..

3. Q: What do the teachers in the South River High School have to do to overcome

   the problem of sleep deprivation?

   A: They have

   to……

   ………..

4. Q: Based on the result of the research, what happened to students who have more sleep?

   A: They

   ………

   ………………

5. Q: Based on the quotation of the scientist, what is the effect of sleep deprivation?

A: The effect of sleep deprivation is……………………………………………………………………………….

Section 3

Listen to the talk between Finn and Rob. Answer the questions correctly.

1. Q: Jane O'Brien reported from children National Medical Centre, what are the bad effects from sleep deprivation?

   A: The bad effects are…………………………………………………….., …………………………and …………………………………..

   Moreover, it …… …

2. Q: Based on Rob's statement, what are regulations that the school has to overcome the sleep deprivation among students?

   A: Some schools have regulations that they have…………………………………………………………………………

   …… ………………………

3. Q: Sleep deprivation not only gives bad effect on students who got lack of sleep, but also students who have more sleep in the classroom. What effect happens to the students who have more sleep?

Promoting Young Learners' Fluency and Reading Confidence through Readers Theater

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ABSTRACT

Everybody loves story, especially children. Stories are energizers. Using stories in the classroom is fun, and according to Brumfit and Johnson (1979), reading or telling stories in class is a natural way to learn a new language.

As a matter of fact, teaching English through stories is also challenging, especially to EFL young learners. What I find in my EC 3A every Tuesday-Thursday is that most of the students lack of fluency and do not feel confidence in reading aloud. This research aims to promote young learners' fluency and reading confidence through Readers Theater. Readers Theater is a strategy that combines reading practice and performance to enhance students' reading skill and confidence by having them reading aloud in purpose. This strategy uses stories that are age-appropriate and have been divided into parts. Students then read their assigned parts to the audience. Several short stories such as folktales and fables are used in this research.

This research uses qualitative and quantitative methodology. Qualitative data is collected by video recording and by writing a teaching log after each teaching session, while quantitative data is collected by giving assessments and exercises to assess students' oral development. The result expected from this research is that there is a significant improvement on the fluency and reading confidence of the students of level EC 3A LIA Pakuan.

BACKGROUND

1. Background of the Study

Children love stories. They love things that are fantastic, weird, and make their imagination expanded. They can see in their minds as the story goes along what the characters in the story might look like.

In English learning, stories help young learners acquire language unconsciously. They offer children a world of supported meaning that they can relate to. Later on teachers can use stories to help children practice listening, speaking, reading and writing (Slattery & Willis, 2001). Stories serve as an authentic contextual framework through which children are introduced to vocabulary and language structures and through stories children develop literacy skills which help them later in reading and writing.

Sometimes there are texts in students' textbooks that are quite difficult to read. Students do not feel confident when reading some texts and exercises. Some of them can read fluently but the rest of the class needs practice. Teaching reading through stories can bring many interesting opportunities and good ways to develop the students' interest. Making reading an enjoyable activity is a very important part of the language learning experience (Scott and Ytreberg, 1991).

Readers Theater is a fun, interactive way to help students improve their reading fluency and oral speaking skills. Readers Theater also gives students a chance to work cooperatively in groups and help builds their confidence, especially for reluctant readers. Although commonly confused with drama or acting, Readers Theater is actually quite different; there are no costumes, no props, and most importantly, no memorization. Instead, student groups are assigned to read different parts of a script. Adaptation of books, movies, fables, historical events, or even popular TV shows can all be scripted to create a Reader Theater presentation.

2. Reason for Choosing the Topic

When teaching reading to EFL young learners, it seems that most of the time teachers only direct their learning objectives to reading comprehension. As long as students are able to answer questions from the text materials, and as long as they understand the contents of the text or stories, the learning objective is considered accomplished. There is less attention to the emphasis of students' reading fluency. Consequently, students are less motivated to read aloud. This will influence their confidence, which is a vital factor in becoming fluent. The more the students use the language in a practical way, the more their confidence will grow (Davis, 2010).

3. The Aim of The Research

The aim of the research is to investigate how the Readers Theater strategy promotes young learners' reading fluency and confidence.

4. Research Question

The only question in this research is: Can Readers Theater promote my young learners' reading fluency and confidence?

5. Research Site and Participants

The site of the research is LBPP-LIA Pakuan, Bogor, located on Jalan Pakuan Kav. 11-12, Bogor. The participants of the research the third were grade students of Little English for Children who study in the Tuesday-Thursday class, from 15:30 to 16:30 p.m., in Room 205. The writer chose this Little EC class based on the fact that out of 11 participants of the research in this class, only 3 students are fluent and confident enough in reading aloud, 3 are fluent but not confident, and the rest are neither fluent nor confident.

THEORETICAL FRAMEWORK

1. Young Learners

'Young learners' means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993). However, as any children's teacher will know, it is not so much the children's age that counts in the classroom as how mature they are. There are many factors that influence children's maturity: for example, their culture, and their environment (city or rural), their sex, the expectation of their peer or parents. In this research, I would like to concentrate on young learners of eight and nine years of age. These learners have attended the second and the third year of English course. They can read and write in their first language. They are able to listen to a text and say what it is about. They still like playing games, singing songs, saying rhymes and introducing their own thoughts and ideas.

1.1. Characteristics of Young Learners

Children of eight to ten years of age are relatively mature children with an adult side and a childish side. The following list shows general characteristics and language development of young learners according to Scott and Ytreberg (1990):

- Their basic concepts are formed. They have very decided view of the world.

- They can tell the difference between fact and fiction.

- They ask questions all the time.

- They rely on the spoken words as well as the physical world to convey and understand meaning.

- They are able to make some decisions about their own learning.

- They have definite views about what they like and what they don't like doing.

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.

- They are able to work with others and learn from others.

Language development:

By the age of ten children can:

- understand abstracts

- understand symbols (beginning with words)

- generalize and systematize

2. Teaching English as a Foreign Language to Young Learners

Teaching young learners is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. Since it is almost impossible to cater to the interests of all young individuals, teachers have to be inventive in selecting interesting activities, and must provide a great variety of them.

Young learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. This has both advantages and disadvantages: on the one hand they respond to the meaning underlying the language used and do not worry about individual words or sentences; on the other, they do not make the analytical links that older learners do (Phillips, 1993). These mean that teachers need to maintain a high degree of motivation and to make the English class enjoyable, stimulating experience for the children. Here are some points to bear in mind:

- The activities should be simple enough for the children to understand what is expected of them.

- The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

- The activities should be largely orally based.

- Written activities should be used sparingly with younger children.

The kind of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value (Phillips, 1993). If an activity is enjoyable, it will be memorable; the language involved will

'stick', and the children will have a sense of achievement which will develop motivation for further learning.

2.1. Teaching Reading to Young Learners

Reading is a complex skill that involves a whole series of lesser skills. First is the ability to recognize stylish shapes which are figures on a ground, curves and lines and dots in patterned relationships. The second of the skills is the ability to correlate the black marks on the paper – the patterned shapes – with language. The third skill of reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language with the meaning which those words symbolized (Broughton and Brumfit, 2003).

Many five to ten years olds are in the process of learning to read in their own language. Whether or not they have mastered the skill in their own language, and whether or not their own language is written in the Roman alphabet, will have an effect on the initial stages of teaching reading in English (Scott and Ytreberg, 1990). The majority of eight to ten year olds will already be able to read a bit in their own language and most seem to have little difficulty in transferring their reading skills to English.

Reading may mean reading aloud which not the same as reading silently is. According to Scott and Ytreberg (1990), reading aloud is useful especially with beginners in a language. It is a useful technique when used slightly differently:

- Reading aloud to the teacher should be done individually or in small groups. The reader then has the teacher's full attention.

- Reading aloud can be used as a means of training and checking rhythm and pronunciation.

- Reading dialogues aloud in pairs or groups is an efficient way of checking work. Students can help each other with words they find difficult to pronounce.

2.2. Teaching Fluency to Young Learners

Fluency represents a level of expertise in combining appropriate phrasing and intonation while reading words automatically. The National Reading Panel (in Ellery, 2005) defines fluency as "the ability to read a text quickly, accurately, and with proper expression." However, fluency is far more complex than attending to word recognition skill. Readers also demonstrate proficiency through fluency skill such as reading accuracy and reading at an appropriate rate.

The ability to read efficiently brings self-assurance to a reader. Fluent readers are confident readers. When readers are using all their efforts to decode unknown words within the text, they begin to lose the meaning of what they are reading. Their confidence as readers diminishes with every moment that passes as they try to understand the intricate process that their brain is seeking to navigate (Ellery, 2005).

2.3. Using Stories in the Classroom

Stories should be part of growing up of every child. Time and time again educationalists and psychologists have shown that stories have a vital role to play in the children's development, and, not least, in the development of language.

Stories are motivating for young learners, and can create a happy, enjoyable learning environment. They provide an outstanding opportunity for young learners to master the foreign language. According to Brumfit and Johnson (in Mixon and Temu, 2006), reading or telling stories in class is a natural way to learn a new language.

Stories from around the world are excellent to use in the classroom, but teachers also need to use stories from students' own culture and

heritage. Using local or national stories insures that students know the background culture and may already know the story. This familiarity lowers the young learners' stress and reduces anxiety in the classroom. According to Krashen (in Mixon and Temu, 2006), stories lower the young learners' affective filter, allowing them to learn more easily.

2.4. Readers Theater

Using stories in the classroom is fun, but the activity should not be considered trivial or frivolous. Reading stories aloud through repeated reading activity is one of the best ways to use stories in the classroom. First popularized by Samuels (1979), Repeated Reading method was initially designed for special needs students in first-language (L1) settings (Cohen, 2011). There are a variety of simple-to-implement techniques for using Repeated Reading, including (1) Oral Repeated Reading, (2) Paired Repeated Reading, and (3) Readers Theater.

Readers Theater is the reading aloud of a written text to communicate a story (Cohen, 2011). It is a strategy that combines reading practice and performing. According to Young and Rasinski (in Carrick, 2006), Readers Theater promotes fluency and interest in reading. Through repeated reading of the text, students increase sight word vocabulary and the ability to decode words quickly and accurately (Carrick, 2006). The Readers Theater script acts as an incentive to elicit thoughts, ideas, and past experiences from the reader. This allows the reader to read the script through an interpretive process and use both cognitive and affective domains (Carrick, 2006).

The goal of Readers Theater is simple: to increase reading self-confidence by practicing multiple readings of a text, thereby improving comprehension, fluency, and accuracy. The reading required in Readers Theater presentations gives students valuable

practice in moving from decoding printed words into sounds to fluid and automatic word recognition (Samuels, Schemer, and Reinking 1992).

METHODOLOGY

1. **The Classroom Action Research Methods**

   This research used The Classroom Action Research methods which entail a cyclical process of **planning, acting and observing,** and **reflecting.** In proving the improvement of young learners' reading fluency and confidence, "Readers Theater Presentation Rubric", video tapes of students' performance, and The Questionnaires are used.

   The **planning** part was the preparation part. Here, several short stories are selected. In selecting stories, there were several considerations used:

   - The story is age-appropriate.

   - The length of the story/script depends on the proficiency of the young learners.

   - The story/script provides at least 2 or 3 lines for students to read.

   - The story has roles that include several characters, as well as a narrator who guides the story.

   The first script utilized in this research was "Which Shoes Do You Choose?" which is an adaptation of a poem from the United States of America. This script was chosen because it is short, yet accommodates 11 readers of 3A students. It also contained humor and had simple, short dialogs.

   The second script was the story of "The Mouse Deer Stole Cucumbers" which is adaptation from Indonesian folktale "Kancil Mencuri Ketimun." The reason of choosing this story was that students are familiar with the characters in the story since it is a local folktale. In contrast to the

previous one, the script of "The Mouse Deer Stole Cucumbers" had longer, more complex dialogs.

The second part was **acting** and **observing** part. The **acting** part is when the process of conducting Readers Theater took place in the classroom. In determining the characters from the story, I used a lucky-draw game. I wrote the name of the characters in slips of paper and rolled them. Then I asked the students to take one paper and see what characters they have luckily chosen. Later on, they read the script of the story according to their characters.

The **observing** part was conducted at the same time with the acting part. In this part, students' performance was observed using several techniques: writing teaching logs and video-taping. Teaching logs recorded what happened during the reading session, while video recordings recorded the improvement shown by students.

The last part was the **reflecting** part. This is the last part of the cycle. In this part, the significance of the research outcomes were analyzed and measured.

2. Data Analysis

2.1. The Pre Test and The Post Test

There are two kind of test conducted in this research. The first one is The Pre test and the second one The Post Test. There are two cyclical process conducted in this research since we have two different stories. For each of the two cycles, The Pre Test was conducted before the rehearsal process had begun. The Post Test was conducted at the end of each cycle, and consisted of all students performing Readers Theater. Both Pre Test and Post Test session were video-taped and scored with the rubric. Scores on Pre Test and Post Test were compared to determine the rate of growth of students individually, and as a group.

The categories assessed based on the Readers Theater Presentation Rubric (see Appendix 2) were Oral Delivery that consisted of **volume, clarity, reads with expression, and reads in turn,** and **cooperation with group.** The scale of the categories consists of:

Excellent   = 8 – 10 points

Good   = 4 – 7 points

Need works = 0 – 3 points

Total possible points are 50. Students' points on Pre Test and Post Test from each cycle were calculated in percentage to determine the improvement of their reading ability.

Students' total score percentage design is:

$$\frac{\text{The sum of X}}{T} \times 100$$

X = students' individual score

T = total points possible

Because the test scores are a more quantitative form of data, it is important to establish internal reliability. I accomplished this method by having the second teacher, in addition to myself, to score each test.

2.2. Observation

During each cycle, students' performance was observed by video-taping and writing teaching logs. Both techniques were used in Pre Test and Post Test. Unfortunately, due to human error, the video-recording of the first story "Which Shoes Do You Choose" was not working well so I only depended on the teaching log to analyze the data. The results of the observation techniques were scored using a rubric. The rubric utilized in this research was adapted from Readers Theater Presentation Rubric.

2.3. The Questionnaire

The questions in the questionnaire are mostly about students' motivation and confidence during the treatment. The answers to these questions provide information on:

1. Students' opinion on whether they like reading or not;

2. Students' opinion on reading story book;

3. Students' opinion on reading activity in the classroom;

4. Students' opinion on their preference for learning reading;

5. Students' opinion on Readers Theater activity;

6. Students' opinion on their ability in reading in English, after the treatment;

7. Students' opinion on their confidence in reading in English, after the treatment;

8. Students' opinion on whether they would do Readers Theater again, if they were given any chance.

RESULT AND DISCUSSION

1. The First Story: "Which Shoes Do You Choose?"

1.1. Result From Pre Test

No	Name	Volume	Clarity	Expression	Read in Turn	Cooperation	Score/ Percentage
1	Abhin	7	3	3	7	7	27 / 54%
2	Jabril	8	7	3	8	8	34 / 68%
3	Sandra	3	3	3	8	8	25 / 50%
4	Neina	9	9	9	9	9	45 / 90%
5	Najwa	3	8	3	8	8	30 / 60%
6	Fatiyya	3	8	4	8	8	31 / 62%
7	Amel	7	9	7	8	8	39 / 78%
8	Mathew	3	4	3	5	3	18 / 36%
9	Trisna	8	3	3	8	8	30 / 60%
10	Embun	3	3	3	8	8	25 / 50%
11	Shierly	8	9	9	9	9	44 / 88%

On **Volume:** 5 students **Need Works,** 2 students are **Good,** 4 students are categorized **Excellent.**
On **Clarity:** 4 students **Needs Works,** 2 students are **Good,** 5 students are **Excellent**
On **Expression:** 7 students **Needs Works,** 2 students are **Good,** 2 students are **Excellent**
On **Read in Turn:** 2 students are **Good,** 9 students are **Excellent.**
On **Cooperation With Group:** 1 student **Needs Works,** 1 student is **Good,** 9 students are **Excellent.**

The grid above shows the condition of the students before the treatment of Readers Theater in the teaching of reading. Most of the students need works on three important elements of fluency; volume, clarity, and reading with expression. After the treatment, their condition changed.

1.2. Result From Post Test

No	Names	The First Observer						The Second Observer						Point percentage
		V	Cl.	Exp	RiT	Co.	X1	V	Cl.	Exp	RiT	Co.	X2	
1	Abhin	9	8	8	9	9	43	9	9	9	9	9	45	88%
2	Jabril	9	10	8	9	9	45	9	9	9	9	9	45	90%
3	Sandra	9	9	8	6	6	41	9	9	9	7	9	43	84%
4	Neina	9	9	10	9	9	46	10	9	9	9	9	46	92%
5	Najwa	7	8	9	9	9	42	8	9	9	9	9	44	86%
6	Fatiyya	7	8	9	9	9	43	8	9	9	9	9	44	87%
7	Amel	8	9	9	9	9	44	9	9	9	9	9	45	89%
8	Mathew	8	9	7	9	9	42	8	8	8	9	9	42	84%
9	Trisna	9	8	8	9	9	43	8	8	9	8	9	42	85%
10	Embun													
11	Shierly	9	9	9	9	9	44	9	8	9	9	9	44	88%

Point percentage :
$\dfrac{\text{Total sum of X1 + X2}}{2}$ /50 x 100

The grid above shows the condition of the students after the treatment of Readers Theater in the teaching of reading. Since the Post Test was conducted in the parallel class of EC 3A in Room 204, the teacher of the class helped me score the performance as the second observer. From the grid above, we can conclude that after the treatment, the condition of the students had improved.

The improvement of students for the first script "Which Shoes Do You Choose?" can be seen in the following grid:

Category	The First Observer			The Second Observer		
	Excellent	Good	Need Works	Excellent	Good	Need Works
Volume	9	2		11		
Clarity	11			11		
Read With Expression	10	1		11		
Read in Turn	10	1		10	1	
Cooperation with group	10	1		11		

Note: The number in the grid indicates the number of students.

2. The Second Story: "A Mouse Deer Stole Cucumbers."

2.1. Result From Pre Test

No	Names	The First Observer						The Second Observer						Point Percentage
		V	Cl.	Exp	RiT	Co.	X1	V	Cl.	Exp	RiT	Co.	X2	
1	Abhin	5	3	4	7	7	26	9	6	5	8	8	36	62%
2	Jabril	7	7	7	7	7	35	6	6	5	8	8	33	68%
3	Sandra	4	4	5	7	7	26	4	4	4	8	8	28	54%
4	Neina	7	7	7	8	8	37	9	8	8	9	9	43	80%
5	Najwa	5	3	5	7	7	27	7	7	5	9	9	37	64%
6	Fatiyya	4	4	5	7	7	27	5	5	5	7	8	30	57%
7	Amel	3	4	4	7	7	25	4	4	4	3	5	20	45%
8	Mathew	5	1	3	7	7	23	7	5	5	7	8	32	55%
9	Trisna	5	1	3	7	7	23	7	3	5	5	8	28	51%
10	Embun	4	1	3	7	7	22	4	3	3	7	8	25	47%
11	Shierly	8	5	8	7	7	35	9	8	8	9	9	43	78%

Point percentage :
$\frac{\text{Total sum of X1 + X2}}{2}$ /50 x 100

The grid above shows the condition of the students before the treatment of Readers Theater in the teaching of reading. Both observers decided that most of the students need work on clarity and reading with expression. In general, the condition of the students based on the observers' score can be seen in this following grid:

Category	The First Observer			The Second Observer		
	Excellent	Good	Need Works	Excellent	Good	Need Works
Volume	1	9	1	3	8	
Clarity		6	5	2	7	2
Read With Expression	1	7	3	2	8	1
Read in Turn	1	10		6	4	1
Cooperation with group	1	10		10	1	

Note: The number in the grid indicates the number of students.

2.2. Result From Post Test

No	Names	The First Observer						The Second Observer						Point Percentage
		V	Cl.	Exp	RiT	Co.	X1	V	Cl.	Exp	RiT	Co.	X2	
1	Abhin	9	8	9	9	9	44	9	7	8	9	9	42	86%
2	Jabril	8	9	8	8	9	42	8	8	8	9	9	42	84%
3	Sandra	7	7	7	8	8	37	6	6	5	8	8	33	70%
4	Neina	9	9	9	9	9	45	9	9	9	9	9	45	90%
5	Najwa	8	9	8	8	9	42	9	8	7	9	9	42	84%
6	Fatiyya	6	8	7	9	9	39	7	6	6	9	8	35	74%
7	Amel	7	6	5	8	8	34	6	6	5	8	7	31	65%
8	Mathew	8	7	7	8	8	38	7	7	7	8	9	39	77%
9	Trisna	8	9	8	9	9	43	9	9	7	9	9	43	86%

| 10 | Embun | 7 | 7 | 4 | 8 | 9 | 35 | 7 | 6 | 5 | 9 | 8 | 34 | 69% |
| 11 | Shierly | 9 | 9 | 9 | 9 | 9 | 45 | 9 | 9 | 9 | 9 | 9 | 45 | 90% |

Point percentage :
$$\frac{\text{Total sum of X1 + X2}}{2} /50 \times 100$$

The grid above shows the condition of the students after the treatment of Readers Theater in the teaching of reading. The point percentage indicates the improvement students had gained in the second story. In general, the improvement can be seen in the following grid:

Category	The First Observer			The Second Observer		
	Excellent	Good	Need Works	Excellent	Good	Need Works
Volume	7	4		6	5	
Clarity	7	4		5	6	
Read With Expression	6	5		4	7	
Read in Turn	11			11		
Cooperation with group	11			10	1	

Note: The number in the grid indicates the number of students.

3. Observation Notes

3.1. The First Story: "Which Shoes Do You Choose?"

3.1.1. Before Treatment

In this treatment, I did not give direct instruction to students on how to conduct Readers Theater. At the last half session of the class, I had them sit in big circle and distributed the script of "Which Shoes Do You Choose?" written by Aaron Shepard. First, we read the lines in the script together before I had them read one by one on clockwise. After reading, I told them to close the script. Then I wrote a list of characters in the script on the board; Narrator 1, Narrator 2, Clerk 1, 2, 3, 4, 5, 6, 7, 8, and 9, and Katie. Since the lines are relatively short, I let them choose the characters for their parts. The result came up as follow:

Jabril as Narrator 1; Trisna as Narrator 2; Neina as Katie; Abhin as Clerk 1; Amel as Clerk 2; Sandra as Clerk 3; Najwa as Clerk 4; Fatiyya as Clerk 5; Embun as Clerk 6; Mathew as Clerk 7; Shierly as Clerk 8; Azka as Clerk 9.

Azka was absent, so I temporarily substituted her as Clerk 9. After determining the parts, we started reading our lines. There should have been a video-taping process in this session, but apparently the camera did not work well. Fortunately, during this session, I made notes on how they read, what words that were difficult for them to pronounce, and how reluctant they looked when they were reading. Based on the notes, I scored them according to the rubric.

Abhin read well but too fast.

Jabril read well but he said the task had been too easy for him.

Sandra was still struggling with her lines, she had difficulty in pronouncing the word "track", "wall", "walk", and her voice was too soft to hear.

Najwa was moderate in reading, but the voice was too soft to hear.

Fatiyya read well, but her voice was too soft to hear.

Amel was moderate, but her voice was too soft to hear.

Mathew was moderate, but his voice was too loud. He tended to shout.

Trisna was very poor in reading. He could hardly pronounce most words in his line.

Embun was also poor in reading. She had difficulty in pronouncing "down-the-hill-sled-shoes", and her voice was too soft to hear.

Shierly read well, but always put the article "a" in front of the word "shoes".

3.1.2. During Treatment

I started the treatment by picking up the words that had been difficult for the students to pronounce, including all necessary vocabulary they needed to read from the script. The words were: **clerks, braggy, baggy, walk-on-the-wall, down-the-hill-sled, BOO, paddle-canoe, carnival-ride, trail, snail, wind-in-your-sail, jog, log, hop-like-a-frog, tied, spiffy, iffy, ride-on-the-track, super-speed-jet, goon, hot-air-balloon, and gasp.**

I wrote these words in large paper and stuck them on the wall around the class. I had my students practice pronouncing all the words by going around the class touching each paper while pronouncing the word on it, then acting out. For example, when they reached the words **hop-like-a-frog,** they had to read the words then hopped like a frog. Students seemed to enjoy this activity since they were able to move around the class, shouted, and played with the words.

Then, we started reading the script. At the time, Azka was present. I conducted *echo reading,* one of the strategies in reading that aims to help struggling readers learn about fluency, expression, and reading at an appropriate rate (Dill, 2012). I read the script in various expression and students echoed the way I read. It was also fun, according to their comments.

To help them improve the volume of their voice, I had them read their lines standing around the class on certain spots so that they had to read louder for their friends to hear.

3.1.3. After Treatment

The Post Test was conducted after the treatment. My students and I decided to have a performance in the parallel class of EC 3A. At the time, I decided to have the second observer to compare my judgment on their performance. The teacher of the parallel class acted as the second observer.

Based on the video-tapping in this session, the result came up as follows:

Abhin read fluently, although the intonation was still a bit fast.

Jabril read fluently, over-confident. He seemed to understand all words in his line.

Sandra had significantly improved in reading. She could pronounce all words in her lines.

Mathew read fluently, his expression in reading had also improved.

Fatiyya read fluently. She had also improved in the volume of her voice and expression.

Amel read fluently. She had also improved in the volume of her voice and expression.

Neina read fluently. She gained excellent in all categories.

Trisna had significantly improved. He could pronounce all words in his lines.

Embun was absent.

Shierly read fluently and confidently. Unfortunately, she added an inapplicable article to her lines.

In general, all students had been confident enough to perform in front of different class.

3.2. The Second Story: "A Mouse Deer Stole Cucumbers"

3.2.1. Before Treatment

I was still walking on the aisle toward the classroom when some of my students suddenly approached me and asked, "Miss, are we going to read a story again today?". My answer made them jumped and ran toward the classroom shouting: "Yeaay…we're going to read a story again!"

In this session, another teacher acted as the second observer and helped me video-tape the reading process. Before the reading started, I had the students draw some rolls of paper containing the name of the characters from the story. The

characters were: Narrator 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Dog, and Mouse Deer. The result of the lucky-draw was:

Najwa as Narrator 1; Trisna as Narrator 2; Mathew as Narrator 3; Abhin as Narrator 4; Jabril as Narrator 5; Embun as Narrator 6; Fatiyya as Narrator 7 and 8; Neina as the Dog; Amel as Narrator 9; Sandra as Narrator 10; Shierly as Mouse Deer.

In general, students seemed to enjoy the second story since they are familiar with the characters. They even discussed some other versions of the story related to Mouse Deer that they had already known. It made them understand the story more easily.

The reading process started without prior rehearsal. Here, I divided the script into 2 parts: stage 1 and stage 2. The goal was to observe whether the students' reading confidence that had been improved in the first story would be affected when they perform in smaller group. In fact, dividing students into 2 groups made it easier to observe the improvement they had gained. Their confidence in reading did not seem affected much because it seemed that what made them more nervous was the presence of the second observer who recorded the reading process.

This session was video-taped and the scoring part was conducted from the records. The result of the session came up as follows:

Najwa read in good volume and expression, but mispronounced *steal, field, laughs at, finally trapped.*

Trisna also read in good volume and expression, but he mispronounced *some, successfully, has been filled,* utilized inapplicable article and subject pronoun.

Mathew read in good volume but was still poor in expression. He struggled with the words *scarecrow* and *successfully tries.*

Abhin read in good volume and expression, but he read too fast something sounded like *scareofim.*

Jabril read in good volume, clarity and expression.

Embun read in good volume and poor expression. She mispronounced *comes.* She often read haltingly.

Fatiyya read in good volume and expression, but she mispronounced *mocks* and often stumbled in some words.

Neina read in good volume and expression, but she had difficulty in pronouncing *scared.*

Amel read in good expression and clarity, but she mispronounced *confused* and had read in a voice very soft that it was barely audible.

Sandra read in good volume, expression, and somewhat good in clarity. She mispronounced *next* and *becomes.*

Shirley read in good clarity, excellent volume and expression. But she insisted in reading *I feel sorry to you,* instead of *I feel sorry for you.*

3.2.2. During Treatment

In this session, I conducted a choral reading. First, I read the story to model the pronunciation and they followed along silently with the scripts they had been given. Then I had them read the lines together in unison. After that I had everyone read his/her lines based on his/her characters. Since they had been familiar with Readers Theater, it was quite easier to control the boisterousness of the class during reading.

I had the students pick the words or phrases that were difficult for them to pronounce. Then together we practiced reading the chosen words or phrases in various expressions. It was to smoothen the way they read those difficult words or phrases.

At the time of the rehearsal, I gave students ample time to read and practice their lines. Since the Readers Theater had been carried out over several sessions, students had already known what to expect from them. They could jump right into the new performance with the new script as soon as they received the instruction to perform.

3.2.3. After Treatment

This is the last session of the treatment. The performance was conducted in the classroom and was video-taped. The session went well and most of the students showed significant improvement in reading. What I observed from the video-recording, they tended to read carefully in order to maintain their pronunciation in reading. As a result, their reading pace was also maintained.

The result of this session is described below:

Najwa read in good volume and clarity, and is somewhat good in expression.

Trisna significantly improved in clarity and volume, and was also good in expression.

Mathew improved in clarity and expression, and his voice was also raised.

Abhin improved in clarity and expression, He was finally able to maintain the pace of his reading.

Jabril is always a good reader, but after the treatment he showed a significant improvement.

Embun also showed some significant improvement. Her voice raised, and she could maintain her pace.

Fatiyya read in good volume, clarity, and expression. She had no problem in pronouncing words.

Neina gained excellent in all categories since she finally can pronounce *scared* smoothly.

Amel significantly improved in volume and clarity. She did not seem reluctant in reading anymore.

Sandra used to be a reluctant and struggling reader, but during the sessions of the second story, she showed significant improvement, especially in volume and clarity.

Shierly gained excellent in all categories. She finally read *I feel sorry for you,* instead of *I feel sorry to you* as she always did before the treatment.

4. Read in Turn and Cooperation With Group

During the treatment in both stories, cooperative attitude among students also seemed to improve. In the first story "Which Shoes Do You Choose?" Sandra tended to read in a hurry so it seemed that she had not been able to read in turn. But in the next sessions, she had improved. Most of the students also cooperated well with their peers by helping struggling readers pronounce appropriately, or helping their friends determining appropriate expression in reading their lines.

5. Result of Questionnaire

No	Students' Names	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	Embun	Y	N	N	A	Y	Y	Y	Y
2	Trisna	Y	Y	Y	A	Y	Y	Y	Y
3	Abhin	Y	N	N	B	Y	Y	Y	Y

4	Neina	Y	Y	Y	A	Y	Y	Y	Y
5	Fatiyya	Y	N	Y	A	Y	Y	Y	Y
6	Sandra	Y	Y	Y	A	Y	Y	Y	Y
7	Najwa	Y	Y	Y	B	Y	Y	Y	Y
8	Shirley	Y	Y	Y	B	Y	Y	Y	Y
9	Jabril	Y	Y	Y	A	Y	Y	Y	Y
10	Mathew	Y	Y	Y	A	Y	Y	Y	Y
11	Amelia	Y	Y	N	B	Y	Y	Y	Y

5.1. All students answered "yes" when asked about if they liked reading. That means 100% of the class enjoys reading.

5.2. Eight students answered "Yes" and three students answered "no" when asked about whether they liked reading story books. That means 72.7% of the class is familiar and enjoys the activity of reading stories.

5.3. Eight students answered "yes" and three students answered "no" when asked if they liked reading activities in the classroom. That means 72.7% enjoys activities related with texts.

5.4. Seven students answered "A" and four students answered "B" when asked which one they prefer: learning from stories or learning from textbooks. That means 63.6% of the class likes learning English using stories.

5.5. All of the students answered "yes" when asked if they liked Reading Theater activity that had been conducted in the classroom. That means 100% of the class enjoys Readers Theater and thought Readers Theater is a fun way to read stories.

5.6. All of the students answered "yes" when asked whether Readers Theater had helped them to be better in reading in English. That means 100% of the class feels more fluent in reading in English.

5.7. All of the students answered "yes" when asked whether Readers Theater had helped them feel confident in reading aloud in English. That means 100% of the class feels more confident when reading in English.

5.8. All of the students answered "yes" when asked if they wanted to do Readers Theater again next time. That means 100% of the students really experienced the benefits of reading in English with Readers Theater technique.

CONCLUSION

1. Readers Theater is a fun way for young learners to learn new language through stories.

2. Readers Theater improved young learners' fluency and reading confidence.

3. Readers Theater provides the opportunity for young learners to practice speaking skill, such as pronunciation, expression, and varied volume.

4. Readers Theater encouraged the young learners to show more self-confidence while reading out loud and getting up in front of the class.

5. Readers Theater is a strategy that combines reading practice and performing.

6. Readers Theater motivates reluctant readers and provides fluent readers the opportunity to explore genre and characterization.

RECOMMENDATION

The results of this research leave a number of unanswered questions which point to potentially useful topics for future research. Several of these questions are listed below:

1. Can I specifically teach prosody through Readers Theater to EFL young learners?
2. How can Readers Theater improve young learners' reading comprehension?
3. What are the effects of Readers Theater to fluent readers?
4. What are the advantages and disadvantages of conducting Readers Theater in the classroom? How to deal with them?

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APPENDIX 1

STUDENTS' PROFILE

Name	Birth	Names of School and Level	Level at LBPP-LIA Pakuan	Duration of English Learning at LBPP-LIA Pakuan
M. Jabril Faizatori	February 8, 2005	SD Cipta Cendekia, 3rd grade	EC 3A	2.5 years
Najwa Sepfin Aulia	September 10, 2004	SDN Pajajaran, 3rd grade	EC 3A	2.5 years
Atalya Raina Pastadi	December 20, 2004	SD Amal Kasih, 3rd grade	EC 3A	2.5 years
Mathew Sutadi	August 28, 2005	SD Kesatuan, 3rd grade	EC 3A	2.5 years
Bambang Abinawa	January 5, 2006	SD Kesatuan, 3rd grade	EC 3A	2.5 years
Amelia Angelina	August 18, 2005	SD Mardi Waluya, 3rd grade	EC 3A	1.5 years
Alexandra Dyva	April 15, 2005	SD Kesatuan, 3rd grade	EC 3A	2.5 years
Fatiyya Ilmi Zahra	January 26, 2005	SD Pertiwi, 3rd grade	E 3A	1.5 years
Trisna Adha R.	March 26, 2005	SD Gunung Gede, 3rd grade	EC 3A	1.5 years
Shirley Skolastika	August 15, 2005	SD Taruna Bangsa, 3rd grade	EC 3A	1.5 years
Embun Maya Galuh	March 11, 2005	SD Pertiwi, 3rd grade	EC 3A	2.5 years
Azka Amanda				

APPENDIX 2

READERS THEATER PRESENTATION RUBRIC

NAME:_____   DATE: _____

	Excellent	Good	Needs works
Oral Delivery *Volume*	Consistently speaks loudly enough audience to hear 8-10 pts.	Usually speaks loudly enough for audience to hear 4-7 pts.	Speaks too soft or too loud to hear. 0-3 pts.
Oral Delivery *Clarity*	Words are pronounced correctly and easily understood 8-10 pts.	Most words are pronounced correctly and easily understood 4-7 pts.	Many words are pronounced incorrectly, too fast or too slow, mumbles.. 0-3 pts.
Oral Delivery *Reads with expression*	Consistently reads with appropriate expression 8-10 pts.	Usually reads with appropriate expression. 4-7 pts.	Reads with little or no expression. 0-3 pts.
Oral Delivery *Reads in turn*	Takes turns accurately on a consistent basis. 8-10 pts.	Takes turns accurately on a somewhat consistent basis. 4-7 pts.	Takes turns rarely on a consistent basis. 0-3 pts.
Cooperation with group	Consistently works well with others. 8-10 pts.	Sometimes works well with others. 4-7 pts.	Difficulty in working with others. 0-3 pts.

Total points possible: 50

Points earned _____   **Percentage _____%**

APPENDIX 3
The script of

WHICH SHOES DO YOU CHOOSE?

Aaron Shepard

Characters: Narrator 1-2, Clerk 1-9, Katie

NARRATOR 1: Katie was tired of wearing the same old shoes.

NARRATOR 2: She went to the store to buy new ones.

NARRATOR 1: The clerks asked her,

ALL CLERKS: Which shoes do you choose?

NARRATOR 2: Katie said,

KATIE: I want shoes that are braggy, not baggy.

ALL CLERKS: *(thinking about it)* Hmmm. Let me see.

CLERK 1: We have small shoes,

CLERK 2: and tall shoes,

CLERK 3: and walk-on-the-wall shoes.

CLERK 4: We have red shoes,

CLERK 5: and head shoes,

CLERK 6: and down-the-hill-sled shoes.

CLERK 7: We have blue shoes,

CLERK 8: and BOO shoes,

CLERK 9: and paddle-canoe shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are slicky, not sticky.

ALL CLERKS: Hmmm. Let me see.

CLERK 1: We have jog shoes,

CLERK 2: and log shoes,

CLERK 3: and hop-like-a-frog shoes.

CLERK 4: We have tied shoes,

CLERK 5: and wide shoes,

CLERK 6: and carnival-ride shoes.

CLERK 7: We have trail shoes,

CLERK 8: and snail shoes,

CLERK 9: and wind-in-your-sail shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are spiffy, not iffy.

ALL CLERKS: Hmmm. Let me see.

CLERK 1: We have black shoes,

CLERK 2: and snack shoes,

CLERK 3: and ride-on-a-track shoes.

CLERK 4: We have wet shoes,

CLERK 5: and pet shoes,

CLERK 6: and super-speed-jet shoes.

CLERK 7: We have moon shoes,

CLERK 8: and goon shoes,

CLERK 9: and hot-air-balloon shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I choose *all* these shoes.

ALL CLERKS: *(gasp)*

NARRATOR 1: She bought the shoes and took them home.

NARRATOR 2: And now the store has

ALL CLERKS: *(to audience)* NO MORE SHOES TO CHOOSE!

APPENDIX 4
The Script of

The Mouse Deer Stole Cucumbers

Characters: Narrator 1-10, Dog, Mouse Deer

Stage 1

Narrator 1: One day, a Mouse Deer is trying to steal cucumbers from a farmer's field.

Narrator 2: At the first time, he steals some cucumbers successfully.

Narrator 3: But then, he encounters a scarecrow.

Narrator 4: He mocks the scarecrow because it cannot scare off him.

Narrator 5: The Mouse Deer punches the scarecrow with his front leg,

Narrator 1: but his front leg gets stuck in the scarecrow!

Narrator 2: The scarecrow has been filled with glue by the farmer.

Narrator 3: Mouse Deer forcefully tries to pull out his leg,

Narrator 4: but it is useless; the glue is too strong!

Narrator 5: Then later on, the farmer comes.

Narrator 1: He laughs at the Mouse Deer who is finally trapped,

Narrator 2: and says that he is going to put the Mouse Deer in a cage,

Narrator 3: for the rest of the day!

Stage 2

Narrator 6: Later at night, the farmer's dog comes to see Mouse Deer.

Narrator 7: He mocks the Mouse Deer and says,

Dog   : You know what, you're going to be cooked tomorrow morning.

Narrator 8: The Mouse Deer stays calm and relax.

Narrator 9: The dog gets confused and asks,

Dog   : Why are you quiet? Don't you get scared?

Narrator10: The Mouse Deer says,

Mouse Deer: You're wrong. I'm not going to be cooked. I'm going to be a prince.

Narrator 10: The dog becomes more confused.

Mouse Deer: I will marry the farmer's daughter and I will become a prince.

I feel sorry for you. All of your loyalties were paid just like this! You're just a dog to them. Look at me! Tomorrow I will become a prince!

Narrator 6: The dog, who feels cheated by his master, asks the Mouse Deer to switch   place.

Narrator 7: He thinks that by switching place with the Mouse Deer,

Narrator 8: he will become a prince instead.

Narrator 9: So he opens the cage and lets the Mouse Deer free.

Narrator 10: The next morning, the farmer is confused.

Narrator 6: He doesn't see the Mouse Deer anywhere;

Narrator 7: instead, he sees his own dog in the cage,

Narrator 8: wagging his tail.

APPENDIX 6

QUESTIONNAIRE

1. Apakah kamu senang membaca?

   a. Ya   b. tidak

2. Apakah kamu senang membaca buku cerita?

   a. Ya   b. tidak

3. Apakah kamu senang dengan kegiatan membaca di kelas?

   a. Ya   b. tidak

4. Yang mana yang lebih kamu senangi:

   a. Belajar bahasa Inggris melalui cerita

   b. Belajar bahasa Inggris dari buku teks

5. Apakah kamu menyenangi kegiatan Readers Theater yang baru-baru ini kita lakukan di kelas?

   a. Ya   b. tidak

6. Dari kegiatan Readers Theater tersebut, apakah kamu merasa kemampuan membaca dalam bahasa Inggris menjadi lebih baik?

   a. Ya   b. tidak

7. Dari kegiatan Readers Theater tersebut, apakah kamu merasa lebih percaya diri membaca dengan lantang di dalam kelas?

   a. Ya   b. tidak

8. Jika ada kesempatan, apakah kamu ingin melakukan kegiatan Readers Theater lagi?

   a. Ya   b. tidak

APPENDIX 7
Video Transcript of "Which Shoes Do You Choose?" (Aaron Shepard)
After Treatment
Narrator 1 (Jabril), Narrator 2 (Trisna), Katie (Neina), Clerk 1 (Abhin), Clerk 2 (Amel), Clerk 3 (Sandra), Clerk 4 (Fatiyya), Clerk 5 (Najwa), Clerk 6 (Teacher substituting Embun), Clerk 7 (Mathew), Clerk 8 (Shierly), Clerk 9 (Azka).

All students read the title along

Jabril: Katie was tired of wearing the same old shoes.

Trisna: She went to the store to buy new ones.

Jabril: The clerks asked her,

All students: Which shoes do you choose?

Trisna: Katie said,

Neina: I want shoes that are braggy, not baggy.

All students: Hmmm. Let me see.

Abhin: We have small shoes,

Amel: and tall shoes,

Sandra: and walk-on-the-wall shoes.

Fatiyya: We have red shoes,

Najwa: and head shoes,

Teacher : (VO) and down-the-hill-sled shoes.

Mathew: We have blue shoes,

Shierly: and <u>a</u> BOO shoes,

Azka: and paddle-canoe shoes.

All students: Which shoes do you choose?

Neina: I want shoes that are slicky, not sticky.

All students: Hmmm. Let me see.

Abhin: We have jog shoes,

Amel: and log shoes,

Sandra: and hop-like-a-frog shoes.

Fatiyya: We have tied shoes,

Najwa: and wide shoes,

Teacher: (VO) and carnival-ride shoes.

Mathew: We have trail shoes,

Shierly: and **a** snail shoes,

Azka: and wind-in-your-sail shoes.

All students: Which shoes do you choose?

Neina: I want shoes that are spiffy, not iffy.

All students: Hmmm. Let me see.

Abhin: We have black shoes,

Amel: and snack shoes,

Sandra: and ride-on-a-track shoes.

Fatiyya: We have wet shoes,

Najwa: and pet shoes,

Teacher : (VO)…*paused…* and super-speed-jet shoes.

Mathew: We have moon shoes,

Shierly: and **a** goon shoes,

Azka: and hot-air-balloon shoes.

All students: Which shoes do you choose?

Neina: I choose *all* these shoes.

All students: *(gasp)*

Jabril: She bought the shoes and took them home.

Trisna: And now the store has

All students: NO MORE SHOES TO CHOOSE!

APPENDIX 8

Video Transcript of "The Mouse Deer Stole Cucumbers"

Before Treatment

Stage 1

Narrator 1(Najwa), Narrator 2 (Trisna), Narrator 3 (Mathew), Narrator 4 (Abhin), Narrator 5 (Jabril)

All students read the title along.

Najwa: One day a mouse deer is trying to **stel** cucumber from a farmer's **fail**

Trisna: At the first time, **she*** steal **som** cucumbers **sweshwehsfurrll**

Mathew: But then he encounter a **sekerekeraaw**.

Abhin: He mocks the scare**kraw** because it cannot **scareoffim**

Jabril: The mouse deer punches the scarecrow with his front leg

Najwa: But his front leg gets stuck in the scarecrow

Trisna: The scarecrow **his big fill** with glue by the farmer

Mathew: the mouse deer **fur-kaw-fuli try** to pull out his leg

Abhin: But it is useless, the new, eh, the glue is too strong.

Jabril: Then later on, the farmer comes

Najwa: He **lofs end** the mouse deer who is **finelli treip**

Trisna: and say **the** he is going to **the** put the mouse deer in a cage

Mathew: for **day** rest of the day

Stage 2

Narrator 6 (Embun), Narrator 7 (Fatiyya), Narrator 8 (Azka), Narrator 9 (Amel), Dog (Neina), Mouse Deer (Shirley), Narrator 10 (Sandra). Note: Azka was absent.

Embun: Later at night, the farmer's dog **koms**

Fatiyya: He **mous** the mouse deer and says

Neina: You know what, you're going to be cooked tomorrow morning.

Pause. It's supposed to be Azka's lines. Amel seemed confused since she had to continue with her lines.

Amel: The dog get **konfus** and ask

Neina: Why - why are you quiet? Dont you get **skret**?

Sandra: the mouse deer says

Shirley: You are wrong. I'm going - I'm not going to be cooked. I'm going to be a prince.

Sandra: The dog **become** more confused.

Shirley: I will marry the farmer's daughter and I will become a prince. I feel sorry **to*** you. All of your **layelties** were **pait** just like this. You are just a dog to them. Look at me. Tomorrow I will be a prince!

Embun: The dog whooo...feels cheated by his master asked the mouse deer to switch place.

Fatiyya: he thinks...by...switching place with the mouse deer

Amel: .... (unclear) and let the mouse deer free.

Sandra: The **nek** morning the farmer is confused.

Embun: He **don't** see the **mos** deer **an-swer**

Fatiyya: instead he sees his own dog in a cage

Teacher (VO): wagging his tail.

APPENDIX 8

Video Transcript of "The Mouse Deer Stole Cucumbers"

After Treatment

Stage 1

Narrator 1(Najwa), Narrator 2 (Trisna), Narrator 3 (Mathew), Narrator 4 (Abhin), Narrator 5 (Jabril)

All students read the title along.

Najwa: One day a mouse deer is trying to steal cucumbers from a farmer's field

Trisna: At the first time, he steals some cucumbers successfully.

Mathew: But then he encounters a scare-crow

Abhin: He mocks the scarecrow because it cannot scare off him

Jabril: the mouse deer punches the scarecrow with his front leg

Najwa: But his front leg gets stuck in the scarecrow

Trisna: the scarecrow has **be** filled with glue by the farmer

Mathew: the mouse deer force-fully tries to pull out his leg

Abhin: But it is useless the glue is too strong

Jabril: Then later on the farmer comes

Najwa: He laughs at the mouse deer who **(is)** finally trapped

Trisna: and says that he is going to put the mouse deer in a cage

Mathew: for the rest of the day

Stage 2

Narrator 6 (Embun), Narrator 7 (Fatiyya), Narrator 8 (Azka), Narrator 9 (Amel), Dog (Neina), Mouse Deer (Shirley), Narrator 10 (Sandra). Note: Azka was absent, so her role was taken over by Fatiyya.

Embun: Later at night, the farmer's dog comes to see the mouse deer

Fatiyya: he mocks the mouse deer and says

Neina: You know what; you are going to be cooked tomorrow morning.

Fatiyya: The mouse deer stays calm and relax

Amel: The dog gets con-fused and asked

Neina: Why are you quiet? Don't you get scared?

Sandra: The mouse deer says

Shirley: You are wrong. I'm not going to be cooked. I'm going to be a prince.

Sandra: The dog becomes more confused.

Shirley: I will marry the farmer's daughter and I will become a prince. I feel sorry for you. All of you loyalties were paid just like this. You are just a dog to them. Look at me. Tomorrow I will become a prince.

Embun: The dog who feels cheated by his master asked the mouse deer to switch place.

Fatiyya: He thinks that by switching place with the mouse deer he will become a prince instead.

Amel: So he opens the cage and let the mouse deer free

Sandra: The next morning the farmer is confused

Embun: He doesn't see the mouse deer anywhere

Fatiyya: instead, he sees his own dog in the cage wagging his tail.

Using Modified "Kuartet" Games to Enhance Students Vocabulary

Raja M.A.H.A.P Tamba and Syifani Meiriyanti
LBPP LIA Pengadegan

ABSTRACT

Lack of vocabulary is one of the most common problems we find in our students. The problem lies not in the judgment that they don't have enough English words in their memory, it's more of the fact that they retain the words only for some time (such as only for a test, or a period before a test) and forget the words as soon as the 'some time' period passed. Retaining words (especially hardly-used ones) is harder when students are faced in such situation that force them to remember the words (i.e tests, quiz, practice) instead of remembering the words voluntarily. Such problem exists in an EC6B class and an ET6 class.

One of the easiest ways of helping them retaining the vocabulary is by drilling, but a fun drilling is not easy to perform. That's why the teachers have an idea of using a modified version of an almost-lost childhood game, "KUARTET", to help the students in retaining their vocabulary. The teachers create sets of kuartet cards based on some chosen lessons, modify the procedure, and play them in classes for several successive meetings. Tests are conducted to check the retained vocabulary after a certain amount of time has passed (i.e after 2 meeting have passed).

Using this technique, the teachers hope that students will be able to remember more words than they could before the experiment. It is also possible to see differences in memory capability between EC students and ET students.

BACKGROUND

Cambridge Advanced Learner's Dictionary defines *vocabulary* as '*all the words known and used by a particular person*'.According to Wikipedia, *vocabulary is the set of words within a language that are familiar to that person*. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Vocabulary is very important as it is a major mean of communication. Language consists mainly of vocabulary (and pronunciation); grammar and writing system come after that. It is so important that according to Wilkinson (1972), " Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."

Knowing a word, however, is not onlyrecognizing, understanding, orusing it. Although there is no real distinction in receptive and productive vocabulary as both are enmeshed together in their daily use, there is a range of abilities between them which are often referred to as *degree of knowledge*. The degrees of vocabulary knowledge are:

1. Never encountered the word.
2. Heard the word, but cannot define it.
3. Recognize the word due to context or tone of voice.
4. Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.
5. Fluent with the word – its use and definition.

Somewhere among stage 3, 4 and 5, lies another problem, which is memory. In second language acquisition, repetition does not happen as often as it does in first language, especially if the person is not placed within a situation in which he/she has to use the second language he/she is learning. As repetition is a key to

memorization (the other being technique), this increase the possibility of 'forgetting' a known vocabulary.

The same case happens numerous times in numerous classes. Students will be able to retain a certain word for a certain period of time, only to lose it on the next opportunity. It is not easy to retain words from another language; that is, remembering what they are, their meaning, how to say them, and how to use them; especially if they are *test´* words; words which are remembered because they will be useful for passing a certain test. In fact, this 'memory problem' does not happen only to language, but to all learnt subjects. Many a times people study and manage to remember a huge amount of information only to lose them again after the test.

When such thing happens in language learning, it interferes directly with understanding, especially from the receivers' point of view. When one cannot find a certain word to convey their emotion, they may instead use other known words to substitute the word they need. It works sometimes, but not as precise. A simple example of this will the color 'gold fusion' (RGB 74, 100, 108) which is not gold at all. Explaining it as 'a gold color that looks grey' simply does not make sense and it will make designers getting a wrong can of paint or a wrong roll of cloth.

Of course, that is an extreme example, but such is the case. We see people grappling to find words they need to convey their message daily. Students learn new words one day only to forget them the next day because they have no use of them (except for the test). How do we keep those words retained?

The same problem occurred to two classes used for this research. The two classes have a similarity: the students are not beginners, yet they easily forget new words. One is an EC6B class of 9 students, and the other is an ET6 class of 8 students. In this collaboration, the teachers decided to modify a table-game technique and see if it works in helping students' memorization.

Purpose of Study

The purpose of this study is to see whether the modified quartet technique will help students in remembering more words longer than they could before the experiment.

It may also be possible to see differences in memory capability between EC students and ET students.

Theoretical Framework

Memorizing is actually something that we do on a daily basis. We memorize names, faces, directions, lists, and the list continues on and on. People have different ways to memorize things, and also different things to memorize. Memory is a tricky thing, as it tends to forget the things we need to remember when we need to remember it, and getting a certain memory back is not easy.

When we need to remember something, the easiest way will be to try to connect it to something else; for example, if want to remember the name of certain restaurant, we might connect it to the food served there, or to what occasion we went there before. Remembering words, in theory, works the same way. It is possible to connect words to groups, or to a certain picture. This is why writers decided to modify an almost-lost childhood game, the 'Kuartet'.

Here we refer to Krashen's Second Language Acquisition-Learning Theory. Krashen mentioned that there are two independent ways in which we develop our linguistic skills: acquisition and learning. Acquisition of language is a subconscious process of which the individual is not aware. Learning a language, on the other hand, is a conscious process, and according to Krashen, it is less effective.

How do we acquire second language not daily spoken in our society though? It's clear that the classic classroom situation is more easily found thanthe possibility of encountering words on the street.

(We should note that in 1983 there was no internet yet. For the sake of limiting theory used, we will not discuss this note any further.)

Classroom situation, with all the standard procedure and tests, is not really a nice environment for acquisition. According to Krashen'saffective filter hypothesis, certain emotions, such as anxiety, self-doubt, and boredom interfere with the process of acquiring a second language. It reduces the amount of language input the learner is able to understand. These negative emotions prevent efficient processing of the

language input. The blockage can be reduced by sparking interest, providing low anxiety environments and bolstering the learner's self-esteem.

In short, learning these new words should be fun, so they'll be retained longer.

Using games is the basic thing teachers do to lighten the mood in the class. The usual word game like scrabble, though, is not appropriate for memorization. Card games might be more useful.

After some discussions, it was decided that modifying 'Kuartet' game might be a good idea. This research will decide whether using it will help students or not.

METHODOLOGY/PROCEDURE

'Kuartet' (Quartets) is a card game invented in the Netherlands where it is known as 'kwartet'. Each pack originally contained 32 cards, divided into 8 groups of 4 cards. It is played with three or more players, with the aim to win all the quarts (sets of four).

This is the usual way a Quartet game is played.

1. Shuffle the cards and divide them among the players (2-6 players is ideal). Choose one of the players to start.
2. When it's your turn, ask one of the other players for a card you need. Remember: You can only ask for a card from a set of which you have a card in your hand already.
3. If the other player has the card you asked for, they have to hand it over, and you keep your turn. If they don't, you lose your turn and they get to ask for a card instead.
4. It is important to pay close attention to who has what cards during the game. It will help you ask the right questions and complete your quartets.
5. Once you have a completed a set of four, you call out 'quartet' and put the set aside. The person with the most quartets at the end of the game (when all the cards have been divided) is the winner.
- Note:
➢ A two-player game is played with a stack.
➢ Each of the players gets seven of cards at the start of the game, while the rest is put on a stack.
➢ Whenever a player asks for a card which isn't held by the other player, they get to take a card from the stack. The turn then goes to the other player.

- *Taken from THE FUTURE QUARTET GAME*

The modified game goes the same way with a bit of a twist.

- Instead of asking for a card, players make a sentence using the word on the card.

- The same sentence cannot be repeated; should a player want to ask for the same card, he/she needs to create another sentence using the word.
- Example: You want a BUNGEE JUMPING card from the ADVENTURE quart set, so you say, "*ADVENTURE set. I played BUNGEE JUMPING with my friends last week.*"

The cards used in this research are based on the usual Quartets card.The words and word groups were taken from EC6B / ET6 books. Pictures were added for visual help in determining meaning of unfamiliar (or forgotten) words.

This is an example of a set of Quart.

This is the example of a quart made for EC6B.

SAFETY	**SAFETY**
HELMET SUNSCREEN KNEEPADS GOGGLES	HELMET **SUNSCREEN** KNEEPADS GOGGLES
SAFETY	**SAFETY**
HELMET SUNSCREEN **KNEEPADS** GOGGLES	HELMET SUNSCREEN KNEEPADS **GOGGLES**

This is an example of a quart made for ET6.

CRIME	CRIME
THIEF	THIEF
ROBBER	**ROBBER**
PURSE-SNATCHER	PURSE-SNATCHER
PICKPOCKET	PICKPOCKET
CRIME	CRIME
THIEF	THIEF
ROBBER	ROBBER
PURSE-SNATCHER	PURSE-SNATCHER
PICKPOCKET	**PICKPOCKET**

Cycle 1

The plan is to take 45 minutes from one meeting to introduce the game and let students have a go with it. A vocabulary task (on which students will be given words and pictures to match) will then be given to the students two meetings later.

Cycle 2

The plan is to take 30 minutes for the students to play the game again. Two meetings after that, they will get another vocabulary task (on which students will be given pictures and asked to write sentences using the words associated to the papers)

Cycle 3

This cycle is optional and will be done only if there are still sessions left.

RESULT AND DISCUSSION

Below are the results of the two cycles performed in two different classes. Cycle 3 was not done due to time constraint.

EC6B class

Cycle 1

The students tried the game with considerable difficulty in making the sentences. The pictures provided seem to help understanding. Keeping students to do the game in English was also a challenge.

The first task given to students two meetings later shows that most students can remember half of the words in the sets.

No	Name	Number Correct	%
1	Daffa M Subhan	16	50
2	GhaniyyahCintaKautsar	17	53
3	PrimalisriGrahadiani	16	50
4	Julio Sayyidina Gibran	15	47
5	MajayaMahadi	13	41
6	ViraHaryatiRamadhani	15	47
7	M Fattah Shiddiq	15	47
8	Avril A	17	53
9	ViniAndita	10	31

Cycle 2

This time, the students already had an idea of what to do in the game, so it progressed a lot faster, and they were able to create various sentences.

The second task given to students two meetings later showed an increase in memorization.

No	Name	Number Correct	%
1	Daffa M Subhan	24	75
2	GhaniyyahCintaKautsar	25	78
3	PrimalisriGrahadiani	22	69
4	Julio Sayyidina Gibran	21	66
5	MajayaMahadi	19	59
6	ViraHaryatiRamadhani	19	59

7	*M Fattah Shiddiq*	*20*	63
8	*Avril A*	*23*	72
9	*ViniAndita*	*15*	47

ET6 class

Cycle 1

The students tried the game with much difficulty in making the sentences. The pictures provided seem to help understanding. Keeping students to do the game in English was a huge challenge.

The first task given to students two meetings later showed that most students can remember less than half of the words in the sets.

No	*Name*	*Number Correct*	*%*
1	*NilaAdista*	*8*	25
2	*Aulia Medina*	*9*	28
3	*AryaWiraPerdana*	*15*	47
4	*PandjiPratama*	*11*	34
5	*Ebenezer Cahyo*	*10*	31
6	*Ichsandiaz W P*	*14*	44
7	*Velery Virginia P W*	*11*	34
8	*Amelia Utsaha*	*15*	47

Cycle 2

This time, the students already had an idea of what to do in the game, so it progressed a lot faster, although the sentences were still simple.

The second task given to students two meetings later shows an increase in memorization, but not much.

No	Name	Number Correct	%
1	NilaAdista	10	31
2	Aulia Medina	10	31
3	AryaWiraPerdana	20	63
4	PandjiPratama	14	44
5	Ebenezer Cahyo	13	41
6	Ichsandiaz W P	16	50
7	Velery Virginia P W	13	41
8	Amelia Utsaha	13	41

The game seems to work better for EC students, and they enjoyed playing it more. The response from the ET students was not as good, or as encouraging.

The EC students used the game as what it was for them: a game. Even with the twist in the rules, they were still able to enjoy it; not to mention that apparently it's not a card game they're familiar with. This, perhaps, help the words to be taken into their memory subconsciously, as it is expected, and they could remember the words longer, and could use them quite properly.

The ET students, meanwhile, view the game as a nuisance. If there was no twist in the rule (they could just ask for the card, and didn't have to create sentence using it), they might enjoy it more, but it will beat the goal of the game itself. Because of that, they didn't play; they had to think hard to get a card, it's very hard to create a quart. They knew which card was in whose hands but they couldn't get it because they couldn't create the sentence needed to get it. It made the game progressed very slow and boring; not quite as fun. It didn't help much in retaining their vocabulary.

CONCLUSION AND RECOMMENDATION

While it was proven that modified game seemed to work in helping students memorizing their vocabularies better, it also seemed to work better in younger students. It may be connected to the level of difficulties of the words given, but then again, the words came from the materials in their own level.

The downside is that the game itself is considerably time-consuming. More repetitions of the game using the same deck might be needed to ensure acquisition, and it would take much time needed to complete all the lessons in a level.

Using the same deck over and over again will eventually get old after a while, so teachers should be very creative in making the decks. Not to mention that different level will require different decks.

Further studies will be needed in checking whether the vocabularies given stays retained after quite a long period.

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MetodePenelitian, PenerbitUniversitas Terbuka, 2008

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PengembanganBahan Ajar, PenerbitUniversitas Terbuka, 2008

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No	Groups	Words
1	Adventure	Bike-riding
		Elephant riding
		Horseback riding
		Diving
2	People	Mountain climber
		Cave Explorers
		Sled Dog racers
		Bike rider
3	Extreme Sports	Bungee Jumping
		White-water rafting
		Parachuting
		Skydiving
4	Safety	Helmet
		Sunscreen
		Kneepads
		Goggles
5	People Records	Rides fastestland speed
		Tallest person
		Jumps longest pogo stick distance
		Scores greatest soccer goals
6	Animal records	Fastest fish
		Heaviest sea animal
		Deadliest snake
		Sleepiest animal

No	Groups	Words
7	World records	Shopping malls
		Alphabets
		Languages
		Stadiums
8	Sport record	Most goals in WORLD CUP
		Most Olympic Medals
		Most Basketball points
		Fastest Running Speed

APPENDIX 2
ET6Quartet List

No	Groups	Words
1	Postal Service	Special Delivery
		Money order
		Airmail
		Postmark
2	Factories	Visitor center
		Mixing machine
		Molding machine
		Packaging machine
3	World wonders	Archeological site
		Ruins
		Temples
		Peak
4	Library	Card catalog
		Librarian
		Periodicals section
		Reference section
5	Bad vacation	Drown
		Crammed
		Stranded
		Break down
6	Nice vacation	Adventurous
		Stunning view
		Magnificent
		Fool around

No	Groups	Words
7	Places	Artistic
		Cozy
		Scenic
		Raucous
8	Crime	Pickpockets
		Purse-snatchers
		Robbers
		Thieves

Increasing ET 4/1 Students' Awareness of Sentence Structure by Playing Kwartet Cards

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ABSTRACT

Knowing that writing a paragraph consisting 80 to 100 words is new for my ET4 students, I wanted to help them. Then, I carried a research to increase students' awareness of sentence structure by applying a technique of kwartet cards game. A classroom observation method was used in this study. The sample was 17 students of ET 4/1 level of LBPP LIA Palembang in term I/2013. The data were obtained by means of written test. Based on the result of the data analysis, it was found out that there was an increase in students' awareness of sentence structure after implementing kwartet cards game to form structured sentences.

BACKGROUND

It was on January 7, 2013 the first meeting of term one 2013. I spent the first meeting by introducing each other, setting the rules and regulation, and telling what special thing in ET 4 was. The special thing was the students were going to write a paragraph consisted of 80 to 100 words in written test of promotion test. Since this is a new thing for them, I was curious to know whether my ET 4 students knew how to write a good sentence. Hence, I gave each student a small piece of paper and asked them to write a story consisted of five sentences. And the result was out of 21 students, only three student wrote correctly structured sentences.

It made me look for a way to increase the students' awareness of sentence structure. After thinking for some times, I found a set of kwartet cards would be a good media to teach the student how to build a good sentence.

LITERATURE REVIEW

1. The Definition of Sentence Structure

There are two kinds of sentence based on the existence of predicate namely major sentence and minor sentence. A major sentence is a regular sentence; it has a subject and a predicate. For example: "I have a ball." In this sentence one can change the persons: "We have a ball." However, a minor sentence is an irregular type of sentence. It does not contain a finite verb, for example, "Mary!", "Yes.", "Coffee.", etc. Other examples of minor sentences are headings, stereotyped expressions ("Hello!"), emotional expressions ("Wow!"), and proverbs. This can also include nominal sentences like "The more, the merrier". These do not contain verbs in order to intensify the meaning around the nouns and are normally found in poetry and catchphrases. In this research I just concerned in increasing the students' awareness of major sentence structure.

Shoebottom, Paul in FIS defined sentence as a sequence of words whose first word starts with a capital letter and whose last word is followed by an end

punctuation mark (period/full stop or question mark or exclamation mark)'. Furthermore, Townson wrote that every sentence has a subject and predicate.

All sentences are about something or someone. The something or someone that the sentence is about is called the subject of the sentence.

Examples:

> **John** often comes late to class.
>
> subject
>
> **My friend and I** both have a dog named Spot.
>
> subject

The predicate contains information about the someone or something that is the subject.

Examples:

> John often **comes** late to class.
> ↑
> predicate
>
> My friend and I both **have** a dog named Spot.
> ↑
> predicate

Sometimes a verb will express being or existence instead of action.

Example:

In short, a good structured sentence is a sequence of words whose first word starts with a capital letter and whose last word is followed by an end punctuation mark and it has a subject and a predicate.

2. The Definition of Kwartet Card

Kwartet card is a set of cards played by children which has pictures and words on each card. How to play it is by collecting four set of the same topic written on the card. But in this study, I modified the way to play the cards by covering every word written on the card and writing a new word/s on it. The following was the example of kwartet cards.

METHODOLOGY AND PROCEDURE

The data collection methods used in this research were class observation and document collection. I did this study for five meetings, from January 7 to 21, 2013. There were four treatments given.

Table 1 The Treatment Given to the Students

No	Date	Sample	Treatment
1	Jan 10	21	Students worked in group of four, each group was given a set of cards. Asked them to shuffle the cards and gave each member four cards. Then asked one member to open a card and the next member open another card then the third student formed a sentence based on the two cards shown by his/her friends. Continue the same activity until each student was able to write six sentences.
2	14	20	Students worked in group of four, each group was given a set of cards. Asked them to shuffle the cards and gave each member four cards. Then asked one member to open a card and the next member open another card then the third student formed a sentence based on the two cards shown by his/her friends. Continue the same activity until each student was able to write seven sentences.
3	17	18	Students worked in group of four, each group was given a set of cards. Asked them to shuffle the cards and gave each member four cards. Then asked one member to open a card and the next member formed a sentence based on the card shown by a friend next to him/her. Continue the same activity until each student was able to write eight sentences.
4	21	17	Students worked in group of four, each group was given a set of cards. Asked them to shuffle the

| | | | cards and gave each member four cards. Then asked one member to open a card and other members should compete to form a sentence based on the card shown by his/her friend. The member forming most sentences would be the winner. |

RESULT AND DISCUSSION

Table 2 The Result of Treatment Given to the Students

Treatment	Good story	Capital letter	Subject	Predicate	Puntuation mark	Tense in the past
Pretest	3	9	2	7	6	16
First	3	3	1	5	4	13
Second	7	0	1	4	1	6
Third	9	2	0	2	0	5
Postest	10	0	0	1	0	3

In pretest, it was found that only three students were able to write structurally correct story, nine students missed the capital letter, two students missed the subject, seven students missed the predicate, six students did not use punctuation mark and sixteen students were doubted whether to use past, present, or future tense to talk about experience already happened. In the first treatment, it was found that still three students wrote structured story, three students missed the capital letter, one student missed the subject, five students missed the predicate, four students did not use punctuation mark and thirteen students misused the tense to talk about experience already happened. In the second treatment, it was found that seven students capable to write structured story, no student missed the capital letter, one student missed the subject, four students missed the predicate, one student did not use punctuation mark and only six students misused the simple past tense. In the third treatment, it was

found that nine students capable to write structured story, two students missed the capital letter, no student missed the subject, two students missed the predicate, no student did not use punctuation mark and only five students misused the simple past tense. In postest, there were ten students were able to write good correctly structured story, no student missed the capital letter, the subject, and the puctuation mark, but still found one student missed the predicate and three students incorrectly used past tense.

CONCLUSION

Playing kwartet cards has made students more aware of the structure of sentence and how to start wrting a sentence and to end it.

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Building Interest in Learning English for Early Learners: Reading Stories for EC1A Students

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ABSTRACT

Having a group of EC1A students could be an overwhelming job. For one thing, they are "the very new comers" in LIA institution. This would be their first time coming to a class which is dedicated to English. They bring their Backpack books, they have an English-talking Miss now, and they have lots of English-oriented activities to join. This would be their first time having an English environment. And I would better create a good one for them.

Reading a story is proven to be an interesting activity for kids. My own children always love the time when I read them a bed time story. Whether in Bahasa Indonesia, English, or bilingual, they always enjoy the story. Whether it is about a tadpole which wanted to be able to jump high like a frog, or about a naughty fairy that got into trouble, there's always something magical in every story. And even after the story is finished, they would ask me to repeat it in a couple more times.

This research is going to be done to see how reading stories can help building interest for early English learners such as my EC1A students. By spending ten minutes in every two sessions, I hope the students would feel excited toward the English activities that they are going to have in class. And by the end of the day, I hope they would love to come back to the English environment that we have in LIA.

BACKGROUND

In an EFL country such as Indonesia, students experience a change in language when they enter an English class. And this change can be a tricky transition. In one hand, being constantly exposed to the language that they are trying to learn is the key to familiarizing themselves with it. Hence, for the students to being exposed to English all the time in the class is important. On the other hand, this change also brings uncertainty for them. The effects would be varying from staying quiet throughout the activities to repeatedly asking questions.

A way of providing a smooth transition for these students is creating a bridging activity. Any activity that is simple, easy, fun and is done in English would provide the time and space for them to adjust to the change of language in the classroom. In this research, the bridging activity chosen is story reading.

THEORETICAL FRAMEWORK

Children are sensitive to changes. Children sometimes face changes such as adjusting to a new school, or to new teachers and friends. In an article released by Ceridian Corporation in 2003 and 2005, it is highlighted that this change might bring some uncertainty as well as anticipation and excitement [1].

Providing a bridging activity such as reading and listening to stories might help the children cope with the language change.

This research is done to answer these questions:

1. Do the students like listening to a story?
2. If yes, can this activity provide a smooth language transition and finally help improving their interest in learning English?
3.

DATA ANALYSIS

Data is taken in twelve meetings; every Friday from the period of June – September 2013. In this period, seven different stories are being read – some are being read repeatedly. In addition, effective-learning duration – a time span when students are fully focused in learning process – is also being counted to measure their interest in learning. One meeting is used as a no-story meeting for a counter check.

RESULT AND DISCUSSION

The data is presented in the following table.

No	Meeting No. (n/22)	Day, Date	Title of Story	Story Presentation	Duration of Story (minutes)	Duration of Learning (minutes)	Duration of Effective Learning (minutes)
1	8	Fri, 7 Jun 2013	The Teddy Bear's Birthday Surprise	☐ Read by Teacher ☐ Visual through TV	3	90	75
2	9	Fri, 14 Jun 2013	Goldilocks and The Three Bears	☐ Read by Teacher ☐ Visual through TV	10	90	70
3	12	Fri, 5 Jul 2013	Jack and The Beanstalk	☐ Read by Teacher ☐ Visual through TV	10	90	64
4	13	Fri, 12 Jul 2013	Chicken Licken	☐ Read by Teacher ☐ Visual through TV	7	90	72
5	14	Fri, 19 Jul 2013	The Teeny Weeny Tadpole	☐ Read by Teacher ☐ Visual through TV	10	90	78
6	15	Fri, 26 Jul 2013	The Pied Pepper of Hamelin	☐ Read by Teacher ☐ Visual through TV	10	90	86
7	16	Fri, 2 Aug 2013	(no story)			100	70
8	17	Fri, 16 Aug 2013	The Teeny Weeny Tadpole	☐ Read by Teacher	8	80	73
9	18	Fri, 23 Aug 2013	Goldilocks and The Three Bears	☐ Read by Teacher	5	80	70
10	19	Fri, 30 Aug 2013	Jack and The Beanstalk	☐ Read by Teacher	7	90	85
11	20	Fri, 6 Sep 2013	Chicken Licken, Jack and The Beanstalk	☐ Read by Teacher ☐ Done in the library	12	60	60
12	21	Fri, 13 Sep 2013	The Monster Mystery	☐ Read by Teacher	10	90	80

For the first story, "The Teddy Bear's Birthday Surprise" seems fit. It is a five-page story about a bear that receives a birthday surprise party from his friends. It is perfect for an introduction of this activity. The teacher read out loud the story while holding the book. In addition, scanned pages of the book are being displayed on a TV. This is done for several purposes, such as:

a. Providing a visual aid for visual learners
b. Building the students interest toward the story through the illustration of the book
c. Involving the students in the reading process

The next five meetings then started with different five stories. All stories were presented in the same way.

On the seventh meeting, the teacher didn't read any story. The students were asking about it repeatedly throughout the meeting. Before the class was dismissed, one student reminded the teacher to bring a book next week. He did it while pointing his finger to the teacher, in a threatening fashion. It was so cute.

In the following three meetings, teacher read three stories that had been read before. At first, the students complained. But as the teacher started to read, the students went quiet and listen to the story. In these three meetings, no visual aid is provided. The students aware of the difference, but they didn't seem to mind.

The next meeting was special; the reading activity was carried out in the library. Teacher and all the students went to the library together. Teacher read two stories before the students were free to choose their own book to read. Some students asked the teacher to read the book that they have.

The last story, "The Monster Mystery", was a quite long story – it has seventeen pages. It was a new story for the students and was being presented without the visual aid on TV. Even that, the students seemed to enjoy the story.

The data shows improvement in the duration of effective learning. The students can focus better on the learning process. And the focus was improving in each meeting. Please refer to the following graph for details.
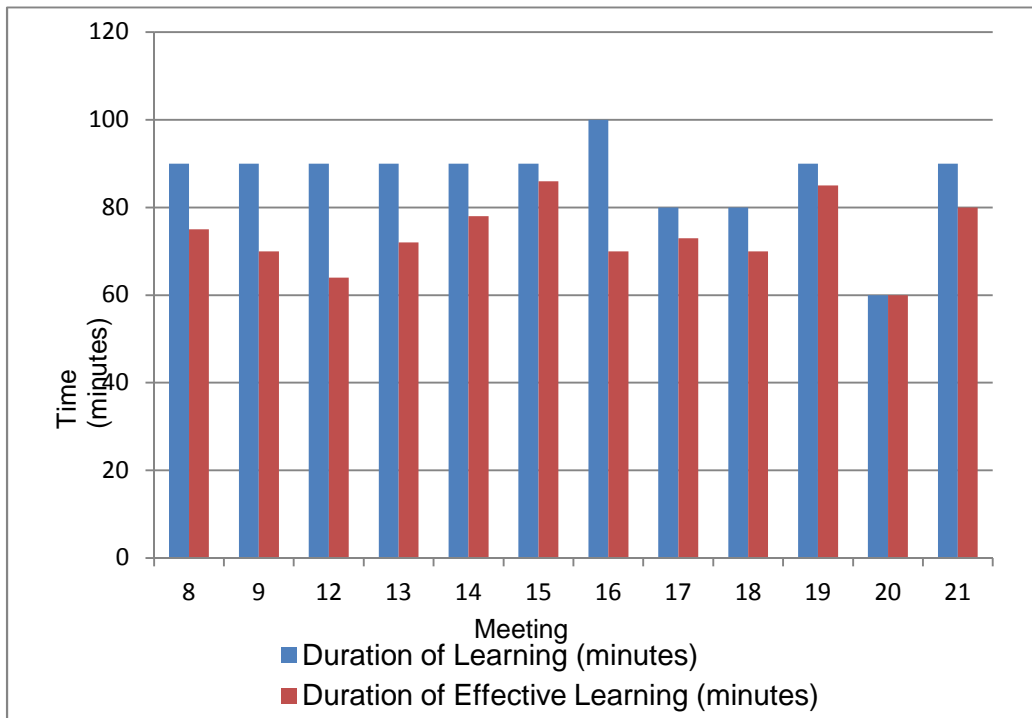
CONCLUSION

Based on this research, I can conclude the followings:

1. Students like reading and listening to stories. Whatever the title of the book is, they love it. The story would remain interesting even for the second time or the third time. They like it when they can also read the story together with the teacher. But when they can't read it, they would have to stay sit and listen to the teacher. And they don't mind it.

2. Based on the data taken, reading and listening to stories can help the students in the language transition process.

3. Finally, it helps improving their interest in learning English.

REFERENCES

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APPENDIX 1

BOOKS COVERS
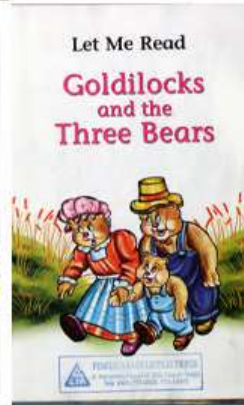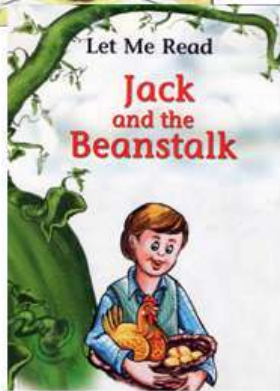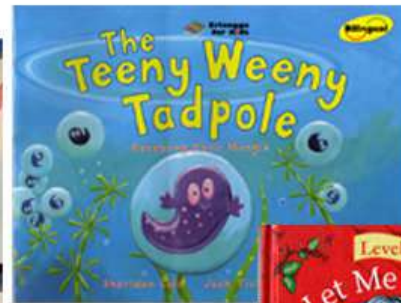
Encouraging Students to Keep Using English through Chained Game in Conversation Classes of LIA Padang

Refi Aksep Sativa
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ABSTRACT

Conversation classes are classes which provide a lot of opportunities for the students to enhance their English ability in speaking along with the other skills (listening, reading and writing). However, from the preliminary research in these classes, there weren't many activities which provided the students for an opportunity for the integrated practice of all four skills.

This research seeks to present the benefits of English Chained Game in encouraging the students to keep using English in conversation classes. It was a classroom action research which conducted by the classroom teacher in term III/2013 at Conversation Class 1 in LBPP LIA Padang. There were ten students as the sample.

The data of this research were gathered by using videotapes and questionnaires. The researcher believes that this research gives significant improvement on students' ability in mastering English especially in motivating them to keep using English.

BACKGROUND

Conversation classes are classes which prepare the students in mastering their conversation skills. A team of LBPP LIA (2007) explains that the main purpose of conversation classes is to help the students to be proficient in English conversation. The speaking skill is enhanced along with other English skills. They further emphasize on the main concepts of the classes. The principles are fun learning, learning more than just English, and learning how to learn. Based on this guidance, the main goals of conversation classes can be gained without many obstacles in practice.

However, from the preliminary research in these classes, there weren't many activities which provided a chance for students to apply all four skills at once. The students were also lacking of practice for each of the English skills. In addition, there were not enough activities which engaged all the students during their practice. As a result, the classes' functions cannot be optimized. Furthermore, students' weaknesses could not be diagnosed comprehensively. Last, the lack of engaging activities caused the students to be less motivated to keep using English in the classroom.

Dealing with these problems faced in the classrooms, there is a creative teaching technique that can be applied. The students can be encouraged to use English through English Chained Game. This game is believed to be applicable in conversation classes because it involves several activities which demand the students to use their English. Martinez, Perez, Portillo (2007) explain that through games, the students can experience the competition to win, the rules to be followed, and the enjoyment of learning without thinking about the learning.

There are also some benefits of applying games during the learning process. Carrier in Martinez, Perez, Portillo (2007) mentions such benefits as:
1. Games give a variety of tools to facilitate the teaching-learning process
2. Games are flexible
3. Games make the lesson less monotonous
4. Games raise the students' motivation
5. Games make students produce language subconsciously

6. Games stimulate students' participation and give them confidence
7. Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class
8. Games can also serve as a testing mechanism

It can be inferred that applying games will advantage for both the teachers and the students. With careful designs, games in the classroom can be useful tools for teachers in sending their lesson.

English Chained Game is a game that consists of several activities which involves the whole students in the class. During the activities, the students get chances to speak, to read, to listen, and to write. Moreover, there are a lot of drillings which familiarize the students with the expressions, the vocabulary, and the grammar learned. The game also increases "student talking time". Instead of working in pairs or small groups, this activity involves all students to work together and actively participate. Furthermore, the students can practice the language within the context. In this English Chained Game, all kind of learning styles (visual, audio visual, and kinesthetic) can also be accommodated. It is suitable to be practiced at skill practice stage although some modification will allow the teachers to do the game at the other stages of teaching.

In short, the researcher believes that English Chained game could encourage the students to keep using English. Conversation 1 class was considered as the suitable class because at this level the students need to be drilled with a lot of English basic conversation. The other English skills could also be comprehended by the students.

PROCEDURE

The case of this research was Conversation 1 class in term III/2013. The object of the study was ten active students in the classroom. Their backgrounds were varied. There were eight college students, one grad student, and another was an employee. This research was a classroom action research. It attempted to find out whether English Chained game could encourage the students to keep using

English. Moreover, it was purposely to engage and motivate them in learning. The English Chained game was the control variable while the using of English was the controlled variable. Both of the variables were assumed to be related and contribute significantly to the success of language learning.

There were four phases that were applied during the research. The first phase was the planning. The lesson, including the materials, the media and the teaching techniques that were used in the process of teaching were prepared. The second phase was the action, in which the researcher gave the treatment (the English Chained game). The descriptions of the steps that happened on action phase are explained in the following paragraph. The third phase was the observation in which the researcher observed the video recorded during the research. The fourth phase was the reflection. In this phase, the researcher revised some weaknesses on the action phases.

Before the treatment, there were several steps done. First, the rules and acceptable behavior in this game were clarified. Since this was an activity for the whole class, the attention from all of the students was needed. Everyone was encouraged to participate and followed the chains that have been modeled by the teachers. Second, the instructions were clearly modeled. In this game, two or more students were involved at one round of the game. Student A, for instance, was asked to take a flashcard or a picture provided. He or she read it and said it out loud. Student B wrote the sentence that he or she heard down on the board. Then Student C and D were asked to make a dialog about it. The activities were continued in which all the students exchanged the roles. All students in the class were persuaded to correct their mistakes and assessed how well they have got the lessons.

Following is the illustration on how the treatment was conducted.

    Topic   : Talking about time and daily activities
    Level   : CV 1
    Media   : Flash cards of various times

Target language   : "What time is it?"
                      "It is …"
                      "What do you do at …?"
                      "I …."

Student 1: Take the card, read and say, "It is **seven forty five**"
Student 2: Listen and write on the board, "It is 7.45"
Student 3: Listen, read, and say, "What do you do at **seven forty five** in the morning?"
Student 4: Listen and say, "I have my breakfast at **seven forty five.**"
Student 2: Take the card, read and say, "It is **half past ten**"
Student 3: Listen and write on the board, "It is 10:30"
Student 4: Listen, read, and say, "What do you do at **half past ten** in the morning?"
Student 5: Listen and say, "I study English at **half past ten.**"
The chained activity was continued until all the flash cards had been discussed.

It is best described as the figures below.
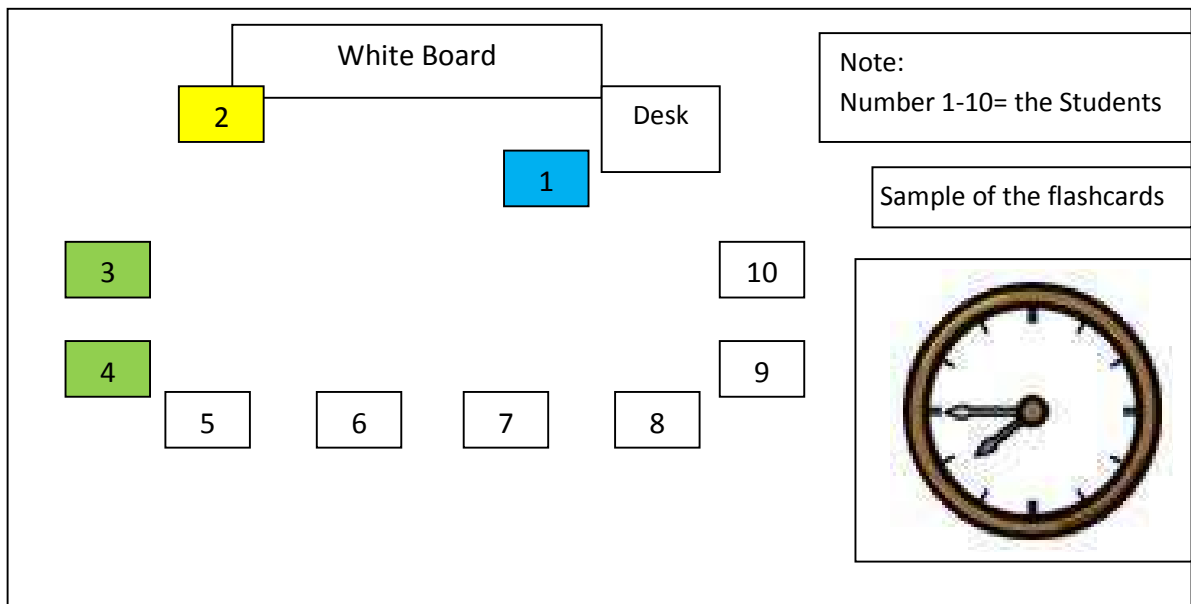
Figure 1. The Illustration of the Chained Game Activity in First Round
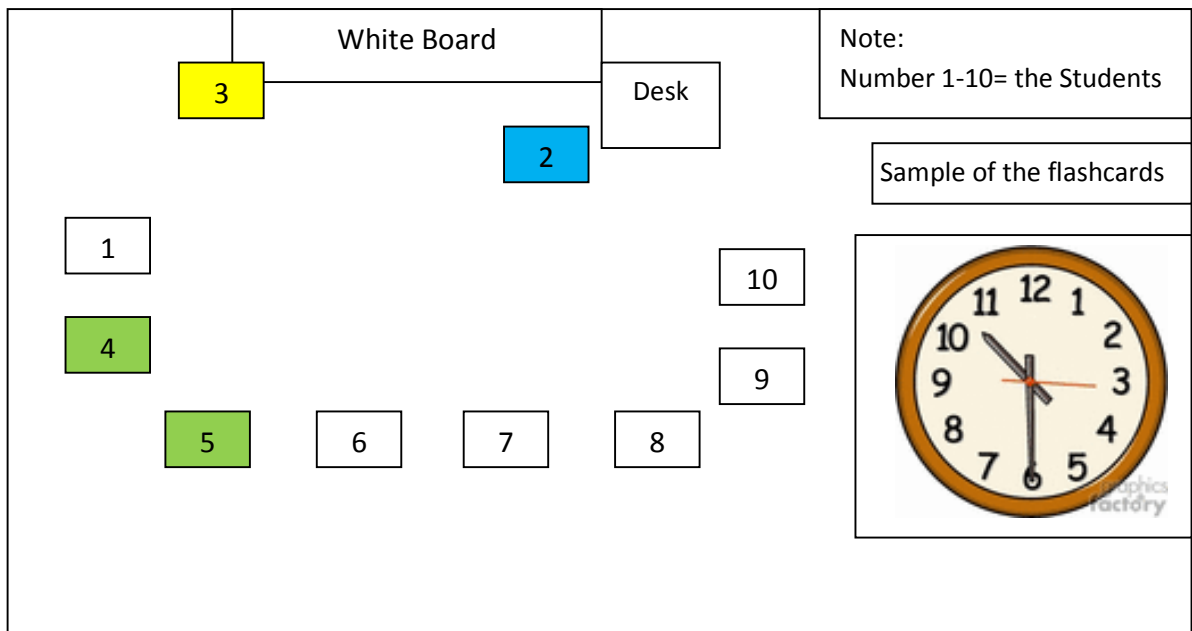
Figure 2. The Illustration of the Chained Game Activity in Second Round

The treatment was conducted in three lessons. The first lesson was discussing about nationalities. The second was about phone numbers. The last one was about times and daily activities. The activities were recorded and analyzed. Moreover, after the treatments, the questionnaires were given to the students to see their opinions. There were six close-ended questions in which the students were only asked to choose "Yes" or "No" option answer. Then, there was an -ended question that allowed the students to give their comments and suggestions about the activities done. The sample of the questionnaire can be seen in the appendices. (Appendix 1).

RESULT AND DISCUSSION

After analyzing the data, it was found that the students were very eager to do the game. They showed positive results after applying the treatment in the three lessons chosen. They also had high motivation to be involved in the game. They could understand the instructions and used the target language comprehensively. Moreover, there were a lot of students-students interactions engaged. Each student

got chances to practice the four English skills. They were also very focused in doing the task. They participated in correcting some of their friends' mistakes.

In addition, from the questionnaires those were given at the end of the treatment, most of the students answered that they liked the activity and they could practice their English. The result of the questionnaire can be seen as the following graph.
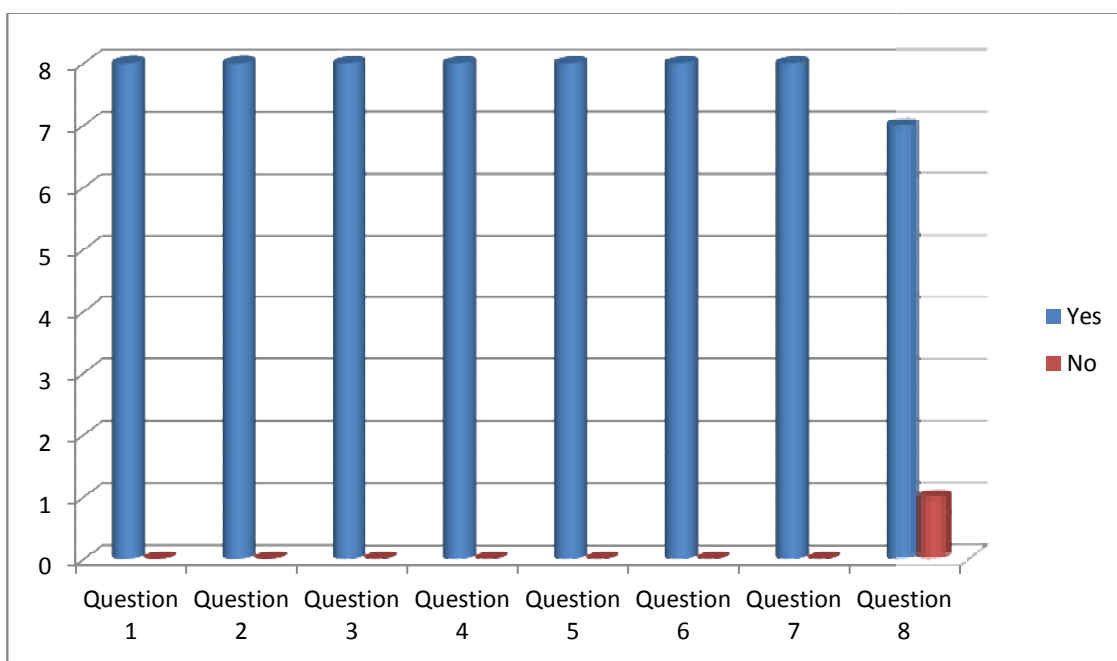
Figure 3. The result of Questionnaires

From the chart above, it can be explained that among eight questions that were asked in the questionnaires, questions one until seven were responded with a hundred percent "Yes" while question eight, almost all students said "Yes". Moreover, in the open-ended question, students' responses can be seen as following:

No.	Students' Names	Comments or suggestions
1	Student 1	The activities very good for improve my English (Listening, writing, speaking, and reading)
2	Student 2	Try to slowly when learn
3	Student 3	I think it's so interesting and give the improve my skill. Because it's different situation that make me more understand about the matery.
4	Student 4	-
5	Student 5	-
6	Student 6	I like join with conversation 1 activities.
7	Student 7	I like this activities because make me a good English (listening, speaking, and writing). I enjoyed.
8	Student 1	I think it's great, good luck.

CONCLUSION

English Chained Game is applied based on the adaptation of several activities into one collaborative idea. It is easy to be modified based on the material lessons and students' level. In addition, there are some benefits too for both the teachers and the students. First, English Chained game can be a creative technique to improve students' understanding of the learning objective. Then, the teachers can assess every student and diagnose their strengths and weaknesses. Next, the students get a lot of chances to practice their language. They get equal opportunity to try different patterns of exercise. This activity also provides chances for reluctant students who are afraid to speak or those who are afraid to make mistakes.

English Chained game is in the form of chains in which every part of the game is linked to the other parts. So, there are a lot of drillings that will improve students' comprehension. It is also a fun game. The students have to be ready to be pointed (the teachers can use music, ball and other media to choose the participants of the game). They are treated the same. It will reflect positive attitude toward the learning atmosphere.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE

Encouraging Students to Keep Using English through Chained Games in Conversation Classes of LIA Padang

Pengantar

Assalamualaikum warrahmatullahi wabarakatuh dan salam hormat!!

Dengan ini saya menemui saudara untuk menyampaikan bahwa saya akan melaksanakan penelitian untuk Classroom Action Research (CAR) saya dengan Judul *Encouraging Students to Keep Using English through Chained Games in Conversation Classes of LIA Padang* Sejumlah data akan dikumpulkan dalam penelitian ini. Sehubungan dengan itu, kami mohon kiranya Saudara dapat memberikan informasi, data, atau pendapat sesuai dengan kondisi yang sebenarnya. Semuanya akan dimanfaatkan untuk tujuan ilmiah dan akademis. Jawaban yang saudara berikan akan dijaga kerahasiaannya, karena itu berikanlah jawaban yang se-objektif mungkin sehingga dapat diperoleh masukan yang akurat.

Terimakasih atas bantuan dan kerjasama saudara.

Padang, Agustus 2013

Peneliti,

Refi Aksep Sativa

Instruction: Lingkari untuk Pernyataan yang anda anggap paling mewakili pendapat anda!

1. Do you like the activities? (YES/NO)

2. Do you use English during the activities?
   (YES/NO)

3. Do the activities improve your English? (YES/NO)

4. Can you practice your English? (YES/NO)

5. Can you practice English skills (Listening, Speaking, Reading and Writing) during the activities?
   (YES/NO)

6. Do you want to practice these activities for the other lessons?

   (YES/NO)

Comments or suggestion about the activities:

Enhancing Students' Motivation by "Collecting Hearts"

Diana Puspita
LBPP-LIA Palembang

Abstract

Realizing that not all of my ET-6 class is motivated, I then decided to do something to boost their motivation. Therefore, I made a program called "collecting hearts". This is a kind of transparent scoring system by collecting hearts as many as they can after getting involved in each activity that I gave them. Students were given hearts after they won a certain activity in order to make them the independent learners. The hearts given were then recorded on the heart board that I attached on the wall. Surprisingly, this method has brought good impacts on them, not only making them more active in class, but also forcing them to do all the assignments well. This also surprised my colleague, Anindita, who was invited to observe my students for three times, at the beginning, the mid, and the end of my research.

INTRODUCTION

"You cannot push anyone up to the ladder unless he is willing to climb himself." – Robert Schuller

Motivation is defined as the act or process of motivating: the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act (Meriam-Webster, 1997); and the expenditure of effort to accomplish result (DuBrin, 2008). Students' motivation is an essential element that is necessary for quality education. Motivation is probably the most important factor that teachers can target in order to improve learning. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). From that description, I realized that not all of my students are motivated in my classes. During my teaching, I find some students that have lack of motivation in learning. They are usually not focus during the class, they like chatting with their friends, playing their gadgets, or submitting their assignment late. So I think it is important for me as a teacher to motivate the kinds of students like this become more motivated in learning.

Motivating students to learn is not as easy as I think. Somehow, there are some methods that teachers can do are not appropriate for some students. Students have their own style in learning. H.W. Beecher said, "God made man to go by motives, and he won't go without them anymore than a boat without steam, or a balloon without gas." Teachers should have so many ways to make their students motivated and interested in learning in class. Helmlinger (1997) added that by finding out what motives man, we can touch that button to turn the key to make men achieve. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Students' motivation is optimized when they are

exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010).

Furthermore, to get their motivation back I wanted to do something that can motivate them in learning. I decided to use "collecting hearts" as my method for enhancing my students' motivation. Collecting hearts is like a competition among them to get a higher score for 4 lessons. I provided a board for sticking the hearts so they could see their score. Every time they could answer correctly, they won the quiz, they collected assignment on time, and spoke English during the class they would get hearts. The collected hearts would be the result of their own score later on. I considered that this method was appropriate for my CAR and my class. ET 6-1 was chosen as my sample since it only consisted of 13 students and has the significant number of students having less motivation. Most of them are quiet, reluctantly ask and answer questions, and not diligent. I want them to be more motivated in learning English. They are actually quite smart, and some of them are active. I asked the previous teacher, Ms. Lia, about them, she told me that the class was very quite, maybe because they felt bored or they didn't have any motivation to be more active. The first day, it worked for some students. The second and the third day, all of them became better, since they were worried to get low scores. On the last day, they were very competitive; they were very active and showed their best. In fact, knowing this method has made my ET-6 students felt more motivated. They were more motivated and did all the projects well. This method brings good impacts for my students. Probably, I will use this method again on other classes.

METHODOLOGY/PROCEDURE

The data collection methods used in this research were class observation, teaching journal, the heart board where the students stick their hearts, and interview to deepen what students felt towards the collecting hearts. I did this study for 4 meetings, from January 31, to Febuary 8, 2013. There were some assignments including group work activities, games or quiz, and exercises given. Each assigments provided three hearts for three people who collected assignments first, answered questions correctly, and won the game.

I started this project on Thursday, January 31, 2013. All of the students were present. Fist, I introduced and explained them about the project. Some of them still considered that the project was same like usual game. We discussed about lesson 5 about making request, giving permission, and stating prohibitions. The lesson was about the library. I gave them the activities like matching the pictures with the definiton and the name, listening, completing, and answering, and the last making a dialog. I gave hearts for every activity. But only some students were interested, some of them was still like usual, not really motivated.

The following meetings (Feb 4 and 7, 2013), we discussed about lesson 6 and 7, I provided three activities (in group and also individually) for each meeting, and gave hearts for the students who were active in every activity. I provided various activities in order to make them not bored, such as. Some of them were happy getting more hearts. For the rest who got less, they were a litle bit worried. For those who were absent had to catch up with the others. They had to do all the projects well to get scores on the next meeting. stand and sit, bingo game, gallery walk, make a weird sentences, and chained writing

On the last meeting (Feb 8, 2014), we had a make up class. Luckily, all of the students came, they knew that that day would be our last day for the project. Then, we continued the project. As usual, I gave them three activities then the winners got hearts. On the first and second activity (grab the card and a shark game), all of them were very competitive since it was the last time to collect hearts. They showed their enthusiasm. For assessment, I asked them to retell the story of video about

bad holiday individually. All of them did those activities well for increasing their hearts. At the end, I announced the result and the winner. This method was a control measurement. It made them do their assignment and be active during the class because if they did not do it, they would not get any score. The control was their own hearts. By using it, every student was supposed to be more motivated to follow the lesson. They knew their scores and their progress. No student wanted to repeat the same level. No score means no promotion.

RESULT AND DISCUSSION

The assignments were based on materials learned in Lesson 5 until 8 from Student Book for ET-6. This project was held in 4 meetings. There were 13 students in this class, 2 boys and 11 girls. On the first meeting, there were 9 students that were divided into 3 groups. I gave them 3 activities: matching the pictures, listening, completing, and answering, and making a dialog. Aisyah was the top scorer since she did all the activities well. She got 3 hearts while the others only got one heart.

On the second meeting, only Fadli didn't come, it means that 10 students got involve in 3 activities for that day. They did 3 activities: stand and sit, bingo game, and gallery walk. Most of them got hearts. There were Aini, Aurel, Viska, Ledy and Vania that became the top scorers. The fourth day, we did making a weird sentences, hidden treasure games, and chained writing. The top scorer was Ria. She got 5 hearts, while others got less than 5 stars. Afterall, in my opinion, they did all the activities well in order to get more stars. They showed their progress.

On the last day of this project, all of the students came. At the end of the project, we recapitulated their hearts together. I showed them the board, and they counted their own hearts by themselves. I spoke clearly mentioning the scores of students. I also gave the top-three rewards as the apreciation for what they had done. There were Ledy, Viska, and Aurel. Seeing my doing so, those who had not got good scores looked disappointed. They kept asking wheter they can pass this

level or not. I advised them to do a better performance for the rest of the meetings, and they promised to do their best.

The technique of recapulating the hearts really put those who were not disciplined under pressure. They said they wanted to replay the project and collected more hearts. They tried to be active and wanted to get good scores. The "Collecting hearts" was really powerful and affective. It had made students motivated because they had to do all the tasks. If not, they would not get any scores. Futhermore, I was happy and satisfied with the result of this project. At least, they already motivated themselves to do better than before.

CONCLUSION

Success depends on the individual's attitudes (Dornan, 1998:8). The "Collecting hearts" had made students aware of their performance. They knew their score. They wanted to do a better performance. This transparent technique of giving score has boosted their motivation. It encouraged students to give their best effort in achieving the learning objective thus achieving the success of their learning. It not only molded students' characteristics into responsible individuals by remaining on tasks and following classroom rules, but also taught them the power of teamwork in achieving the success of their learning. They had fun together in learning English. They also supported each other to get hearts. Probably, they felt happy in collecting the hearts so that they could complete their work assignments easily. Students felt that they had to be more disciplined and they did not want to disappoint themselves. They wanted to do a better performance and wanted to get a better score. This method forced them to think of their scores.

This method is really like a control measurement. Students have become aware of their own progress and would like to go extra miles to get the best. They just did not want to do the common things if they wanted to get a higher score. At

first, The Collecting hearts probably is just to get a better score. However, it hopefully will give them another input for their further progress in learning.

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APPENDICES

TEACHING JOURNAL

Thurs, Jan 31, 2013

First meeting, all of the students were present. I explained about the concept and purposes about this research, but only some students got the hearts. I asked my next door peer, Miss Anin to observe my class for some times. She said that my students were very passive. Only one or three students were active. She considered that they have lack of vocabulary, so that they were not confidence enough to answer questions or maybe because they were lazy. Perhaps, they thought it is only a course, so it is necessary for them to be active. Well, I was really unsatisfied.

Mon, Feb 4, 2013

Second meeting, I told them to continue the project. I divided them become some groups. Some students who didn't get the stars before become more active since

they were supported by other members. The rest also were motivated because they also wanted to get more hearts.

Thurs, Feb 7, 2013

Third meeting, they showed the better performance. I asked ms. Anin to see them, she told that they were improved. They were more active, and already had a higher self confidence to answer questions. They also competed to collect their assignment as soon as they can in order to get hearts. I was so happy.

Fri, Feb 8, 2013

Seeing some students looked panicky when they saw the heart board. They wanted to get more because they wanted to get good scores. It made me believe that this method had got into the mind of students to be more aware of their performance. I invited miss Anin again to observe my class. She said that their motivation increased a lot. The students were motivated to get good scores. It was proved by their performance during the class. They were very active for each activity. Really proud of them!

I asked my students about their opinion about collecting hearts project. Some of them said that they motivated to be active because I said it would be the real score for their report. They were afraid of getting bad score then they will not pass this level. Some of them said they wanted to be the winner because they wanted the presents. Afterall, they said they had fun because they could study, play games, get points, and get a present in one time. So, 'collecting hearts' is recommended for providing fun learning and also for motivating students' motivation.

Those following pictures of their heart board from day 1 until day 4.

| Day 1 | Day 2 | Day 3 | Day 4 |

How to Boost Grammar Awareness among CV Students

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LBPP LIA Malang

ABSTRACT

Being able to speak English fluently and correctly is the expectation of every student who study English, especially for CV class students. Most of them think that they can enhance their skill by joining CV class. One of the reasons that hinder the students' effort to achieve what they expect is their knowledge on grammar. However, many students are quite confident in using English although their grammar is weak. It is true that we don't study of our own mother tongue to use it for daily speaking, but when we want to polish our own mother tongue, we have to study its grammar. When we come to learning a new language like English language, we nee to study its grammar, the importance of grammar cannot be neglected. The purpose of this research is to find a way to boost students' grammar awareness in speaking. I believe that grammar play an important role in learning English well. The participants of this research are IN-1, CV-4 and CV-3 students. The research is conducted on term 2 and 3/2013. The methodology of this research was classroom action research. The researcher conducted by asking students to make a short talk on a free topic and ask the other students to find the grammar error made by their friends. It is expected that both the presenter and the audience will be more aware in using the grammar correctly in speaking.

BACKGROUND

This class action research was actually triggered by the fact that most of HI 4 students' final presentation is a little bit different from most of CV6 students'. Though both are probably fluent in delivering their presentation, CV students tend to have a weak point in grammar. It shows that CV students did not really have a strong sense of grammar awareness. It is probably understandable in the term of 'intangibility'. As we know communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (Wikipedia). As long as the message is accepted, the communication is considered takes place. That's why grammar is often misunderstood as 'not really important' in achieving fluency. However, we should not neglect it.

The researcher strongly believes that CV class in LIA is not just talking and filling up the time till the end of the hour with chat and talk. LIA would like to teach more than English and answer the expectation of students: to be able to speak English fluently and correctly. That's why the researcher wanted to do this class action research on this topic.

Broughton stated that language has two fundamental features which mark it as quite different kind from signals: productivity and structural complexity (Broughton, 1980). He mentions that language allows every human being to produce utterances and that language is not a sequence of signals, where each stands for particular meaning. Language, clearly, relies as much on its structure as on its semantic properties in conveying meaning.

The last step after establishing the area of error is its correction which is often construed as criticism. Doing correction is not an easy way to do since students may see it as improving oneself or discouraging. The researcher tried to

do the correction on students' grammar by doing class work discussion. It was expected that students will feel more secure in doing so. It is also can be considered as cooperative learning since each member of the class is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. It will also promote student-student interaction because teacher only took part as moderator only and gave comment or explanation when it was considered necessary. By doing class work correction the researcher expected that students were encouraged to become aware of the grammar used which was the goal of the research, how to boost students' grammar awareness. Awareness raising implies an explicit focus on the rules of the system (Thornburry,Scott,2003). There are three steps in achieving awareness, those are:

1. Attention: students need to be paying attention to the target skill, in this case is grammar
2. Noticing : students should be able to notice the absence of something
3. Understanding : students should be able to recognize the general rule or pattern or principle of the targeted learning

By considering those three steps, the researcher designed her class action research.

The researcher had three different levels of classes as the respondent to answer her own assuming that EA students tend to have higher awareness on grammar than CV students so that she thinks that she should think of a way to boost CV students' grammar awareness.

METODHOLOGY / PROCEDURES

The methodology that the researcher used is Classroom Action Research. "CAR is a way for instructor to discover works best in their own classroom situation, thus allowing informed decisions about teaching (Gwynn Metteal, 2003). The researcher believes every CV class have their own characteristic but based on her own experience teaching CV students, she sees that many of them are lack of grammar skill. So she decided to try to do Class Action Research to try her strategy handling students' grammar weakness by increasing their grammar awareness.

The procedures that she used were by data collection from the students. There are three cycles that she took, those are:

1. The first cycle:
   The researcher asks her students' opinion about the importance of grammar in speaking. CV 4 students and In 1 students answer the question orally, while CV 3 students wrote the answer.

2. The second
   - The presenter presented a short talk less than five minutes and they were already informed that they will be assessed based on the grammar. There was only one presenter in every meeting, and there were 5 presenters for CV4 and five presenters for In1 (term 2) and 4 presenters at once for CV3 (term 3)
   - While the presenters were presenting their short talk, other Students tried to recognize grammar error made by their friend and wrote them down. (Paying attention and Noticing phase)
   - The class discusses the grammar error made by the presenter. The teacher's role is a mediator. So I only commented when it was needed. (understanding phase)

3. The last
   Teacher asked the students about the benefit they get from the activity orally and written.

RESULT AND DISCUSSION

The result of the research is:

1. The first cycle:

   In the first cycle the researcher got two different answers. All CV 4 students think that grammar is not really important in speaking due to the fact that the goal of communication is transmitting the information to the receiver. So, as long as the message is understood by the receiver, the goal is achieved. While all CV 3 students think that grammar is important because it is needed in making good sentences and avoiding misunderstanding. For In 1 students, half of them think that it is important and the others think it is not important.

2. The second cycle

   In this phase I got a good response from all students. They played part in every stage. They did the presentation well and almost all the students also involved in the process of discussion.

Presentation:

IN-1 students:

The presentations of IN-1 students were good. They tried to use the proper grammar when they delivered it, although they made some mistakes. The researcher could see it from some self-correction they made during the presentation. The researcher assumed that they did it because they had been told that they would be assessed based on the grammar. One student even browsed the internet to find an interesting topic and memorized them so that the researcher hardly found any mistakes.

CV-4 students

They also had good presentation. It seemed that they prepared it well. They used the grammar carefully. Even student that I considered weak in grammar could present well.

CV-3 students

Out of 4 participants, only one student was fair, two others were weak and one is poor. It can be seen from the mistakes they made during the presentation..

Listing down mistakes

IN-1 students could recognize more grammar error than CV students. It can be seen from the list of error they found on their paper. CV students did not write many errors. Students with weak grammar skill even did not write anything. They commented that it was a good presentation. They said they could not find   any mistakes.

Discussion:

IN-1 student were very active in the discussion. They also noted down some mistakes on their paper. They really took it seriously. So the discussion went lively. CV-4 students were quite active. They discuss the mistake seriously although they couldn't find many mistakes due to their knowledge on grammar. While for CV-3, they were more passive. They did not write much their friends' error as you can see

in the appendices. It might happen because they didn't find much error or simply because they are lack of grammar knowledge.

The response of the students during the discussion shows that In1 students have more awareness than CV students. They could recognize more grammar error on their friends' presentation, while CV students got some difficulties in finding grammar error. I assumed that In 1 student have more exposure because most of them are college student, while CV classes consist of college student and workers. The book in IN-1 also provides more grammar knowledge than in CV book. The other reason was their grammar was weak. It could be seen from the mistake they made during the presentation.

3. The last cycle

   All the students agreed that the activity is good because they can learn more grammar from not only the teacher but also from their friends. They think that this activity can help them increase their grammar awareness. It will also encourage them to study more on grammar so that they can have more fluent and correct speaking.

CONCLUSION

Grammar often hinders students to achieve fluency since they stuck on finding the right grammar. But we can not neglect the importance of grammar because we need a good grammar to make good and correct sentences. Encouraging students to discover grammar for themselves is one valuable way of helping them to get to grips with the language.

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APPENDIX

Dewi Presentation (Passive Sentences)
- My favorite singer <u>is</u> Adele
- very succesful
- awards
- in the 2008

Tia Presentation
- Country → <u>City</u> such as Bekasi, ...

① Aris:
... ... was found

② ...
... ...
... ...
... ... Save ... ...

③ ...
... ...

④ Tia
... ...

⑤ Mita :

Name: M. RIZKA WARDHANA (DHANA)   In. 1

(Aris)
- relief? It will be better reliefs because we knew that every temples have
many reliefs .

(Rifa'i)
- It have → It has

NI WAYAN PERTIWI DHARAYANTI

In . 1

1. Mas Aris

2. Ritai
   is the one of Indonesian culture.
   ✓ It's has
   they prefer to
   Our responsibility to keep

3. Mbak Dewi
   was born on
   in / on
   in → month or year
   at → place
   on → there is a date on month

4. Mbak Tia

5. Mita

Ratih Nila Pamungkas
In -1

Aris → 30th April 2013
1. Facility of the temple

2. Rifai
   1 Maybe ~~there are~~ It's a lot of mistakes → there are a lot of mistakes
   2. Sometime the youngers is - .. → are
   3 finally It's must be are responsible → without are
   4. Toto is means ... → toto means

   17th Mei 2013

Mita

March 30th 2013
Aris

Risa'i
- toto is means ⇒ toto means
  kromo is mean
- it's base → it has

Deni
  She was worked → She be comes
  she was blamed at the acused.

Mila

Plastic surgery → Plastic surgeries

Gusti Ngurah Rai Mahar Putra

In . 1

- Tuesday, April 30th 2013
- (x) singosari temple has beautiful relief.
  (v) singosari temple has a beautiful relief.
- Toto kromo is one of Indonesia culture (x)
  Toto kromo is one of Indonesian cultures (v)

Thursday, May 2th 2013
- (v) a song writer.
  (x) song writer.
- (v) a book keeper from Robinson.
  (-) book keeper from Robinson.

Thursday, May 16th 2013
- (v)
  (x)

(Dewi Satwika)   In - 1

1 a. Aris → April 30 2013
   - There was   temple. ~~is~~ There is.

b. Rifa'i
   - Toto is mean → Toto mean
   - It's very usual for use → I
   - Forgot about → forget about
   - Our responsible → our responsibility.

c. Tia
   - mix carbonate water → mixed carbonate water
   - are estimated

Name : (I Made Bagus Wijaya)   .   In. 1

→ ~~Stressed temple is famous~~ - . . .   .

   → ~~Stressed temple is famous~~ . . .

(x) . . . Indonesia culture . . .
(v) . . Indonesian culture . . .

NAME: Luqman Hakim Harahap

LEVEL: CV-3

DO YOU THINK GRAMMAR IS IMPORTANT IN CONVERSATION/SPEAKING? ELABORATE!

Actually, grammar is important to be aware of. Sometimes, wrong usage of grammar in conversation will cause a wrong response from the partner. But, when someone too aware of the grammar, they can't speak their conversation fluently. This happen especially to newbies or someone that study english in still a short period of time.

Name of friend: Mr Sugianto

Correction
- must → have
- _____ → _____

Name of friend: Risky

Correction _

Name of friend: Mrs Ismi

Correction with slowly → without "with"

garden apple → apple garden

(:

DO YOU THINK THIS ACTIVITY CAN IMPROVE YOUR GRAMMAR OR INCREASE YOUR GRAMMAR AWARENESS?

OF course. This activity help us to check is the grammar that we use is right or wrong. After that we will be more aware of grammar usage in the _____

NAME: ISMINAH

LEVEL: 3

DO YOU THINK GRAMMAR IS IMPORTANT IN CONVERSATION/SPEAKING? ELABORATE!

Yes of Course ... Gramer is something that someone can different
important
about for example present past and future and anything else.
when we talk with other people, we will confortable if the
sentences good hearted. Grammar istoo can different about time.

Name of friend:

Correction

Brumin of the law try no of

Name of friend:

Correction

DO YOU THINK THIS ACTIVITY CAN IMPROVE YOUR GRAMMAR OR INCREASE YOUR GRAMMAR AWARENESS?

Yes, This activity really ? improve my grammar, ~~Because~~ Before I don't
care about grammar or just to say, But now this activity was
enricment my english at LIA english course.

NAME: Sugiarta.

LEVEL: Conversation 3

DO YOU THINK GRAMMAR IS IMPORTANT IN CONVERSATION/SPEAKING? ELABORATE!

Yes, it is important.

Because with use right grammar, we can say excatly what we means to other. So there is no miss understanding betwan each other.

Name of friend: Lukman.

Correction

If the time mounton clombn.
(when)

Name of friend: Kiki

Correction japanes isn't have
didnt

Name of friend: Mina.

Correction I have little bit garden.
"small (garden)

DO YOU THINK THIS ACTIVITY CAN IMPROVE YOUR GRAMMAR OR INCREASE YOUR GRAMMAR AWARENESS?

Yes, it is. It's very Helpfull.

NAME: Rizky Basatha

LEVEL: CV-3

DO YOU THINK GRAMMAR IS IMPORTANT IN CONVERSATION/SPEAKING? ELABORATE!

Yes it's important because it make other more easy to capture what the speaker want to mention. And it it's make us more easily to went to make a story, conversation, etc. But don't make us to speak like a book. Hehehe

Name of friend: Mr. Sugi

Correction

there is → got ? (I forgot the sentence)

Name of friend: Mr. Lukman

Correction

Browse → Search
         Track

Name of friend: Mrs. Fsmi

Correction   Call me on phone number.

DO YOU THINK THIS ACTIVITY CAN IMPROVE YOUR GRAMMAR OR INCREASE YOUR GRAMMAR AWARENESS?

Yes. Because we doesn't if ourself do a mistake when speak. But with this activity we will know and repair our mistake which make us more better

Voice Recording as Self-Reflection to Improve Grammar Accuracy, Especially the Use of 'TO BE', in CV-2

Asih Dwi Wahyuni
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LBPP LIA Malang

ABSTRACT

CV-2 class consists of 12 students often need to be reminded that they are missing "to be" in their sentences. Setting up drilling steps to be done at home during some period of time to improve their language and grammar awareness, especially for "to be." The hope for having the drilling is to get the student aware on the common mistake they have made during the produce-time, especially during speaking time. The successfulness of the drilling is graded by observing the reminder's frequency from the teacher of the mistakes and ability to correct their own mistakes. Students were given some adjectives to be used during the drilling and record the process or the drilling itself. Self-recording method is chosen to give a wide chance for students to have self-reflection in their speaking therefore meets at least one of LIA's Learning Features – Learn How to Learn and train the students to be an independent learner.

INTRODUCTION

In common knowledge with the more advanced and developed life, the use of English has been spread all around the globe and is noticed of its importance, especially to the countries without English as their mother tongue. People are getting more and more aware of the need in using English, for example in business, education, and any other aspects, that the demand of mastering English has becomes the top priority in everyone's mind. However, learning and mastering English is not as easy as it sounds.

The common problem in non-native-English speakers is the lack of producing the English. They are mostly passive learners, so when it comes to the writing and speaking they are facing some problem in expressing their minds. The most noticeable mistake is the missing "to be" in their conversation. Non-native-English people usually trap in the perception that grammar is not that important as long as their partner in speaking can understand what they spoke. However, this misconception has followed in a stage that they totally forgot that in the end they need to upgrade their English to the level of native-English people which is also need the grammar accuracy. Sekhan, as stated in Chu, states that accuracy refers to "how well the target language is produced in relation to the rule system of the target language (Chu, 2011). Moreover, according to NEBs, the English teaching and learning at school-level in Indonesia produces learners who know more about the language than they use it to express themselves (NEBs, 2011).

This misconception is one of the problems that we usually notice in most of the students, especially during the speaking time. The teachers may easily find the students who slipped off their "to be" in their sentences. The reason of this research is because of the wide founding of students who missed to used "to be" in their conversation.

THEORETICAL FRAMEWORK

Recently, teaching methods have been changed from teacher-centered to student-centered. Gardner, as cited in Zimmerman & Schunk (1989), suggested that the ultimate goal of the education system is shift to the individual the burden of pursuing his

own education. Students are self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process. These students self-generate thoughts, feelings, and actions to attain their learning goals (Zimmerman: 2001). One of the features of self-regulated learning is a self-oriented feedback loop which entails a cyclic process in which the students monitor the effectiveness of their learning methods or strategies and react to this feedback in a variety ways, ranging from covert changes in self-perception to overt changes in behavior such as altering the use of a learning strategy (Zimmerman: 1990)

With the rapid development in technology nowadays, teachers could also make use of the students' gadgets to have them practice their English more, in this method especially for recording their own voice. The development of mobile and tablet applications are offering numerous ways for students to explore their own voice by recording themselves speaking. The teacher can then listens and provide feedback on their oral performance or get students to peer-review or even self-review their work. The power of audio recording is that the student can build up a whole collection of recordings that show their development over a period of time (Stannard: 2013).

A mentioned by Christianson, Hoskins, and Watanabe (2009), in speaking class, there is a difficulty to assess student's performance because it often depends on quick, subjective judgment of instructors or peers, making fairness and reliability a challenge. In this context, using recording for speaking assessment has two clear advantages. First, it can allow both the learner and the instructor to see the performance as many times as necessary to accurately analyze the various aspect of the performance. Second, and more importantly, it can allow the learner to become the central player in the assessment process.

DATA ANALYSIS

A. Participants
Subjects are 12 students of CV-2 class, LBPP LIA Malang, which consist of 10 college students and 2 middle-aged students. This class was chosen as subject of treatment since they have been indicating problems in grammar accuracy since their

previous term in CV-1. Even though they have issues in grammar accuracy, most of them have a great willing to learn and improve their English.

B. Instructional Treatment

The use of audio media is a way to help the students to do self-monitoring so they are able to analyze and evaluate themselves. Teacher's roles are only to guide and monitor them in doing the treatment. Students are given three steps of drilling and record their drilling process to be submitted to the teacher. The given topics are describing someone's physical appearances and personality traits (Lesson 2 and 3, CV 2). The drilling is made daily with different given key word each day. Students make three-word sentence that must include the key word from day 1 to day 3. Day 4 to 5 they were given two-word adjective. While for day 6 to 7, students must make a sentence consist of five and more words. The last step is to describe five persons, both their physical appearances and personality traits. The details of the drilling steps are as follow:

Physical Appearance		Personality Traits	
Day	Adjective	Day	Adjective
1	Pretty Handsome Slim	1	Smart Kind Friendly
2	Bald Senior Young	2	Funny Generous Arrogant
3	Short Beautiful Unattractive	3	Helpful Mature Caring
4	Good-looking Broad-shouldered Light-skinned	4	Hardworking Temperamental Well-organized
5	Middle-aged Overweight Curly-haired	5	Wishy-washy Reckless Determined
6	Adjectives are same with Day 1, but the students must make at least 5 words in the sentence	6	Adjectives are same with Day 1, but the students must make at least 5 words in the sentence
7	Adjectives are same with Day 2, but the students must make at least 5 words in the sentence	7	Adjectives are same with Day 2, but the students must make at least 5 words in the sentence

Note:

1. Each adjective must be used in every subject (He, She, It, I, You, We, They)
2. Students are not allowed to edit their recordkeeping. The record must be as it is when they record their voices
3. Students are not allowed to make some notes and read it during the recording process

RESULT AND DISCUSSION

Day 1

Mostly the students have some problems in using "to be" in their sentences, whether they missed it or give the wrong "to be" to the subject, also the quite-long-pause that the students do before continue either their words or sentences. They also miss-pronouncing the some of the words, for example:

No	Student's Name	Mistake
1	Ana	I are pretty Do you pretty? Do you short?
2	Ganesh	The pace is too slow "I … am …pretty" (the pause takes around 2 seconds) Pronounce "bald" as "bat"
3	Harris	Pronounce "pretty" as "préti"
4	Ismi	Pronounce "bald" as "bat"

This happens probably because day 1 is the first time they do the drilling, so nervousness and not-get-used-to-the-idea occur.

Day 2 to 3

Students are getting better in remembering to put the correct "to be" in their sentences.

No	Student's Name	Sentence's Example
1	Tyas	You are wishy-washy You're not wishy-washy Are you wishy-washy?
2	Gati	They are handsome They are not handsome Are they handsome?
3	Citra	He is kind He isn't kind Is he kind?

Day 4 to 5

Students get faster pace in completing their sentences and they are more meticulous in their pronunciation.

Day 6 to 7

Putting more words in the sentences gives another issue arose. Students remember to use the appropriate "to be" in their sentences, but forget to put the correct grammar in their sentences, they forgot to use article, plural form, etc. and also forgot to put some logics in it, for example:

No	Student's Name	Mistake
1	Adnan	They are a handsome guy They are a pretty woman They are a bald hair
2	Fajar	She is pretty in my class
3	Harun	We are a bald woman
4	Annas	Miss-pronounced "wear" to "wire" and "suit" to "sweet" in below sentence: "She is senior and wear suit"

The 2nd week

The tasks given for the 1st and 2nd week are the same with different adjectives.

Mostly the pace for 2nd week is faster than the 1st week, and students are more comfortable and fluent in using "to be"

The 3rd week

Students were asked to describe five persons. Most of them gave the appropriate "to be", however forgot to put other grammar in it, also some miss-pronunciations are still happened and unlogical sentence came out too

No	Student's Name	Mistake
1	Fajar	She is a long hair

After being listened to their own recording, students are able to name their own mistakes. Thus, during the practice in making a dialog, the students can act as the judge or corrector of their friends' mistakes.

CONCLUSION AND SUGGESTION

The missing in the use "to be" can be reduced by giving some grammar awareness in level of automatic produce during the speech. Once or twice reminder

from the teacher or other is fine, but students need to have self-awareness on the grammar to improve or upgrade their English level. Building courage in speaking English is not easy, and the perception of as long as the speaking partner can understand the meaning is not good enough.

Guided self-drilling through voice-recording can be helpful in improving grammar accuracy especially for speaking skill. Grammar awareness needs to be built as early as possible. This method can be used in any level, but will be great if used in elementary levels. However, this method can be improved by grading the difficulties based on Bloom's Taxonomy and designing the steps to make the students practicing the use of the language.

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Music in the Classroom: A Way to Boost Students' Writing Skill

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ABSTRACT

Music is said to influence the process of thinking and learning. Music may help you think better, analyze matters faster, and work more efficiently. It also promotes a more positive mood and attitude to its listeners and gives them an a overall sense of motivation.

Music research indicates that it has significant benefits. Several years ago popular culture was abuzz with the Mozart Effects, the incorrect notion that simply listening to Mozart for several minutes a day increased a child's IQ on permanent basis. Music can help with academic success. Poor grades do not automatically reflect poor intelligence; they are often an outcome of lack of interests and lack of motivation in studying.

Studies have shown that music triggers notable improvements in a student's academic skills when they listen to certain types of music while they are studying.

- Makes task seem easier-listening to feel-good music while performing a challenging task can make the activity seem whole lot easier and more manageable to accomplish.
- Improves motivation – Exposure to music through lessons and other activities may help students overcome their mental block, so to speak. Music has been proven to be an effective tool in encouraging students to explore different fields.
- Increases confidence – It help boost the confidence of the students and helps them achieve more success in their endeavors.
- Music heightens self-trust and sharpens personal discipline.

The rhythm of music has also been shown in studies to aid in the studying of one of the most intimidating subjects for many students: math. Because music stimulates the areas that responsible for your thinking, planning, and analyzing.

BACKGROUND

Having a difficulty in teaching process is a natural for a teacher, in fact, sometimes the difficulty could be a challenging for a teacher. I believe a teacher wants their students would be able to master the four competence skills: speaking, reading, listening, and writing because those four competences are equally important. However, as long as I teach in the class in every term, teaching those four competences have different difficulties. But, generally, teaching the writing skill more difficult if I compare to other skills, especially in a big class with 27 students in it. The students seem to be lazy if I ask them to do anything which has relation to writing. And honestly, sometimes it makes me frustrated. Because I have to be able to make them to do the task by writing in order to make sure that they have understood about the lesson that day.

This condition always happens in almost my term. Every time I have the writing skill session, the atmosphere would be quite the same. No spirit. Empty. I tried to figure out what the cause is, so I could find the solution. Time after time, the only reason that I can get from my students only: THEY DON'T LIKE WRITING. Once, I have asked one of my students in the class, since her face looked so gloomy when she was doing the assignment from me. "Are you having a problem?". She just smiled, "Nope". "Then why do you look so suffer?" I continued asking her. "Nothing Miss. Just bored". At first, it stuck my heart to hear what she said. "You don't like the assignment, do you?" I asked her again. "No Miss. I just don't like writing". And suddenly, some other students gave me the same answers with the girl. When I asked them again for the reason, I got some answers that make me think, I HAVE EVER FELT THAT WAY.

Most of my students don't like writing because, when they were doing the writing assignments in the class, they felt that the situation is too quite. It is so different when they do the assignment for other skills. They just have to write, no chit chat, no others activity, just write. No voice, so quite. They don't like it. That's why they don't have any spirit to do the assignment. So, I have conclusion from them, that actually I could encourage their writing skill if I could

put them in different situation. Back into my childhood to my teenage, I have ever felt in the same way. I used to listen to my favorite music, just to keep me enthusiasm in doing my assignment whenever I feel quite.

This action research is done to find out how the music can help a teacher to boost their students' writing skill. Hopefully, this can be useful for us.

METHODOLOGY / PROCEDURE

This research was done at LBPP-LIA Palembang, at EL 2-3 level, term 1, 2013. There were 27 students, 8 male and 19 female students. They learned English twice a week, 120 minutes for each meeting.

The writer has a conclusion that the quite situation in the class during the writing session is one of the reason why the student are not eager to do the assignment. For this research, the writer focused on improving the students writing by giving them other situation, by listening music, during the writing session.

This action research is going to be done in two parts, asking the students to do assignment without listening to music, and asking the students to do the assignments while listening to music. Since there are two lessons related to the writing skill in EL 2, so the writer decided to use two meetings for each part, so the teacher would be able to compare the result at the end.

Procedure:
1. For the first session, the teacher will divide the students into some groups just like as usually. Then the teacher is going to ask the students to do the writing assignment, without listening to the music.
2. For the second session, the teacher will do the same thing just like the activity in the first session, the teacher also ask the students to do the writing assignment. But for this time, the teacher is going to play some instrumental music while the students do the assignment.
   The instrumental music are:
   - Aura
   - Caravansary
   - Implora
   - Koi
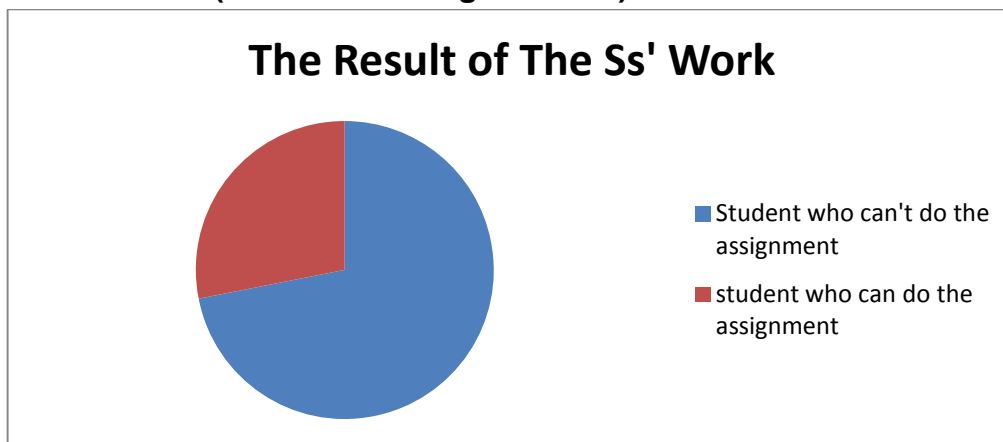
- Mirage
- Matsuri
- Sozo
- Wings

All the instruments are taken from the album of Kitaro. Those instrument music are used during the students do the assignments. From the four meetings, the writer use two of them, using the music above.
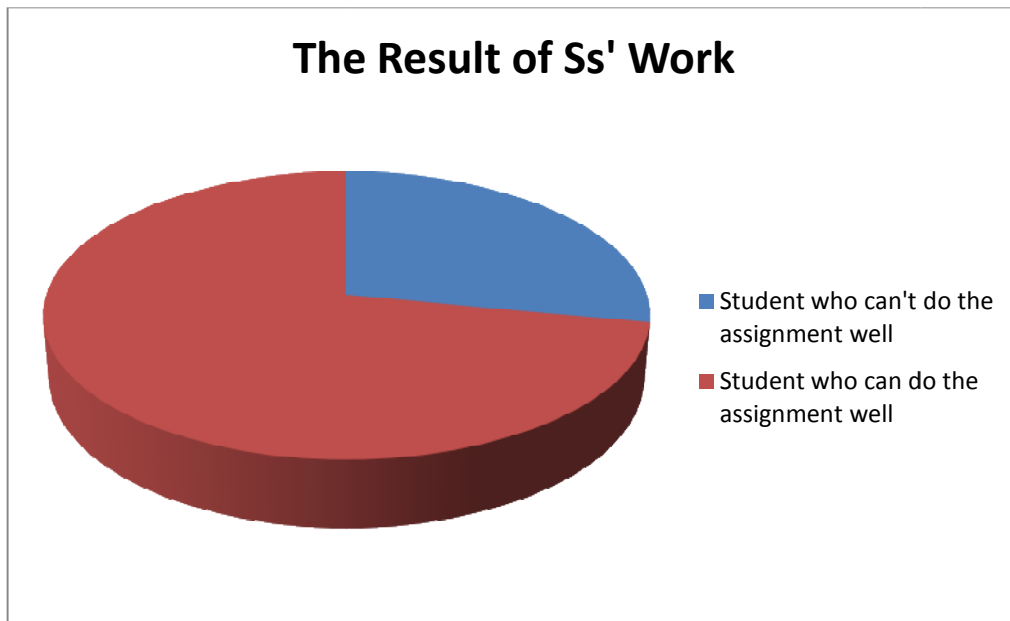
RESULT & DISCUSSION

After doing this action research, I found out that the students don't feel bored when they must do the writing assignments while listening to the music, even though not all the students give the positive response.

If I compare, during the first session, I could see the students really feel under pressure, they have no spirit to do the assignment, even that they could not finish the assignment at the end of the time. But after the second session is done the result of their writing assignment increase well. I could also see from their face, gesture, and their body language, that they enjoy the activity. This condition also give the advantage to their work. It is showed from the score after the research is done.

First Session (without listening to music)

The Result of The Ss' Work

- Student who can't do the assignment
- student who can do the assignment

Second Session (after listening to music)

The Result of Ss' Work

■ Student who can't do the assignment well

■ Student who can do the assignment well

CONCLUSION

In this action research I have figured out that music education benefits students notably by its positive effects on the brain's functions. While listening to the music has marked benefits regarding physiological effects of stress, and also to regards the memory, language, and cognitive development.

Developing Students' Togetherness with SHS (Students Help Students) Group Working

Sugiarni
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ABSTRACT

Grouping students with different skill is one problem that I faced in my ET-3 class. Students were still hard to share with one another. Unfortunately, this condition made the passive students not able to develop their skill while the active ones have higher domination in the class. As the result, it decreased their togetherness as teamwork. Then, I finally decided to apply SHS (Students Help Students) Group Working as the solution of this problem. I divided my 20 students into 6 groups, and chose 6 students from each group as the leaders. In this case, they could help me by playing the role as a teacher in controlling and handling their friends. The data were collected by using students' journal. They should write their problem in their journal and share it with their leader. Then, together they tried to solve the problem. After implementing this technique, the class became more conducive for them and they also helped each other.

BACKGROUND

I was given two classes of ET 3 level in term I/2013. One class was on Monday-Thursday (ET 3-1) and another class was on Wednesday-Saturday (ET 3-5). ET 3-5 class had bigger number of students than ET 3-1. It was 27 students there.

Logically, handling 20 students would be easier than 27 students. However, in fact, I found many problems in ET 3-1 which only had 20 students. Generally, ET 3-5 students were easier to understand about the material than ET 3-1 students. For the first time, I thought perhaps the reason came from the students' ability. But when I observed them again, I found out that the problems came from their misbehaving attitude. ET 3-5 students were more polite than ET 3-1 students. In doing group work, they helped each other to do the task together. The situation in the class was under control and comfortable.

It was so different when I taught in ET 3-1. They often complained when I asked them to work in group randomly. They wanted to work with their own group. The class was so crowded. Every student was busy with themselves. They often humiliated one another. Only some of them who looked seriously studied in my class. When they worked with group, they often fought with their own group. The situation of the class was messed up and uncomfortable. I often wasted my time just to make them quiet and stop fighting. Realizing that I could not handle all of the students in this class, I asked some active students to help me to control and coach their friends. Hence, I decided to have an action research in this class to develop their togetherness in the class.

PURPOSE OF THE STUDY

The purpose of this research was to develop students' togetherness in the class as a big family through students-help-students group work.

THEORITICAL FRAMEWORK

Julia in his website stated that one of the characteristics of a well-managed 21st century is that there is a persistent tone of mutual respect between teacher and students; and student with their classmates. The sense of togetherness is one of way to create such kind of respect. It can make the students feel more comfortable to state their opinion and thinking. It also can decrease misbehaving attitude of the students. The sense of togetherness will encourage the students to have more respect to their classmate.

Students-help-students group working is kind of group work that divide the students into two big parts. One of them acted out as a helper, while the other is someone who needs the help. This technique allows the student to find their own problems since it is believed that a student will know better about his/her friend than the teacher. The students try to solve the problem together with the group.

METHODOLOGY/PROCEDURE

In collecting the data, documentation through teacher's journal and students' journal method was used in this research. For the procedure, there were three phases in doing this research.

1. Observation – collecting students' opinion

I observed this class from the first week of the term. I observed the problem that happened in this class. In the seventh week, I decided to have an approach to the students. I asked them to write their opinion about their friends. I wrote down some questions on the board.

   a. Who is your best friend in this class?
   b. What is a friend to you?
   c. If you have a friend that is still confused with the material, what will you do?

Most of them wrote 'will help him/her' for questions C. From their answer, I concluded that although they did not respect among themselves, they still had willingness to help their friends who are in trouble.

For the following meeting, I called six of them and I told them about the project. I told them the rules of the project. They agreed to do this project.

2. Activity – doing the research

This research was started on February 25 – March 4, 2013. It was the seventh week of the term. I did this research only for three meetings. I set all the activities in the class using group working technique. I gave the leader from each team a responsibility to handle their group. No fighting, no complaining, only good group working.

3. Reflection – writing students' problem

After class, the leader of the team should write journal writing about their opinion and problems they faced during the class.

THE RESULT AND DISCUSSION

This research was done in the fourteenth meeting. The material was taken from lesson 9 until lesson 11. The class was divided into six groups. The leaders were the best active students in the class.

The Leader: Nabila Geraldine

➢ Rahadian Al Adly
➢ Ananda Putri

The Leader: Hamdanie Fikri

➢ Nadiyah Nur F
➢ Vanessa Valent

The Leader: Arsdhini Rahimi F
➢ Riffany Fitri A
➢ Putri Ariana H
➢ Hafid Husni

The Leader: Jihan Triani A

➢ IBK Mahendra
➢ Ayu Mubarokah

The Leader: Ikhtiar Rusyidin F

➢ Desy Zakiyah
➢ Rinna Ardina N

The Leader: Nirwana Pratiwi

➢ M. Tri Putra
➢ Andi Saputra

The first time doing this research, it was little bit difficult to handle. Especially for the members of the team, they seemed confused with the activity since I focused on the members to be more active than the leader. The leaders

only acted out as both corrector and helper for the member. After class, the leaders must write the journal writing about their feelings and problems they faced during the class.

Surprisingly, their journal was so interesting. They looked really enthusiastic with the project. They stated their friend's problem. It was better from my prediction since I just knew my student's true problems from them. As an example, Nirwana wrote her opinion about M. Tri Putra in her journal. "He hard to memories something or the word in English. I say to him he has to try and try to speak in English. I say he has to drink water to more help him to memories", She wrote.

They told about their friend's problem, starting from difficult to memorize to always playing cell phone in the class. We discussed together how to cope with the problem. They stated their opinion how to do with their friends. It really helped me because actually they had more experience with both their friend's ability and characters.

The second time doing this research, it was better than I expected. Before the research, Jihan and Ikhtiar were always fighting and humiliating each other. But during this research, they were busy to help their member. Riffany looked more active since Arsdhini always encouraged her to try to speak. Nadiyyah started to focus on the task since Hamdanie always warned her to not play cell phone in the class. Ikhtiar decreased to humiliate their friends since I gave him responsibility to handle his group. So, he did not have time to humiliate his friend. IBK Mahendra started to leave his 'shy image' student since Jihan always asked him to try to answer and state his opinion about something.

Overall, the class was more comfortable and enjoyable than before. They tried to study seriously. The member did not feel afraid to ask something if they did not understand. The leaders had to help their friends with the problem. The class was still crowded, but humiliation among them was decreased. They started to feel together in the class by knowing their friends' ability and helped them.

CONCLUSION AND RECOMMENDATION

In this case, the use of SHS Group Working was effective to apply. By asking some students to help their friends made the class more comfortable. The number of humiliation was decreased since they started to focus to help their friends.

However there were still some problems faced. Grouping in the same group for several meetings seemed bored for some students. Therefore, this technique can be done for just several meetings. The teacher should change the group after several meetings.

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APPENDICES

1. Teacher's Journal

February 4, 2013 Today was lesson 6; Then There Was A Party. In ET 3-5, I finished this lesson in one meeting. But this class was so special of their ability to make something bad. Today I couldn't finish this lesson until assessment. Jihan and Ikhtiar were fighting. Ikhtiar said that Jihan is a bad girl. Jihan said that Ikhtiar was talkative boy. They really disturbed their friends who want to study. I asked Jihan and Ikhtiar to stand up in different corner of the class. I continued the lesson. But, then, Rahadian was busy with his job. Nadiyyah was busy with her phone. The other students were busy chatted among themselves. I asked them to do line drill. They did it, but not seriously.
February 7, 2013 We continued lesson 6. This time, Ikhtiar and Nabila was fighting. They said bad thing in my class. Ironically, they said it in Palembang language. Nabila said to Ikhtiar "Sok pinter" while Ikhtiar said to Nabila "Betino Jalang". I was shocked to hear it from my students. For this time, I got angry to both of them. I asked other students to stop the activity. I called them. I asked what the problem was. They answered, but no one want to ask for apologize. Then, I punished them to stand up in the corner of the class.
February 11, 2013 Today was PT 1. I just reviewed about jobs and responsibility. At 5:15, I asked them to sit in four lines since they will have PT. I helped them to arrange the chair. But, they were so noisy. It took 10 minutes just for arrange the chair. 10 minutes before go home, I asked them to collect the paper. Ikhtiar was late to collect it, so I took the paper from him. Surprisingly, he got angry with me. I just kept silent. He seemed got angry with me.
February 14, 2013 Today was lesson 7 : Where's the cafeteria? M. Tri Putra, Ikhtiar, Hafid Husni, IBK

Mahendra, and Azra were so noisy. They were so busy playing around and humiliating their friends. I asked them to stand outside the class. So, I continued the lesson without them. After 20 minutes, I met them outside the class. I asked them what they want to do in my class. They blamed among themselves. No one who realized their mistake. In the end of the class, I asked them to write what they want to do in my class on piece of paper. Most of them wrote, want to study and the teacher don't get angry again.

February 18, 2013

Today was little bit weird for me. Most of them just keep silent. It seemed that they were afraid of me since I always got angry with them. In the end of the lesson, I asked them to answer some questions from me on a piece of paper. I did it to have an approach to them about the meaning of togetherness and friendship. I provided the questions on the board.

➢ Who is your best friend in this class?

➢ What is a friend to you?

➢ If one of your friend still confuse with the material, what will you do with him/her?

They wanted to help their friends.

February 21, 2013

Today I called six of the students. They were Arsdhini, Jihan, Ikhtiar, Hamdhanie, Nabila and Nirwana. They were the most active students in the class. I told them that start from next meeting we will do a project. I mentioned that they were the leader. I also mentioned their member. I asked them to handle and help their friends. Not only about the material, but also about their characters. I told them the purpose of the project. I also told about the rules in this project.

February 25, 2013

Today I started the project. They were confused in the first time, but step by step they started to enjoy it. Today we watched a movie for about 45 minutes. During the movie, they should analyze the title, the characters, the plot and the message from the movie. After watching, I asked them to discuss it together with their group. After 5 minutes, I called the leader to come to my table to take a paper. Then, I asked them to back to their group and read the paper. The paper was the questions about movie. The leader just gave questions and the member answered the questions. After that, the member should retell the movie in front of the class.

February 28, 2013

Today was lesson 10. It was talking about the rules in the school. In motivating stage, I asked the leader to give questions to their member. Ex: what are the rules in your school? Then, the member should answer it orally. In skill practice, I asked the leader to sit down in different places around the class. They memorized some rules in the school. The member walked around the class to ask about the rules in the leader's school.

This was the second time of the project. They looked enthusiastic to do all the activities. No more humiliation, no fighting.

March 4, 2013

Today was lesson 11, it was talking about the weather. Today was really amazing. My students were laugh together in doing the task. They did it happily.

THE LEADER'S JOURNAL

Name : Mabila Geraldine
February, 25th 2013

I'm Fell just also in my gRoup.
Solution :
Aldi me must Study english again in home.

February, 28th 2013

I'm Fella = upset because aldi buaty me
So but it's boter because he's try to do a exciecue
Solution = more motivoiler to study english languge

March, 9th 2013 = Ananda
ananda
today I'm Fell very happy and exited. because
Ananda is very Funny. and ananda easy to understand
what I do lesson ceason.
Solution = more study english. I think She's become
Smarter. but study again or!

Comments:
I think this project is good for our. because
They Can Study enguish more. and beter understand
to the lessons. and Can prepare
to PT, OT, and WT.

Name : Hamdhanie Fikri
February, 25th, 2013

March, 4th 2013

Nadhira always play hardphone
and don't pay attention from me.
But I feel she can too

Vanessa: always not serioosly and
but she can save information
for me
February, 28th, 2013

Vanessa: I Know she can save
information and understand at
today and then better last meeting
Nadhira: Don't different last meeting
play handphone but she pay attention
from me.

Nadia: she can save information from
but she play cell phone agian
but better and better. I think
she can't play cellphone again if she
study hard.

Vanessa: I feel she can. Because
she can save information. But she
always forget information.

Comments: for team work and together study
it is very good because can team work
and study together and get more
friend (like leader) and then

Better Project

Name: Niruana Pairwi

(February 25th, 2013
What I feel)

I feel fine, I can help my friend to make his ~~skill~~ Eng-
ish skills better. But sometimes, ~~I feel like I'm an~~

(The problem)

Ho hard to memories someting or the word in english
~~fit~~

(The solution)

I say to him, ~~if~~ he has to ~~an~~ try and try to speal
the words that he doesn't understand. And then
I say he has to drink a water (air putih)
to more help him to memories the word
that he doesn't understand.

28th february 2013 | like the last day, fine. ~~Like an another~~
~~day, he has forgot what the words~~
~~that I say to him. And then, maybe it is~~ is be better.
~~he remember the~~ a little words. even if there are any problem
but that's be better
~~Brar~~ ~~Brair~~ ~~Bra~~ Actually, he can't memories some of
sense. And the sometimes he nervous when
he stand in frond f · of the class.   he
Something   that I like about him, even if ~~they~~ not
~~he can do that~~ but he want to try. ! →

My solution its I give to him is to read o
and have to practice more in his home.

4th March 2013 |

Putra, ~~he~~ he still can't memories quickly. I ever ask to
him, "Do you still remember what we study last meeting?"
and he says, "Not really."
but he's better. But today, he's play ~~the~~ his hp :- and
than make ~~be~~ him not really concentration. about the
lesson. But he want to learn even if they not really
can. So maybe this is the good moment to team work
I feel happy

about this project |

The first time I do this with putra. I feel happy. beouse
He's a funny boy. ~~the~~ And I think the project
It's good. We can work ~~sad~~ together and make
a great team work. And the point that I like
for this project. We can know each other.

Name : Aradhini Rahimi Fatihah

February, 25, 2013.

Today, nothing a special from they, and I feel I make a assignment from miss Sugi. they Just busy with they work

- Solution = hope they more serious. with study who teach's miss Sugi,

Date : 28/2-2013.

Today, there is a little change from Fanny ~~~~ , ~~~~ she have better ~~~~ , it's her a little vocab,, but for english speak she do like yesterday,, for Ananda & Putri,, they do like yesterday again...

4/3 - 2013

Today, Hafitz is my work to teach him: and his easy to understand. and I feel easy to teach him. in my work, I have very easy to teach him

Comments : this project is very smart idea, I like it, I feel like a work to a mission. and ~~~~ this mission make student become smarter.

Name : Jihan Triani Anisya
February , 25 , 2013

I feel , ~~group~~ group the I lead
this very happy ~~and~~ not serious but
I believe . I will change's
group become group is the
best group . :) :D :) :D

February . 28 2013
I feel . ~~group~~ in this group as
better ~~as~~ as from last meeting
and than I'm happy this group together
I ~~hope~~ :D :)

~~name~~ . march 9th 2013
I feel . group ~~beta~~ better and better
and ~~group~~ I think
in this group no problem . :D :D

Project is happy . Even if
no serious but I think ~~group~~
~~is~~ this group There is
improvement and I like this

Name :Ihktiar ruGyiuuin' Fayih

Febuary 25 2013

Desy always pont ∨Pai attention Film ~~cosvio~~ But she
                                                        a
Rina oftenSerious anb often serious   always help me
in the suBject   with his task

Date: 20/2/2013

Rina: ~~Us~~ Fram last Meeting Until ~~so~~ Today
              It is Better

Desy :altaough alwaBys False memorize
       But she ~~anice~~ nice From lastmeeting

Date : march04 - 2013

Desy : today She not Serious in Study
       and She bont Pay attention

I think 🖍 Desy must haw much Study
Because she bon't Pay attention in Study
english langauage

Comments : Can team wark in this class
           and can Protect out the Best
           Because Can get a Smart
           ~~Bo~~ think For a all Stodent in this
                                              class

MEMBER'S OPINION

ahadian al~~████~~ adli

2013

~~Seryt satu grup dengan████ pode~~

~~minggu kemarin, dis ererya~~

~~a~~ ~~sd~~ fdi stu grup dengan AYU

~~2~~ satu grup dengan AYU ~~oog~~

atu grup dengan AYU cangat enat

ang tidak bisa diajarin saya schu

grup dengan ayu ada kemajuan

sedikit ⌐

Good

Ayu Mubarokah   March 4 2013

 "Verry happy because Jihan very Fun
and enjoy with my group.

 I'm verry happy, I have understand about
lesson and I have

Comments
 yes because we have study together and
we have share about something.

—Ayu Mubarokah

ME = Hafidh Husn
~~March~~ March - 4 - 2013

 ~~I Red me~~ Saya bertambah
Rajin semenjak ~~bersama~~ group bersama
mereka, dan cemakin mgu
  ~~I Red I~~

---

good
 because I like making dialogue

Ananda Puteri

March, 4 2013

Yes,
I think is a still and I feel
is be better and is so
fun team work, and is ~~better~~
Same mission for be better,
There Is Improv...

M.TRi PUTRA
ET= 1-3

4-3-2013

grup san /sama Nirhana itu ada kemajuan
dan good/Enak bisa di ajari dan
kalo ~~xx~~ aku ga bisa, bisa di ajarin
Samadia ~~kalo kadang kadang~~
~~akut di sotorema misal sa~~

Project to ...
my advance
because I get
to make more
Familiar in
group.

Janessa Valent   March 4, 2013

good because all is good
                                   ...

yes, because we study together
...d the teacher mengajar is
...ood

Manendra
march 4 2013
I feel they supporting me to study
english and. ayu is silent man and
jivan is happy man our is good
group

---

good
but because i live making
dadak.

2013 Nadiyah, N.F   march, 4 2013
I feel they Can Help Me
What something I don't know
and they are funny.

MoTRi PUTRA
ET = 1-3

4-3-2013

                Isama
grup san Nirhana itu ada kemajuan
dan good/Enak bisa di ajari dan
kalo aku ga bisa, bisa di ajarin
Samadia kalo kadang kadang
akku di sumatera misal aja

Helping ET 7 Students to Improve Their Retention in Memorizing Vocabulary by Using "Show and Say" Activity

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LBPP LIA Palembang

ABSTRACT

Memorizing vocabulary is not easy, especially that of ET 7' student book. I saw that the students got difficulties in memorizing vocabulary in that book because there are a large number of vocabularies. Thus, to overcome this situation, I chose "SHOW AND SAY" to improve their retention in memorizing vocabulary from the student book. The participants of this research were the students of ET 7-3 in term I/13. I collected the data by asking students to write as many vocabularies that they remembered the most in five minutes. Then, I asked them to do SHOW AND SAY". After that, I asked students to write again the vocabularies in five minutes. Then, I analyzed the data using quantitative method. The result indicates that the "SHOW AND SAY" activity can help students to improve their retention in memorizing vocabulary.

BACKGROUND

ET 7' student book has the target vocabularies that must be taught and learned by students. However, memorizing vocabulary is not easy, especially that of ET 7' student book. I saw that the students got difficulties in memorizing vocabulary in that book because there are a large number of vocabularies. These difficulties made them ask me more often when they forgot the meanings of the words. I had encouraged them to open the dictionary, but they prefered asking to opening their dictionaries. I thought that helping students didn't ask them to be independent. They would depend on me and I thought I had to do something. To overcome this situation, I tried to use the activity that could help them memorize and get more retention.

I believe that people will forget what they only hear. They will remember more when they hear, see, and do the exact things that are spoken. The quality of retention will be developed when they do the activities related to the things that are spoken. Next, they will master about the things when they share to another. In addition, this explanation can be related to the case of teaching and learning process. Students, in teaching and learning process, have different retention to understand what they learn. When they are not involved in active learning process, they will forget what they get. Dale (1969) implements the cone of learning to explain students' retention in teaching and learning process. In addition, from that cone of learning, it can be explained that students who learn passively will only get 10-50% retention toward the lessons that are learnt. Passive learning happens because the process of teaching and learning involves reading, hearing, and seeing activities. Then, students who are active in learning will get 70-90% retention. Furthermore, seventy to ninety percents of retention can be obtained if the activities of teaching and learning involve in reading, hearing, seeing, saying, doing, and writing.

Retention relates to students' concentration. Students will concentrate and understand what they learn if they are involved in active learning activity. Students who really understand the lesssons that they learnt will have enough information to

retell. Brannock and Golding (2000) state, *Active learning is an approach in which the learner is an active partner in the teaching and learning process. It does not mean that the instructor does not provide instructions to the learner. At the beginning, the instructor strongly directs the learner, but as the learner learns how to attend to relevant environmental information, the instructors' inputs reduce while learner's inputs increase.*

Mc. Keachie, at al. (1986) states the definition of active learning, *Active learning is engaging students in doing something besides listening to a lecture and taking a note to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually.*

All of those explanations make me interested in conducting a research entitled **Helping ET 7 Students to Improve Their Retention in Memorizing Vocabulary by Using "Show and Say" Activity.**
There are two reasons that make me interested in this research. The first is that the "Show and Say" activity is one of many activities of active learning can be one of many activities in language learning and teaching. The second is the "Show and Say" activity can be applied in many students.

The aim of this classroom action research was to explain the research questions: "Can "Show and Say" activity help ET 7-3 students to improve their retention in memorizing vocabulary?"

METHODOLOGY/PROCEDURE

Based on the problems and the expectation to find the way out in order to improve the quality of teaching, it was considered that the research design that would be suitable to apply was Classroom Action Research (CAR). As Kemmin and Robin (1988) say that the main purpose of the action research was to help solving the teacher's problems that were found in the real situation in the classroom during the teaching and learning process by his or her own way.

This research was done at LBPP LIA Palembang, at ET7-3 level, term 1, 2013. The research was conducted in 21 students. The students learnt from 4 to 6 in the afternoon on Tuesday and Friday. ET 7 class has 11 lessons to cover with 1 lesson focuses on class project.

Procedure:
A. Before starting motivating strategy, I asked students to close the books. Then I asked them to prepare a piece of paper. They had to write down the name and the level on it. After that, the students had to write down the vocabulary and its meaning that they had learnt in their student books as many as possible in five minutes.
B. After writing down the list of vocabulary, I asked students to submit their pieces of paper to me. Then, I gave them small pieces of paper. They had to write down a word that they remembered the most. They had to write down the word at the front of piece of paper, and the options of the meaning were at the back of piece of paper. The options were two, A and B.
C. Then, I asked them to do "**Show and Say**" activity. They had to show the options (A and B) of the meaning for the word to their friends while asking the question "***What's the meaning of....?/   What does ....mean?"***. I frequently explained to the students not to show the word to their friends. The students only showed the options of the meaning, and let their friends listened to the questions. Then, the friends had to answer the question by looking at the options of the meaning. After that, the friends could answer by saying, ***"it is.............../it means....................".*** The students had to practice the "Show and Say" activity to all people in the classroom while being consistent not to show the word.
D. After practicing the "Show and Say" activity, I asked students to write down again the vocabulary in their previous pieces of paper. They had to write down the vocabulary as many as possible in five minutes.
E. Then, I asked students to submit their pieces of paper.

DATA COLLECTION and RESULT

The data collecting methods that I used were mainly documents collection. I collected the data from the students' vocabulary list before and after the activity. I measured from the number of words and their meanings that could be written by the students in five minutes before and after the activity. Therefore, I also measured from the repetition of words that students made in their vocabulary list before and after the activity. I analyzed the data using Quantitative method. Furthermore, the result of this research was implemented by using the table below.

TABLE 1. PRE-TEST RESULT (ET7-3 Students' Vocabulary List before the Activity)

No	Name	The number of Words and Meanings	The Number of Repetition
1	M. Daffi Alhafizh	11	-
2	Gabriella F	11	-
3	Nasya Bella S	14	-
4	Khairunnisa Salsabila Lutfi	11	-
5	Khairani Dewi T.A	12	-
6	M. Syaidar NP	9	-
7	Kurniadi	9	-
8	Selly Wahyuni	17	-
9	Kharin Rafika	15	-
10	Eka Saharani Syakillah	8	-
11	Tiara Milenia Sari	7	-
12	Syakira Olivia Dwi Nanda	6	-
13	Franciscia Grecimii D	6	-
14	Shania Mathelda	8	-
15	Aprilia Yasmin	4	-
16	Riyan Adiputra	11	-
17	Alfi Syahri	11	-
18	M. Fawwaz R	9	-
19	Efira Aflah E	11	-
20	Nabil Tamim	11	-
21	Fio Alfarruq	8	-

TABLE 2. POST-TEST RESULT (ET7-3 Students' Vocabulary List after the Activity)

No	Name	The number of Words and Meanings	The Number of Repetition
1	M. Daffi Alhafizh	11	-
2	Gabriella F	10	-
3	Nasya Bella S	18	-
4	Khairunnisa Salsabila Lutfi	20	-
5	Khairani Dewi T.A	13	-
6	M. Syaidar NP	9	-
7	Kurniadi	8	-
8	Selly Wahyuni	16	-
9	Kharin Rafika	18	-
10	Eka Saharani Syakillah	12	-
11	Tiara Milenia Sari	14	-

12	Syakira Olivia Dwi Nanda	9	-
13	Franciscia Grecimii D	6	-
14	Shania Mathelda	8	-
15	Aprilia Yasmin	8	-
16	Riyan Adiputra	10	-
17	Alfi Syahri	14	-
18	M. Fawwaz R	11	-
19	Efira Aflah E	14	-
20	Nabil Tamim	11	-
21	Fio Alfarruq	12	-

TABLE 3. THE DISTRIBUTION OF THE RESULT

The number of words and meanings INTERVAL	PRE-TEST		POST-TEST	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
4-7	4	19 %	1	4.8%
8-11	13	61.9%	10	47.6%
12-15	3	14.3%	6	28.6%
16-19	1	4.8%	3	14.3%
20-23	-	-	1	4.8%

RESULT and DISCUSSION

Throughout this action research, **before** the activity ("Show and Say" activity) or in **PRE-TEST,** I found that the students who could memorize 4-7 words of vocabulary were four or they got 19% retention. The students who could memorize 8-11 words of vocabulary were 13 or they got 61.9% retention. The students who could memorize 12-15 words of vocabulary were three or they got 14.3% retention. The student who could memorize 16-19 words of vocabulary was one or she got 4.8% retention.

After the activity or in **POST-TEST,** I found that the student who could memorize 4-7 words of vocabulary was one or he got 4.8% retention. The students who could memorize 8-11 words of vocabulary were 10 or they got 47.6% retention. The students who could memorize 12-15 words of vocabulary were six or they got 28.6% retention. The students who could memorize 16-19 words of vocabulary

were three or they got 14.3% retention. The last, the student who could memorize 20-23 words of vocabulary was one or she got 4.8 % retention.

CONCLUSION

The activity ("Show and Say" activity) used by me **could be used** to help ET7-3 students improving their retention in memorizing vocabulary. This was supported by the result of the test before and after the activity. The students who could memorize 12-15 words added from 3 to 6 (14.3%-28.6% retention). The students who could memorize 16-19 words added from 1 to 3 (4.8%-14.3% retention). The students who could memorize 20-23 words added from 0 to 1 (0%-4.8% retention). In other words, the students could improve their retention in memorizing vocabulary after doing the "Show and Say activity." However, this action research still needs some improvement.

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Improving Students' Reading Comprehension and Their Interest Through IEPC Reading Strategy at Intermediate One Level LBPP LIA Palembang

Roma Rianti
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ABSTRACT: Through reading, the students can gain any information and knowledge. However, the students' mastery or comprehending reading comprehension is limited. Indeed, the ability to comprehend the reading passage is not easy. Based on the preliminary data that I got from intervieweing my in-1 students, most of the studentsfeel lazy and bored, once they are asked to start to readbecause of uninteresting and unfamiliar text.This study is aimed to solve the problem. The strategy chosen is applying IEPC Reading Strategy during pre-reading and after reading activity to motivate themand stimulate their reading interest. The result showed that the strategy could help themimprove their achievement in reading and boost their interest.

Key words: *Reading, IEPC Reading Strategy, reading interest, reading achievement.*

BACKGROUND OF THE STUDY

Reading is a language skill used as one of the ways for gaining information. It is as important as the other three language skills; listening, speaking, and writing. According to Tarigan (1990: 7), reading is a process done and used by the readers to gain message, which is delivered by the writers through words or written language. By reading, students are able to access information and knowledge about many important and useful things widely spread in the world.Furthermore, according to Mikulecky and Jeffries (1998: 1), reading English is important for some reasons, such as (1) reading in English helps students learn to think in English, (2) reading in English helps students build their English vocabulary, (3) reading in English makes students more comfortable with writing in English. That is why, by reading students can increase their knowledge and ability in English.

Reading brings many advantages to English learners. However, reading process is a complex thing. Rubin (1982) states that reading comprehension is a complex intellectual process involving a number of abilities. Reading comprehension requires cognitive and linguistic abilities of reader while processing a text. It requires cognitive abilities since the reader needs to think and understand the meaning of the reading passage. Understanding needs mental processes where the reader makes connection with what they read with what they know. The reader needs to give meaningful interpretation to the text using their perception. Reading requires linguistic abilities since the reader needs to master the knowledge of linguistic features to encode the symbols written in the text.

It cannot be denied that students' achievement in reading is still far from what we expect. Even though most students have already known that reading is important but some of them still considered that reading is a boring activity, especially when they think that it is hard for them to understand the content of the text. Program for International Student Assessment (PISA: 2009) as the most comprehensive and rigorous international program to asses student performance and to collect the data on the student, it was indicated that Indonesian students

reading proficiency is on the rank of 57 out of 65 countries with the score 402. The score was below the OECD average score that was 493. It shows that the Indonesian reading performance is still low.In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect in their reading ability.

Reading brings many advantages to English learners. However, reading process is a complex thing. Rubin (1982) states that reading comprehension is a complex intellectual process involving anumber of abilities.Considering the complex process of reading, I found out my students in Intermediate One, Mon-Thurs, 4-6 p.m., encountered some problems in comprehending a reading passage. The From the preliminary study that I conducted in this class (lesson 3: The Show Must Go On), I noticed that most of the studentsa are reluctant readers to understand English reading passageeven though they are avid readers in their first language. Besides that, most of the students looked not interested in reading long passages. They said they felt lazy and bored reading the passages especially the topics were not interesting and not familiar with them.

From the findings above, I tried to use another strategy which not only read the text but also have several activities before the reading and after reading part. The strategy is IEPC Reading Strategy. IEPC Strategy stands for Imagine, Elaborate, Predict, and Confirm. . IEPC is a whole class strategy designed to take the predictive process back to its origins in the imagination and extend it throughout the pre-reading, reading, and post-reading stages of an instructional lesson. The imagining, elaborating, and predicting come before the reading, and confirming is after the reading. The IEPC strategy has potential as a means to improve understanding and to motivate students to want to read assigned texts, :descriptive, expository and narrative.Since IEPC Strategy would help the students to get started and read effectively. Therefore, this study attempts to improve students' ability in reading comprehension by using IEPC strategy.

METHODOLOGY

The design of this study is classroom action research which focuses on classroom-basedresearch. It is intended to solve the students problems found in

the classroom by using the chosenstrategy. In this study, I used the IEPC Reading Strategy to improve the students reading comprehensive as well as their interest in reading.

The study took place at LBPP LIA Palembang at Jend. Sudirman Street, Palembang No. 2953. The objects of this study were the Intermediate 1-1 students Term I/ 2013 (Jan to March, 2013). There were 20 students as the sample. The students were given some comprehension questions taken from the student book (Lesson 8: A Dream for Others). The questions from this lesson (C2) and 9 additional questions taken from other sources were used in the post test as a quiz for the students. The total questions were 21 questions. I used around 20 questions because the number of the reading questions in the written test are 20 questions. So, I decided to have the same numbers of questions. Questionnaires were also distributed to the students consisting 10 items and were used as the tool for collecting the data from the students as information about their opinion and interest in reading English and in using the IEPC Reading Strategy.

This study involves the stages of planning, implementing, observing, and reflecting. Thisclassroom action research is conducted as cycle; therefore, the description of eachstage would be elaborated below.

1. Preliminary Study

Preliminary study is done in order to find out the major problems found in theclassrooms. Based on the problems, the teacher needs to find out the solution through the reading strategies. I also found someproblems in my Intermediate One students related to their reading interest. The data are taken not only by observing their expressions, responses and comments in readinglesson 3: The Show Must Go on, but also by doing informal interview or discussion with the students about feelings related to the reading text. From the data collected, it can beconcluded that the students are not interested in reading long passage found inthestudent book. Then, I used the students' reading score in this lesson as the pretest scores.

2. Planning

Based on the result of the preliminary study, I plan to use a new strategy to solve the problems,the teaching materials to help the teaching and learning

activities, and the setting up o the criteria of success. The strategy that I plan is using the IEPC Reading Strategy in the reading activitiesto motivate the students to read. The teaching materials I plan to help theteaching and learning activitiesis an adapted text about Oprah Winfrey from Elementary Four book, since most of the students are new students so they did not study about this material before.

Besides that, Oprah is also very popular and it is hoped that the students will be familiar with her and interested in reading the text. After introducing them with the Oprah Winfrey reading text, the students will read the text taken from their lesson in Lesson 7: What Are Your Dreams? The criteria of success were based on the students'interest improvement towardreading which will be analyzed from the questionnaires filled by the students. This studyis called successful and finished if it can improve the students achievement and interest.

3. Implementing

In this stage, I carried out all the procedures that were planned previously. I do thestrategy chosen as planned in the planning stage, whilealso observe the students'attitude and interest from their expressions and responses.

4. Observing

At this stage, the students ' activities will beobserved and seen to see how much the chosen strategysolve the problems. I can define and observe how the strategy that I chose solves theproblems by collecting and gathering all relevant data about any aspects that occuredduring the implementing stage. There were three different kinds of data collected in thisstudy; they were: the result of the students' reading test at the post test stage and thestudents'responses through the informal interview and discussion with me before theimplementing stage, the students' responses throughquestionnaires.

5. Reflecting

In this stage, The teacheranalyzed and evaluated the data from the observing stage.The data were in the form of the students' reading comprehension score and their responses through questionnaires. Theresults of analysis and evaluation will determine the next steps and actions. The teacherwould check the results with the criteria of success. If the strategy does

not boost thestudents' interest in reading, especially the long passage as expected by the criteria ofsuccess, there will be the next cycle.

RESULTS AND DISCUSSIONS

After conducting the research, here I describe and analyze the results of pretest and posttest of the sample. The results of the tests were presented the form of scores. The lowest score in the pretest was 2,9 and the highest score in the pretest was 4,5. And then, the lowest score in the posttest was 3, 4 and the highest was 4,9. The complete result will be shown in the appendix B.

After seeing the results of the reading test, here are the results of the questionnaires (see appendix D). The results show that 90, 00% of the students said that they liked learning English and only 10, 00% did not like learning English. 100% of the students said that they liked reading. Around 10, 00% of the students said that reading was the most difficult skill in language skills and 90, 00% said no. Then, about 95, 00% of the students said that the IEPC Reading Strategy could attract them in learning English, especially reading and 5, 00% said no. Next, 90, 00% students said that this strategy helped them in dealing with the boredom during the lesson and around 10, 00% said no. After that, about 95, 00% of the students agreed that this strategy could help them in decreasing the difficulties in reading since they could share their ideas among their friends and 5, 00% said no. Then, 90, 00% of the students agreed that this strategy could improve the effectiveness in learning reading in English and 10, 00% said no.Overall, almost of the students agreed that this strategy could help them in reading lesson.

CONCLUSION

As I found during the treatment through IEPC Reading Strategy, the atmosphere of the class was not boring. The students seemed very interested in following each step, such as: imagining and elaborating their imagination through writing, making some prediction or questions (pre-write questions) about what would be in the text before reading, answering the pre-write question in during reading, and making confirmation and summary of the text in after reading. For the students whose questions were not found in the text, I encouraged them by

asking the whole class to discuss it together. It created a secure atmosphere in the class.

Finally, I assume that IEPC Reading Strategy gave positive influence in students' reading achievement and reading interest. It can be seen on the achievement of the students who were taught through IEPC Reading Strategy were better than before applying this strategy.

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APPENDIX A

TSUNAMI

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable for out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunami occurs when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from at the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunami was ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage of property.

1. What is a tsunami?
   A. A big wave that can destroy everything it passes by.
   B. A tragedy in ocean floor.
   C. A very large sea wave that is generated by a disturbance along the ocean floor.
   D. A terrible volcanic eruption.

2. The first paragraph mainly discusses about…
   A. The effects of tsunami
   B. The unpredictable tsunami
   C. The process of tsunami
   D. The description off tsunami

3. Tsunami causes some disastrous effects, except…
   A. Damage to property   C. Loss of lives due to drowning
   B. Severe flooding   D. Happiness

4. What can we infer from the passage?
   A. Tsunami is a predictable disaster.
   B. Tsunami is a terrible disaster.
   C. Tsunami is a detectable disaster from ocean.

D. Tsunami is an unpredictable disaster.

UNESCO

The United Nation Educational, Scientific, and Cultural Organization (UNESCO) was founded on November 4, 1946. Its headquarters is in Paris, France. Almost all the United Nations (UN) members belong to UNESCO. Countries that belong to the organization provide most of the agency's fund and agree to contribute to peace and security by cooperating in the areas of education, scientific, and culture.

UNESCO work is oriented in the development and quality of education, the increasing of scientific knowledge and the sharing of the cultures. In encourages students and teachers, scientist and artist to study in other countries. The agency together with other UN agencies helps the developing countries. In education for example, it helps countries improve education at all levels. It distributes scientific information and encourages international cooperation to protect different cultures.

UNESCO holds a two-year meeting called "The General Conference". The meetings are held in major cities of the world, mostly in Paris. The conference discusses and decides on its policies and programs me including its budget and regulations. The agency has Executive Board which supervises its work, prepares the General Conference, recommends new member nations and nominates the director-general. The director-general is the chief administrative officer of UNESCO. He appoints and directs the Secretariat that administers UNESCO programs. And the last is the national Commissions of the member nations which advise their government. Their members are national organizations interested in education, science, and culture.

5. Where is the headquarters of the UNESCO?
   A. Rome   C. Paris
   B. London   D. New York

6. The activities of UNESCO are in these areas, except…
   A. Education   C. Science
   B. Culture   D. Health

7. Who is the chief director of UNESCO?
   A. The general manager   C. The director general
   B. The managing director   D. The executive manager

8. What is the main idea of the second paragraph?
   A. The programs of UNESCO   C. The director of UNESCO
   B. The founder of UNESCO   D. The policies of UNESCO

9. Here are the programs of UNESCO, except…
   A. It is oriented in the development and quality of education.
   B. It encourages students and teachers, scientist and artist to study in other countries.

C. It is oriented in the increasing of scientific knowledge and sharing of the cultures.
D. It is oriented in increasing the healthy and the development of education.

Questions from the Reading Text taken from the book (Page 41, Activity C2)

1. What do Dolo and her husband have in common?
2. What kind of husband is Juna? How do you know?
3. What did Dolorosa learn from her sisters and two school friends?
4. Does Dolo like studying? How can you tell?
5. Where did Dolorosa get her degrees?
6. What things dis she do in Berkeley?
7. Is she a busy person? What kinds of things is she interested in?
8. Is she a humanist? What messages are reflected from her works?
9. What is her character like?
10. What kind of achievements has she made so far?
11. How do you know that her works are appreciated abroad?
12. If you meet her, do you think you can have an interesting conversation with her? Why or why not?

APPENDIX B

The Result of the Pretest and Posttest

NO.	PRETEST	POSTTEST
1.	3,5	3,8
2.	3,0	3,5
3.	4,0	3,8
4.	3,3	3,5
5.	3,8	4,2
6.	4,2	4,0
7.	3,8	4,3
8.	3,9	4,3
9.	3,7	4,5
10.	3,4	3,9
11.	4,0	4,2
12.	4,3	4,7
13.	3,7	4,2
14.	4,4	4,0
15.	3,8	4,0
16.	4,2	4,2
17.	4,2	4,5
18.	3,9	4,5
19.	4,5	4,9
20.	2,9	3,4

APPENDIX C

Name :
Class :

QUESTIONNAIRE

Give the checklist (√) to the YES column for the "yes" answer and NO columns for the "no" answer that represent your opinions about the following questions!

No.	Questions	YES	NO
1.	Do you like learning English?		
2.	Do you think English a difficult lesson to study?		
3.	Are you interested in Reading skill?		
4.	Among the four language skills (Speaking, Writing, Reading, and Listening), is Reading the most difficult skill to study?		
5.	Do you have difficulties in reading skill?		
6.	Do you have any difficulties in reading a longer passage?		
7.	Do you think IEPC Reading Strategy can attract you in learning English, especially reading?		
8.	In your opinion, doees IEPC Reading Strategy help you in dealing with your boredom for English?		
9.	In your view, does IEPC Reading Strategy can help you to decrease your difficulties in reading?		
10.	In your opinion, Does IEPC Reading Strategy improve the effectiveness in learning reading in English? If YES, how doesIEPC strategy help you to improve your reading skill? _____ _____		

APPENDIX D

The Result of the Questionnaire in the Experimental Group

Questions	Students' Responses	
	Frequency	Percentage

1. Do you like learning English?
    a. Yes
    b. No
	
	 18
	 2
		
		 90, 00%
		 10, 00%

2. Do you think reading is a difficult lesson to study?
    a. Yes
    b. No
	
	 9
	 11
		
		 45, 00%
		 55, 00%

3. Are you interested in Reading skill?
    a. Yes
    b. No
	
	 20
	 0
		
		 100%
		 0%

4. Among the four skills (Speaking, Writing, Reading, and Listening), is reading the most difficult skill to study?
    a. Yes
    b. No
	
	 2
	 18
		
		 10, 00%
		 90, 00%

5. Do you have difficulties in Reading skill?
    a. Yes
    b. No
	
	 12
	 8
		
		 60, 00%
		 40, 00%

6. Do you have any difficulties in reading a longer passage?
    a. Yes
    a. No
	
	 5
	 15
		
		 25, 00%
		 75, 00%

7. In your opinion, does IEPC Reading Strategy can attract you in learning English, especially reading?
    a. Yes
    b. No
	
	 19
	 1
		
		 95, 00%
		 5, 00%

8. In your opinion, does IEPC Reading Strategy help you in dealing with your boredom for English?
    a. Yes
    b. No
	
	 18
	 2
		
		 90, 00%
		 10, 00%

9. In your view, does IEPC Reading Strategy		

decrease your difficulties in reading?
  a. Yes
  b. No
	19
	1
		95, 00%
		5, 00%

10. In your opinion, does IEPC Strategy improve the effectiveness in learning reading in English?
  a. Yes
  b. No
	18
	2
		90, 00%
		10, 00%

If Yes, how does IEPC Strategy improve you reading skill?
  a. Easy to understand the text
  b. Easy to read the text
  c. Easy to answer the questions
  d. Decrease the boredom, be more exciting in learning reading
	9
	3
	4
	4
		45, 00%
		15, 00%
		20, 00%
		20, 00%

Lesson 7

Group 4 — 1. Dyah. B.
2. Dwi r.
3. M. Syukron
4. Rega k.

Imagination :

Reaching for the stars (part 1/2)
- Smart girl / boy
- want for be actor/actress
- Ideas
- family support
- Struggle
- big dream
- motivation & ambitious

Elaboration :
- We see a smart girl / boy that is very ambitious.
- We think she will do anything to reach her/his dream.
- We know she/he wasn't give up.
- We see that her family really supports and love her.

Prediction :

We think the text will be :
→ about her life and experience
→ about meeting her idol
→ about her becoming star /success
→ about struggles that she made for her life

Reading : done

Confirmation :
The text actually ...

Similarities :
1. Smart girl = outstanding student
2. her struggle in life
3. Experience
4. Ambition/dream

Differences :
1. No idol is mentioned
2. She is not ambitious
3. She doesn't want to be actress
4. She enters Harvard

Excellent!! A+

Reaching for the stars [51/17]

Imagination

1. A girl
2. Parents
3. Friends
4. Dreams
5. Struggles
6. Problems
7. Money
8. Happy family
9. Friendship

Elaboration

We think the girl is beautiful. Her parents really love her she has a happy family. She, he has many friends. She is rich but have many problems.

She has dreams and she does anything to reach them.

Prediction

We think the paragraph will be about a rich girl with a happy family. She's beautiful and small. Every body like her.

She has dreams to be successful.

I think no matter what happened she will try to get whom she wants.

The story will be happy ending.

Reading

Confirmation

After reading, there are some similar things from the prediction.

A story of a smart and successful woman.

Her parents love her but they pass away before they see her success.

She didn't give up to reach her ambition.

Group 1
1. Dini A
2. Benjamine A
3. Agung B
4. Andrew B

very good

1. Imagine — Lesson 7

Steven Spielberg — Happy, Old, Rich, Successful, actor

2. Elaborate

I think Steven Spielberg

1) a successful actor
2) a rich actor
3) a happy man
4) record / old and has many experiences in acting

has a colourful life

has a perfect happy family

Group 3:
1. Adhn k
2. Ahmad Ata
3. Usama t.
4. Ulam Ruh

2. Predict

our Prediction

1. the text will about his life
2. the text will about his ways of success and /becoms rich
3. He is an expert in acting
4. He has starred many movies

4. Confirm

After reading we found that

He is very successful

He has many great achievements

He is not an actor but a movie maker

He doesn't have a happy family because his parents got divorced

A Dream For Colours (Lesson 8)

Group 2:
1. Usaman H.
2. Muthan
3. Mr. Akram
4. Abdu's

Dolorosa Sinaga -- A sculptor With Myriad Achievements (Part 1)

Imagine	Elaborate	Predict	Confirm
1. Sculpture	1. I think she has created some beautiful sculptures	There will be a story of her life in the text.	After reading part 1, there are some similar things with the prediction.
2. Message	2. Her sculptures have many messages for others who can understand.	I will learn many things from her life experience	a. about her colourful life, her experiences, her success and her sculptures.
3. Life	3. I think her life is very colourful.	Then, the text will also discuss about her sculpture and success th art.	Besides that, I also got some new information such as : her educational background, her achievement, and others.
4. Experience	4. She has learnt many things until she became successful in her life		
5. Success	5.		
6.			

Excellent! A+

APPENDIX F

Name : M Rhesa
Class : Int 1

QUESTIONNAIRE

Give the checklist (√) to the YES column for the "yes" answer and NO columns for the "no" answer that represent your opinions about the following questions!

No.	Questions	YES	NO
1.	Do you like learning English?	√	
2.	Do you think English a difficult lesson to study?		√
3.	Are you interested in Reading skill?	√	
4.	Among the four language skills (Speaking, Writing, Reading, and Listening), is Reading the most difficult skill to study?		√
5.	Do you have difficulties in reading skill?		√
6.	Do you have any difficulties in reading a longer passage?	√	
7.	Do you think IEPC Reading Strategy can attract you in learning English, especially reading?	√	
8.	In your opinion, doees IEPC Reading Strategy help you in dealing with your boredom for English?	√	
9.	In your view, does IEPC Reading Strategy can help you to decrease your difficulties in reading?	√	
10.	In your opinion, Does IEPC Reading Strategy improve the effectiveness in learning reading in English? If YES, how does IEPC strategy help you to improve your reading skill? Yes, I can answer the questions easily and it is interesting		

Name : Lahwa Ani
Class : mier 4-1

QUESTIONNAIRE

Give the checklist (√) to the YES column for the "yes" answer and NO columns for the "no" answer that represent your opinions about the following questions!

No	Questions	YES	NO
1.	Do you like learning English?	√	
2.	Do you think English a difficult lesson to study?		√
3.	Are you interested in Reading skill?	√	
4.	Among the four language skills (Speaking, Writing, Reading, and Listening), is Reading the most difficult skill to study?	√	
5.	Do you have difficulties in reading skill?	√	
6.	Do you have any difficulties in reading a longer passage?	√	
7.	Do you think IEPC Reading Strategy can attract you in learning English, especially reading?	√	
8.	In your opinion, doees IEPC Reading Strategy help you in dealing with your boredom for English?	√	
9.	In your view, does IEPC Reading Strategy can help you to decrease your difficulties in reading?	√	
10.	In your opinion, Does IEPC Reading Strategy improve the effectiveness in learning reading in English? If YES, how does IEPC strategy help you to improve your reading skill? YES. _____ Very helpful and make me enjoy read the long passages		

Name : 4. HE.
Class : Wor I

QUESTIONNAIRE

Give the checklist (√) to the YES column for the "yes" answer and NO columns
for the "no" answer that represent your opinions about the following questions!

No	Questions	YES	NO
1.	Do you like learning English?	✓	
2.	Do you think English a difficult lesson to study?	✓	
3.	Are you interested in Reading skill?	✓	
4.	Among the four language skills (Speaking, Writing, Reading, and Listening), is Reading the most difficult skill to study?		✓
5.	Do you have difficulties in reading skill?	✓	
6.	Do you have any difficulties in reading a longer passage?		✓
7.	Do you think IEPC Reading Strategy can attract you in learning English, especially reading?	✓	
8.	In your opinion, doees IEPC Reading Strategy help you in dealing with your boredom for English?	✓	
9.	In your view, does IEPC Reading Strategy can help you to decrease your difficulties in reading?	✓	
10.	In your opinion, Does IEPC Reading Strategy improve the effectiveness in learning reading in English? If YES, how does IEPC strategy help you to improve your reading skill? Yes, I think it is interesting, the reading learn become fun and relax. I do not feel bored anymore		

Implementing "CABE RAWIT" (Capitalizing in the Beginning, Respecting another Person First and Writing in Correct Tenses) to Improve High Intermediate 1 Students' Argumentative Writing Performance

Dwi Kurnia Ningsih
LBPP LIA Palembang

Abstract

Students in LBPP-LIA Palembang got more exposure in speaking; even the strength was on the Oral Test. As a result, writing skill was a little bit abandoned. When their writing was checked by the teacher, errors were detected. Most of the students made mistakes in using capitalization, word order, and tenses. Therefore, this research on these problems was conducted. It was done in High Intermediate 1 level within five sessions and it involved pair correction and teacher correction. The data were collected from the correction of the students' writing. The findings showed that having such a unique abbreviation as CABE RAWIT can trigger the students' curiosity and it is easily remembered by them. Besides, the students actually recognized the mistakes which they kept repeating.

Key word: CABE RAWIT, HI 1, students' writing

Background

Writing skill is an important element in engineering success. In order to develop the writing ability that you need, you have to follow certain steps. Any time you decide to write a paragraph or an essay, you become involved in an ongoing process that involves thinking and making decisions, and rethinking. Writing does not happen all at one time. Rather, many steps are required from the time you first think about a piece of writing until the time that you consider yourself finished (Valencia, 2002).

Writing is a complex process which demands cognitive analysis and linguistic synthesis. It is even more complicated to write in a foreign language, and it takes considerable time and effort to become a skillful writer (Ridha, 2012). That is why sometimes people prefer speaking to writing. If we speak, we can directly state the information or opinion and get the response at the same time. Previously, students in LBPP-LIA got more exposure in speaking; even the strength was in oral test. However, when the teacher checked their writing, they found out some problems or even we can call them as error.

In high intermediate level, the students learn two skills in one lesson. The writer taught in High Intermediate 1 level. In the grammar part, the writer asked the students to write about procrastinator. They had to work in group based on the thesis statement given. When she collected the writing, she found out that they had problem. The most problems were in using capitalization, word order, and tenses. Therefore, the writer conduct this research entitled "Implementing "CABE RAWIT" (Capitalizing in the Beginning, Respecting another person first and Writing In correct Tenses) to Improve High Intermediate 1 Students' Argumentative Writing Performance".

Method and Procedure

The research was conducted in LBPP-LIA Palembang at High Intermediate 1 term 1 / 2013. They studied on Tuesday – Friday at 4 pm until 6 pm. At first, the writer asked the students to work in group and make outline. The topic was "procrastinator". They made the outline based on the thesis statement given. When the teacher collected the result, she found out the students had problem. The most problems were in using capitalization, word order, and tenses.

She tried to solve it which could trigger the students' curiosity about their mistakes. Later on the teacher made an abbreviation which is CABE RAWIT (Capitalizing in the Beginning, Respecting another person first and Writing In correct Tenses). After knowing the problem, the writer then asked the students to write individually. They wrote about the same topic. Then, she asked the students to have pair correction. Some of them realized the problem, but some did not. After that, the teacher explained about CABE RAWIT. Later on, she asked them to rewrite.

On the second chapter, the topic was "The Winner Edge". She asked the students to write again based on the topic given, and the stress was on CABE RAWIT. Some students still made the same mistakes. The same procedure was conducted to find out whether any changes happened.

For the third and the fourth were conducted in the first periodic test and the third chapter, "Unsung Hero". Only for the periodic test, the writer checked the writing performances. For the fourth, the same procedure was conducted like the first and the second one. For the fifth or the last one was in the second periodic test. This time, the same procedure as the third one was conducted.

Result and Discussion

The result showed the most common problems are capitalization, word order, and tenses. For capitalization, they liked to use in the middle of the sentence; even in the middle of word such as "stuDy hard". Another one is they did not use capital letter although it was the beginning of the sentence or name of place or person like …people work hard to be success. so, to be successful person is not easy. For the word order, they had problem in order of person, for example, I and my family. The

writer called this problem as showing respect to others first. The last is about tenses. They still used incorrect tenses although they already gave the specific time. For example, she found out one of them wrote "*I learn about it when I am in the third grade of elementary school*". He used present tense instead of past tense. Considering these problems, she tried to conduct a research about these problems which she abbreviates into CABE RAWIT (CApitalizing in the BEginning, Respecting Another person first, and Writing In correct Tenses).

The result showed that some students realized their mistakes when the writer or their friends showed it. However, they keep repeating the same problem. That is why the writer called this as error. Sometimes it is already fossilized in their writing performance. Besides, the students told the writer, they could memorize their mistake since the writer used a unique abbreviation. It proves that people can easily recognize or memorize something through abbreviating it.

Conclusions

From the findings above, the writer found out that by having a unique abbreviation such as CABE RAWIT can trigger the students' curiosity and be easily remembered by them. Not only that, the students actually recognized the mistakes. However, the students were already fossilized with this kind of error. It happened because although they knew the problems, they kept repeating the same things.

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WRITING

Name: M Ardiansyah
Level: HI-3

Topic: Personal Heroes

Garbage collectors

What's on your mind when you heard word garbage collectors? Of course you'll think about the person who work with the money or pity, or maybe something what your considered as a bad job, and then you judge that person like a beggar. but for the garbage collectors is a very needed job, why?? because if there is no them there will be bad smell or unpleasant environment in the house or resident area, and because of that is garbage collectors become heroes for me, after than there are 2 reasons why garbage collectors become my personal heroes.

The first reason is the garbage collectors keep the surrounding clean even they are not properly reward financially and socially, they very like a unsung hero for me, with to help or those live people problems (for the environment too) but they don't get the reward like a enough material, a duration. The second reason because being garbage collectors is a very needed job they doesn't like a beggar who just give the hand and wanted everybody to give them some of money. Garbage collectors still have the power or the control to keep working even it's doesn't result a good financially, in order they're just work to stay alive and also to help people without disturbing the people live.

In conclusion, as what I said before, garbage collectors is a needed job, they work without a balance result or climate what have to do, and then they better for them to get a better financially even the government?

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Note: thank you
MRS DWIKN

1. Introductory Paragraph

Thesis statement : I believe there are three ways to overcome procrastination.

I believe there are three ways to overcome procrastination. Namely, First

Do you know about procrastination? Every people ever do that procrastination is delaying work,
And it can be a bad habit. If we always do that, people who does procrastination it called procrastinator.

The factors of Procrastination are: laziness, underestimate work, and change time does they have another time
so to do that job. I believe there are three ways to overcome procrastination, namely?

2. Body

First, You have to manage your time by making a schedule. By making a schedule you will know how to allocate that you have to do and you won't waste your time with unimportant activity. Second, If You must realise that procrastination is a bad habit that will ruin your life. The task You must have the will to change your mind can change your except yourself. To get all the procrastinator they have to be aware those habit seen because if they didn't try at all then they won't be able to change it in order to solve procrastinate.

3. Concluding Paragraph

We all believe that there are three ways to overcome procrastination. There are making a habit, revise the bad impact of procrastination, and have the willing to change. Don't be delay to change.

1. Introductory Paragraph

Thesis statement : I believe there are three factors that stimulate someone being a procrastinator.

Have you ever put off the work until tomorrow? If you ever does that, you will because a procrastinator. Actually, it it is done some times, it is normal. But, if you do it frequently, it can bring good result for our life. No matter if they/one children, teenagers, adults, and even old people have ever done procrastination, I believe there are three factors that stimulate someone being a procrastinator.

2. Body

There are... There factors are, First lazy. Lazy is the first reason why people become procrastinator because they always feel tired to they delay the duty. And they just think sometimes make show happy. The second factor is always underestimate someone who have this talent, she believe that the person will be procrastinator. They always think anything easy and slow doing they go, and then doing

How the job at deadline. The timely factor of the procrastinator is can not manage their time. The person who have this habit always ... through their job. They done it ... with other job and they can not choose the ... most important job. It is because their schedule is unmanaged.

3. Concluding Paragraph:

In short, Being a procrastinator is courting catastrophe for your job. So, we must stop this habit and don't be a diligent person. If we still keep the procrastinator, we will get bad effect for our future ... Simple that ... still being a procrastinator person. ... bad aspect of procrastinator is only that person.

1. Introductory Paragraph

Thesis statement : I believe there are three bad impacts of being a procrastinator.

A procrastinator is the person who have bad habits that always delay what can they do. Features of the procrastinator are they have a relaxing memory, can't manage the time. All people can be a procrastinator if they always delay they work. The procrastination can give us bad impacts. I believe there are three bad impacts of being a procrastinator.

2. Body

First, it is causing constantly for instance. The People who always delay their work, usually get the problem. For example, a student who doesn't finish their assignment directly, will get bad impact, such as punishment.

Second, it will give grave result. It makes the procrastination create some thing. For instance, postponing staring the dream when you have a headache.

It can affect our health, life scores and worth.

Third, rise your duties. Someone who tries to delay his/her duties, but turning up the task. At the beginning, he/she will underestimate it. But, when the deadline has come, he/she will move with dispatch. Because he/she rise the duties

3. Concluding Paragraph

In short, the procrastination will bring some bad impacts. They are causing catastrophe, giving grave result, and rising our duties. We recommend the readers not to be procrastinator, because it just fuels habit. So, minimize your habit in delaying work.

Personal heroes

My mom is a lovely woman, she is very caring person and beautiful, she has beautiful smiling, she is a smart woman of doing good deed, she always cheers me in her own culture I got trips that I very calm, make me good, I can manage things and solved my Problem, she always spend me her thoughts like crayon.

In my opinion she is my hero because without her I couldn't be in this world.

My parents taking divorce since I was one year old, and I live with my mom, she wakes every day to make a living, she raised me with her own hands, she never give up, she is a hard worker, I realized that all the things that she have done for just for me, she never complains when she got problem, she work tough to provide to me, she never show that sadness.

My mom is a brave woman, I would like to be like her, she happens to be a fortunate that she got graduated major science at UGM, majors of have done this wonderful for the communication clearly and patiently, I as her children I want to be like my mother and make her proud of me, and give everything to make her happy, even that I can't return what have she gave to me, at least, I can make her good and happy.

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Retelling the Listened Sample Dialog as a Technique to Improve CV 5 Students Speaking Ability

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ABSTRACT

Students of English at LIA of the higher level (from elementary to intermediate) especially conversation class learn various expressions. Certainly, the aim is to help students achieve their goal of taking the CV program; not only to speak fluently but they also expect to have good English. Therefore, a number of expressions with different functions are provided in student books. There are many of them and even a group of expressions for the same function has several forms. For instance, *in my opinion, I think, to my point of view, if you ask me*, ect. are among the expressions for stating an opinion. Most students, however, do not seem very enthusiastic and motivated to vary using the expression.

Through this class action research, I am trying is present a technique to encourage students to be trained to come up with various expressions at the moment they are having a conversation of different situations.

BACKGROUND

Of the four skills; speaking, listening, writing and reading which students of English language are generally willing to acquire, speaking has been preferably prioritized during the students' taking course especially conversation class. Unlike writing, listening or reading which might give English students chance to think of what sentence structure as well as correct choice of words to apply in, speaking frequently should be done spontaneously and automatically. And the speaker has little time to choose appropriate sentence structures and words. That is why many students, When speaking, come up with sentences, phrases as well as words which they are already familiar with. They tend to use the same expressions despite having learned other ones during the class. One of ways to boost students' speaking ability is providing them with a number of expressions which students are only required to be familiar with, to memorize and practice using.

As a conversation class teacher I am responsible for encouraging them to speak most of the time and participate in speaking activity. Although I give them opportunities to have a kind of free conversation at some occasions where they talk about any topics they like, I often remind them to vary the use of the expressions already learned. But still, what I get from monitoring is that only few and very common expressions such as '*I think', 'in my opinion', 'you are right','* *what about'* and so on are repeatedly uttered. It means that instead of using '*If you ask me'*, one of forms to state an opinion, students tend to say '*I think'* or '*In my opinion'* with which they may have been so familiar.

For this reason, I had been thinking of an effective way to solve this problem, hoping the students of CV class especially CV 5 would be encouraged and get accustomed to using and varying the expressions when they are having a dialog. I believe retelling the sample dialogs they just listened from CD of student book could be a technique to help them maximize their using various expressions.

PROCEDURE

This class action research was conducted in Conversation class, CV 5, term II 2013. There were only 6 students all of whom was university students. This research took place only one month and a half or in 6 sessions (in session 2) through three stages. The technique applied was retelling the listened dialogs as well as restating activity. This activity dealt with spoken text of dialogs from CD of CV 5-student book and was done in such a way that students retold what the dialog was about and restated what the speaker said; a student was supposed to restate the spoken expressions. This might be categorized repetition which I believe useful for students do. As Michael Lewis and Jimmie Hill (1992:p 81) state that students became more accurate and fluent by repeating large numbers of examples.

The three stages of my research were OBSERVING, RETELLING the listened sample dialog and TRYING OUT dialog. As suggested, each lesson of CV 5 program should be completed in two sessions. So, the observing stage was administered in the first session while retelling activity was done in the second session followed by trying out dialog. This research, however, was not conducted in every lesson, mainly in the lesson which has short sample dialogs.

1. Observing students practicing dialog.

This stage took place after the teacher's presentation or during the skill practice in the first session. Referring to the book, usually it was conducted after the students had completed part B, 3a, and 4a and b. During this stage, I had the students practice using the expressions they have just learned through creating a dialog of their own situation; it seems to me the students did not have any interest to work on dialogs available in the book. Observing obviously aims to see how much they are able to use those expressions.

Students worked in pair and each pair was instructed to create a dialog as well as the situation certainly related to the topic of today lesson like showing agreement, persuading, ect. I always reminded them to use the already learned expressions. The students then spent more or less ten minutes practicing. Whenever I found they were ready, I got them to act the dialog. They sometime performed it on their seat or stood in front of the class. What I got was they did not use as many expressions as expected. Almost everybody tended to use the

same expressions. For instance, for persuading people, the expressions frequently heard were '*oh, come on..*' or '*Why don't we..*".

The table below shows the list of the expressions learned in CV 5 and one frequently used by the students.

Expressions frequently used	Already learned expressions
What do you think?/ What's your opinion?/Do have any Idea?...	What are your feelings about..?
In my opinion/ I think/ According to...	It seems to me that/ I believe/ From my point of view/ The way I see it...
I don't know/ I have no idea...	I'd prefer not say anything about that/ I'm afraid I can't comment on this/ I'd rather not talk about it...
Is it possible to..?/ Is it O.K to..?/ Can we..?	Is there any possibility of..?/ What are the chance of..?
May be../ That's possible/ Why not..	It's unlikely../ I consider.../ That's totally out of question...
Do you agree..?/ Do you think so?	Wouldn't you say so?/ Am I right?
You are right/ I agree..	You can say that again/ I couldn't agree more/ Definitely...
I'm sure/ I'm not sure...	I'm positive about it/ I don't see how../ I'm still rather doubtful about it...
Come on../ Why don't we..	Surely it's our interests to../ don' be like that/ I don't see why not

2. Retelling the listened sample dialog.

This was carried out in the second session. Prior to this activity, the class was having a chat. It was a free practice. Actually it was a deal between the students and me that around 10 minutes before the class began, they would have a chat in order to practice the previous material. According to Michael Lewis and Jimmie (1992; p 86) the free practice part of the lesson is the part over which the teacher has least control. The students have more chances to show that they have not yet developed the ability to use the language.

This unintentionally became part of my research for it gave me an opportunity to continue observing. Still I found them come up with common expressions they are familiar with. Immediately after I ended the conversation, I began the class by eliciting previous lesson particularly the expressions. In fact, less than half of all expressions were memorized. I wrote the expressions mentioned on the white board.

Next, I invited the students to listen to dialog in the CD of student book. I told them what to do and It was an individual activity. Each dialog could be for two or three students while other students got turn for another dialog since every lesson consists of 2 or 3 sample dialogs. Each was required to retell not only what the dialog was about but also what the speaker said. At the same time, restating any expressions spoken was done. In other words, they did the retelling in detail. I myself took participation by asking few questions.

Take dialog in lesson 5 activity 2, p 40 as an example, and Ridho along with Fina were the students to represent the class since they were the average ones. Here is what they did with my assistance:

T ; so, tell me what's the dialog about. Ridho, please!

R : There three speakers and the topic is about a memo about flexi-time. Hmm..The woman optimistic with the memo.

T : O.k. .how do you know she is optimistic?

R : Because the woman said 'I'm sure it work well'

T : Do you agree, Fina?

F : Yes, but the man express pessimism. He told 'I'm not sure it will easy to'.

R : (interrupted) but another man, he is optimistic also express pessimism.

T : Remember what he said?

R : 'I'm very optimistic' then 'I'm skeptical about it.'

3. Trying out dialog

At this occasion, in order to see the result of retelling as the main activity in conducting this research, I invited the students to try out dialog. To have a dialog seem to be the only activity reliable to see the progress students of CV class has made as the dominant material is expressions. According to Scott Thornbury

(2005; p 73) practicing and performing dialogues is an effective way of providing condition for the appropriation of newly encountered language features.

Before carrying out the "Trying Out" dialog, I emphasized the use of various expressions. Since I was sure the students began to be familiar with forms of expressions, I demanded they vary them. In other words, students began to know many forms to be used.

RESULT AND DISCUSSION

As already mentioned above the main activities, retelling the listened dialog and trying out dialog was administered in the second session. While the first stage, observing was done in session one. During this session, motivating strategy, skill practice and assessment were carried out different way from usual. In motivating strategy, for example, students had free practice. What I was doing was remind them of previously learned expressions. After they finished practicing I reviewed the lesson. The skill practice stage was filled with listening and retelling the listened dialog. Finally, Students tried out dialogs.

The result was that the students began to show some attempt to use more different expressions of the same function. For instance, when the topic of their dialog is to express optimism or pessimism, they began to come up with the expressions such as 'I don't see how..can fail' or 'I'm positive about..' instead of using 'I'm sure", common expression.

CONCLUSION

Although learning various expressions is not difficult for students of CV 5, to familiarize with and use them in order to boost their speaking skill seems challenging because most students are just tempted to use the expressions which are commonly used and which they have been familiar with. They do not seem to be interested and encouraged to vary the use of the newly learned expressions. This research hopefully provides teachers with a simple but effective technique to encourage their students to use various expressions when they are having a conversation and in its turn to enable them to improve their speaking skill.

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Promoting Students' Classroom Participation by Applying the Power of a Love-Card Strategy

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ABSTRACT

Promoting classroom participation was one of the most difficult things to do in my ET 7 class. There are some factors that made them unmotivated, such as having friends who like to dominate in most of activities. This urged me to apply a strategy called "The Power of Love-Card" whose function is to make them active in class and minimize the dominance of some students. It was aimed to assess students' participation by giving them a love card. If they participated in class activities, they would get a love card. At the end of this research, students would count their love cards. Thus, after implementing this strategy, all students were motivated and they were willing to participate in all kinds of activities conducted in the classroom.

BACKGROUND

This term, I got a class of ET7. Fortunately, I have ever taught them for two terms and it means we have known each other very well. However, there was no big change in them. Some students always dominated while others rarely spoke up. Others who rarely spoke up tend to be unmotivated to participate in the classroom. In fact, participation in class has many advantages for them. Students remember and understand material better if they participate in class (McKeachie, 2002). Participation in class is the basis for active learning so they need not only to hear, but also to discuss in order to process and relate newly-acquired knowledge.

On the first day of class, I had given them a clear idea of what to expect regarding participation so that they understood the importance of participation. I told them that I would assess their daily score from their participation in the classroom. Then, I felt that I had to find the way out to promote their motivation more so that they were willing to participate in the classroom. The following meeting I planned to apply The Power of a Love-Card Strategy to promote their participation more. I prepared a lot of heart-shaped cards for each meeting. I told them if they participated in the classroom, they would get the love card from me and at the end of every meeting, we would count it and it would be their daily score. Meanwhile, if they did not participate in the classroom, they would not get the love card. The participation would be in the form of student interaction through questions, comments or opinions during class discussion. By using the love card, every student was supposed to participate well in classroom.

METHODOLOGY/PROCEDURE

The data collection methods used in this research were class observation, teaching journal, document collection (Students' Love Card) and interview to know more about how the students felt towards the Love Card. I did this study for 4 meetings, from January 25, to February 5, 2013.

The first project was in the form of group presentation. They had to present the topic related to the material. I gave them time to discuss in their group first and then they had to present it in front of the class. In the group presentation, everybody was supposed to contribute their ideas. Then, there would be question and answer sessions after the presentation. Other groups could give question relevant to the topic. Those who gave questions, comments or opinions during this session would get cards from me.

Another project was in the form of exercises. I asked them to do exercise and then we checked it together. Those who participated by raising their hands and answering the questions would get the love cards from me.

RESULT AND DISCUSSION

The Power of a Love-Card Strategy really gave a very good impact to the students' participation in the classroom activities. It could promote their motivation in classroom participation because they had to participate in any kinds of activities in the classroom. If they did not participate, they would not get the love cards and automatically they would not get score. They seemed really enthusiastic in getting the cards. All of the students tried to participate well in any kinds of activities in the classroom and all of them got the love cards. The difference was only in the number of the cards they got. The more love cards they had, the bigger score they got.

CONCLUSION

Active student participation does not happen naturally in class. It must be carefully planned and encouraged. The Power of Love Cards is one of the strategies that can be used by teachers to promote students' participation in the classroom activities. This strategy really gave a very good impact to my students' participation in the classroom activities. It could promote their motivation in classroom participation because they had to participate in any kinds of activities in the classroom. If they did not participate, they would not get the love cards and automatically they would not get score. By applying this strategy, all of the students were motivated to participate in any kinds of activities in the classroom.

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APPENDICES

JOURNAL

January 11, 2013

First day of teaching and learning activity was not really satisfying. Then I decided to conduct an action research.

January 18, 2013

I announced them that I would give them love cards if they participated well in the classroom. Most of them were enthusiastic of it.

February 1, 2013

The strategy gave a very good impact to the students. They started to give good classroom participation. They seemed very enthusiastic and excited in getting the love cards.

QUESTIONNAIRE

Do you feel motivated to be active in the classroom? Yes/No

Do you feel more motivated to be active in the classroom because of the love cards? Yes/No

How do you feel when you get the card? _____

Is the card beneficial for you? Yes/No

Managing Students' Behavior through Win – Win Solution

Oktarina
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ABSTRACT

Classroom management is something needed to get more attention everytime I am assigned an EC class. I happened to have problems in managing my students' behavior in the classroom. I had tried to make some rules and regulations in the beginning of the term with my students. They wrote it down in their book but then, it tended that they did not follow the rules since it was not really strict. I did not have the firm consequences on what would happen if the students broke the rules. So, I had it a bit different this time.

Instead of making the rules myself, I involved my EC 4B students to take part. We discussed what kinds of rules and regulations that they wanted to have in order to make an interesting classroom atmosphere. I considered it as a WIN-WIN SOLUTION because the agreement that we made in the first day was a way that gave benefits to both parties. The students would get some rewards in this case they would earn some points by doing some certain positive things in the classroom and on the other hand as a teacher, I absolutely would have a conducive classroom atmosphere by getting the students to follow the rules and regulations that we had set together.

BACKGROUND

There are 8 females and 5 males in my EC 4B class. They have been together since EC 4A. So, they get a sort of profound bond between each other. In the first day, I could see that they were a bit out of control when we had games in class. When I asked them about the rules and regulations, they could mention them well. They even told me that they set some rules and regulations with their previous teacher. So, I decided to have it a bit different with them this time.

We discussed about the rules and regulations together in the first day. As it is stated that discipline can only be attained by student self-regulation which is facilitated by using techniques such as negotiating, discussing, and contracting (Freiberg, 1996; Pearl & Knight, 1998; Schneider, 1996; Vitto, 2003; Wade, 2000). I asked them what kinds of rules and regulations they preferred to have in class.

I told them that instead of giving them stars or stamps, I would give them scores but this time they would decide about the points they would get if they followed the rules and the consequences that they would get if they did not follow them. Sonn (2002) believes that positive discipline is the best form of discipline as it focuses on positive aspects of behaviour in the class, reinforcing good behaviour through rewards and involve learners in decision-making about rewards and punishment (Sonn, 2002:25). Surprisingly, they could come up with so many ideas about the rules and regulations they wanted to have in class. They were also very enthusiastic to decide how many points they would get if they followed the rules and the minus points they would get if they broke them as the consequences.

My students complained at first about having the minus points. So, I told them that I would ask them to do punishment if they did not want to have minus points from me. Researchers believe that teachers must develop clear expectations and apply a range of rewards and recognitions for good behaviour as well as punishments for misbehaviour (Canter & Canter, 2002; Swinson &

Melling, 1995; Swinson & Cording, 2002). They should sing a song, do show and tell, do assignment or homework from the teacher.

METHODOLOGY/PROCEDURE

I started by discussing the rules and regulations that my students should do in the classroom. They would be given some additional scores if they spoke English in class, did assignments, wanted to mingle with everyone in the class, won the game, asked and answered questions in class but they would get minus score if they did not pay attention when I explained the lesson or gave the instructions when I wanted to conduct an activity in the classroom, disturbed their friends, and the worst thing is if they fought in the classroom. Below is the rules and the points they would get if they follow the rules and the minus points if they broke the rules:

Do's	Don't's
1. Speak English (+100)	1. Speak Palembang language (-50)
2. Listen to the teacher's explanation (+100)	2. Yell (-50)
3. Answer questions (+50)	3. Run around (-50)
4. Ask questions (+50)	4. Fight (-100)
5. Win the game (+100)	5. Throw anything to your friends (-50)
6. Mingle with friends (+100)	6. Mock your friends (-100)

I gave them a piece of paper and asked them to write the dates, points earned every meeting, plus points, and minus points. The students would get 100 points for every meeting they attended. Besides that they also wrote the rules and regulations that we discussed together in their note book as a reminder for them about the consequences that they would get if they broke it. The problem was that as I was implementing it in the class, it became a difficult thing for them to speak English. So, I always reminded them of earning the points and

peer pressure really worked because they wanted to compete against each other in the classroom to get more points. I also asked their comments as a feedback for me on how they felt to have the kind of rules and regulations in the classroom. Since I felt reluctant to give minus score to my students so I challenged them to do another "punishment" for those who broke the rules. If they broke the rules, I did not directly give them minus score but I asked them to sing a song, do show and tell, or I gave them homework. At first, there were some students who did not want to do the "punishment". They liked to have minus score better than to do the "punishment". Unfortunately, I got help from the other students who encouraged them to do the "punishment".

The data collection methods used in this research were class observation, teaching journal, and document collections (students' portfolio).

No.	Dates	Points earned every meeting	Plus Points	Minus Points	Total Points

APPENDICES

JOURNAL

Wed , Jan 9, 2013

It was the first meeting. I taught EC 4B with 13 students. All of them came in the first meeting. We had human bingo and I told them that the fastest student who finished it would get the biggest score. After all students finished working then

we discussed about the rules and regulations in the classroom together. I gave them a piece of paper to write their score and they should write the rules and regulations in their note book. We also talked about how many points they would get if they did good things in the classroom and that they would get minus score if they did bad things in the class. Surprisingly, they came up with so many ideas on what kind of rules and regulations that they should have in the class. They also decided about the points. I told them that if they did not want to get minus score, I would give them another options. They could sing a song, do show and tell, do assignment or homework.

Sat, Jan 12, 2013

The second meeting did not run as smooth as I thought before. They were a bit out of control when we had games in class. I explained about unit 6 comparing lifes in the past and present. After that I asked them to work in group. At first, some students wanted to work in group with the ones that they liked but after I reminded them about the points that they would get if they wanted to mingle with others then they wanted to do it. Saka was the one considered as the "trouble maker" in class. He did not want to work with his friends and always had trouble with his classmates. He only wanted to have fun in class and did nothing but I was happy cause he wanted to work with his friends after I told him that everybody would get points while he did not get any points at all since he did not want to involve in the activity.

Wed, Jan 16, 2013

Saka was the writer when we had the game so he followed the rules and did not disturb his friends. He was busy writing and really serious working on it. Rena who liked to speak in Palembang languange now tried her best to speak in English to me because she was afraid of getting minus points. I grouped them randomly because they realized that they would get plus points if they wanted to be grouped randomly.

Sat, Jan 19, 2013

I assigned my students to draw pictures about things we had in the past and what we have now in the present. The class was controlled. They did not yell or scream in class when they wanted to borrow something with their friends. Though I still had to work hard to encourage them to speak English to me.

Wed, Jan 23, 2013

My students did not follow the rules in class. Some of them were screaming and trying to get my attention while others kept on telling to keep quiet. So, I asked them to open their notebook and look at the rules that we had set in the first day. I asked them to read the rules and tried to make them realized that we agreed to do so. When Saka still annoyed others, Tiara told me that I should give him minus points. Others also complained about it. Honestly, I felt reluctant to do it but unfortunately, Saka realized that he would not get any points from me because I gave plus points to his friends. I was so happy that when I conducted the activities in the class, my students loved to do them. I started to think that the first thing that I had to do before starting everything was to remind them about the rules and regulations that we had set before.

Sat, Jan 30, 2013

I asked my students to do show and tell about their physical appearance. They needed to bring their old photo. Ayub and Tama argued with Saka. So, I gave them some extra rules which were different from their friends. Ayub had to ask me first where he should sit every meeting because he needed to be separated from Saka. Tama also had some extra rules. He should stop complaining for every thing that I asked him to do. Actually, he is a smart boy but he loves complaining a lot because he only wanted to do the things that he thought he knew how to do it.

RESULT AND DISCUSSION

My students did the assignments in their student book and I also conducted another activities related to the lesson. The students always tried to do their best in order to get points.

I needed to make some different rules for my students who were considered as the ones who needed more attention because the rules and regulations that we had at the first meeting turned out to be something needed to revise.

CONCLUSION

Having the agreement with my students in the first day was really beneficial for me. Though at first it was very difficult to keep on reminding them on how important the rules and regulations were but gradually, they could follow them and I was very happy about it. I also learned that the teachers should not stick to the same rules if in case it is not suitable for a certain student.

SAMPLE INSTRUMENT: CLASS OBSERVATIONS

Teacher Directions: Use the observation form to take notes on students' strategic behaviors.

Date	Time began	Time ended	Number of students present	Description of Activity	Strategies observed	Additional Notes

Implementing the KWL Chart to Improve Students' Ability to Understand the English Reading Passage

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Abstract

Reading as one of language skills sometimes becomes a boring activity for students to do. There are variety of techniques to make reading activity easier and more interesting. One of them is using the KWL Chart. By using the KWL chart, I hope that I can motivate students that they will feel freer to work together to do the reading activity.

The KWL chart is a good method to help students activate students' prior knowledge and it serves as a model for active thinking during reading. The KWL chart consists of three columns such as What I KNOW column, WHAT I WANT TO KNOW column and WHAT I LEARNED column.

From this KWL chart, I find out that students will feel free to brainstorm their ideas related to the topic of the reading passage. It will also motivate student-student interaction and also facilitate students to be able to understand the reading passage very well.

Background

      English as a foreign language is very important to learn for people from all walks of life, especially for students. There are four language skills that we must understand in order that we will be able to use it very well. Those language skills are listening, speaking, reading and writing. Regarding the classroom action research, I focus on the reading skill. Reading is one of the two language receptive skills in which it gives students the possibility to access written materials on practically any subjects. There are several techniques in improving students' reading skills. One of them is using the KWL chart.

      The KWL chart is a good method to help students activate students' prior knowledge and experience to make them accessible during reading. Such a technique is intended to be an exercise for a study group or class or working alone that can guide students in reading and understanding a passage. It consists of three stages that reflect a worksheet of three columns. They are WHAT I KNOW column, WHAT I WANT TO KNOW column and WHAT I LEARNED column. Thus, by using such a technique, students are expected to understand the reading passage very well.

Procedure

      As explained previously, KWL chart is a good method to help students activate their prior knowledge. It focuses on having student state before they begin reading what they already know about and what they want to learned about the topic. It is a group instruction activity that serves as a model for active thinking during reading. The first stage of this technique is WHAT I KNOW. In this step, students think first about what they know about the topic before reading. It provides you with a background to the new material. They do brainstorming in this case before looking at the text, they think of keywords, terms or phrases about the topic and record those words in the know column of the chart.

For the second technique of KWL is Will or Want. This second stage is to list a series of questions of what students want to know more of the subject, based on what they listed in KNOW. By previewing the text's table of contents, heading, pictures, charts, etc, students discuss what they want to learn. They list some thoughts on what they want or expect to learn and turn all sentences into questions which will help students focus their attention during reading.

The final stage, LEARNED, is done after reading the text. In this case, students state what they learned (the L). Here students answer the questions from the want to know column, as well as to list what new information they have learned. Students list out what they learn as they read.

To do this research, I follow several steps in using this technique. They are as follows:

1. Give students KWL worksheets and introduce the topic and asks student to list what they already know about it. Generate as many ideas in the topic as possible relying on students prior knowledge. Record the ideas in the first column to complete the "KNOW" component of the strategy (what is known)

2. Once the "KNOW" column is complete with all possible ideas, begin to categories and organize the information that is then used to structure the content for the next step ; formulating questions to be investigated that bring more meaning and clarity to the topic.

3. Based on step 2, students are ready to generate questions that are the basis for the second component :the "W" of the strategy (what students want to know). Once the questions are formulated and agreed upon. Record the list in the second column. In this step, students may generate more questions as they find information to support the topic.

4. Students read the material looking for answers to their questions. Simultaneously, as they complete this step, new information can be recorded in the " LEARNED" column (What students learn).

5. After reading the text and " learning" the material, students go back to the "K" column and see if any of their prior knowledge was inaccurate. Check

any of them that are inaccurate according to the text. Rewrite any of statements that were inaccurate. So they are correct.

6. Then go to the "W" column and check any of questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how students will find answers to them and where students will look to get the answers.

7. Once the "L" column is complete and students determine that they have enough information on the topic they have been investigating, categorize the information and create statements about the topic (new knowledge). This last step can be implemented in a variety of ways. The information on any given topic can be represented in a summary or outline (exercise) or in a graphic organizer (mapping, charts, etc.).

Result and discussion

Having assigned students of EL 3-5 in 4 groups to do the first step, KNOW column, about single horned rhinoceros, I found out that they could collect some words related to the topic such as Ujung Kulon, protected animal, big, heavy, having a single horn, endangered animal, and only encountered in Indonesia.Then, I encouraged those students to continue discussing to make questions of what they want to know more about the topic. The questions are as follows

1. Where is the origin of single- horned rhinoceros?
2. Is a single-horned rhinoceros a protected animal?
3. How big is single-horned rhinoceros?
4. How much does it weigh?
5. Is single-horned rhinoceros endangered animal?
6. Is single-horned rhinoceros also encountered in other countries?
7. How do we go to Ujung Kulon?

After they have made questions, I asked them to start reading the text about The Ujung Kulon Nature Reserve. Next, they continue discussing to answer the questions and write the answers on the third column, the WHAT I

LEARNED column. The answers of the questions they write on the WHAT I LEARNED column are

1. It is from west Java, exactly in Ujung Kulon.
2. Yes, it is.
3. It is about three meters long and one and a half meters tall.
4. It is about 2200 kg.
5. Yes, it is
6. No, it is not. It is only encountered in Indonesia, exactly in Ujung Kulon, west Java.
7. To go to Ujung Kulon, we must pass several routes such as Jakarta – Labuhan – Pulau Peucang – Ujung Kulon. From Jakarta to Labuhan, we take minibus. It takes about four hours. From Labuhan to Pulau Peucang, we take a boat in which it takes four to six hours. From Pulau Peucang to Ujung Kulon, we take a boat in which it takes about 20 minutes to go there. Finally, I ask the students to make summary of the reading passage from KWL chart they have made.

Conclusions

By using KWL chart, students feel free to brainstorm their ideas related to the topic they will read later. Next they also feel free to express their ideas, while discussing, to write questions of what they want to know more about topic and also answer questions together in their group. In conclusion, the KWL chart gives more benefits, especially for students' reading activity, for example, activating to students' prior knowledge, motivating students- student interaction and facilitating students to understand the reading passage.

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Appendix

1. KWL worksheet of students' work
2. Students' work in KWL worksheet

GROUP ;   DATE:

NAMES:

KWL

K WHAT I KNOW	W WHAT I WANT TO KNOW	L WHAT I LEARNED

How to Deliver Chants in EC Class Effectively by Using Flash Cards

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ABSTRACT

Using chant in teaching EC student is intended to provide more fun activity for the student so that they can be more motivated in learning the lesson. However, not every chant in the book is considered fun for the students. Accordingly, this study was conducted as an attempt to provide the suitable accompanying activity to deliver chants by using flashcards. The result of this study showed that the chosen accompanying activity was successful to deliver chants effectively.

BACKGROUND

In Backpack series, chant is one of the ways to teach English for children. It is intended to provide reinforcement of vocabulary, structure, and content, as well as authentic practice with pronunciation, stress, intonation and rhythm in English speech. Students will enjoy chanting their favorites again and again. The problem exists when students find that the chant is not interesting. If they think so, they will not be as enthusiastic as when the chant is interesting. It is possible that the problem will happen because of some reasons. One of the reasons is because they don't get used to listening to chant. Maybe for some students, it is a new thing. Another reason is that student may not like chanting, so when they have to chant, they will not be interested. However, there is one way to make chant become more interesting. It is by finding the suitable accompanying activity to deliver chant. It is hoped that students will learn the lesson, that has chant in it, passionately and it will be effective to teach English. That's why the teacher of EC-2B, who will also act as the researcher, would like to apply using flashcards to deliver chant as the accompanying activity for lesson 8.

THEORETICAL FRAMEWORK

Jazz Chants

Carolyn Graham claims (2006) Jazz Chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation. In Backpack, the book for teaching English for Children, there is a chant that is used in every lesson. The chant is intended to provide fun way for students to learn the lesson. The objectives of the chant in most of the lessons are to listen for main idea, to listen for details and to use stress, rhythm and intonation. Actually, it can be a new thing for students since the rhythm of American somehow different from the rhythm of Indonesian.

There are many types of Jazz Chants depending on what the teacher wants to practice. They can be divided into two main groups: topic Jazz Chants and grammar/structure Jazz Chants. The topic Jazz Chants are always connected to some specific theme such as holidays, family, nature, seasons, animals, food, transport, health, occupations, hobbies, days of the week etc., whereas the role of grammar/structure Jazz Chants is to teach or practice some English grammar or structure such as: different verbs, prepositions, tenses, questions, answers, imperatives, structures like there is/are, to be going to, or for example pronouns. The chants that are used in Backpack, especially for EC-2, are topic Jazz Chants. It is because the chant is related to the topic of the lesson. And other reason may because at level 2 of English for Children, students have not been exposed to the grammar/structure yet, especially the complicated one.

Chanting combines two necessary phenomena for learning a language: the system of language and pleasure. This does not apply only to foreign languages but also to the mother tongues. Children must enjoy learning and through chants it is not only possible but even highly likely. The role of motivation is also very important.

Students, excepting only some individuals, are usually markedly inveigled by such activities to work more and harder (Zang, 2011)

Chants and flashcards

Chants are simple. They provide the language children really use and are repetitive, which, mainly in case of very young learners, is quite necessary. They are suitable for all ages, yet teachers must only choose the right accompanying activities. They help students to remember difficult words or phrases. And last but not least, children are themselves while singing, clapping or shouting. (Zang, 2011)

I   n Backpack, some chants that are used in some lesson can be effective as long as the chants are interesting enough for students. However, there will be difficulty when we have to deliver the lesson through chants when the students think that the chants are not interesting. Sometimes, students get bored to chant again and again. Moreover, when students don't get used to chanting, or if students don't really like to chant, it will be very difficult for students to learn the lesson. Therefore, some teachers skip the chants because they think that the activity will not work for the students. However, if the teachers can choose the right accompanying activities, they will not need to skip the chants anymore.

Based on what Scott and Ytrebeg wrote on Teaching English for Children, the characteristics of young language learners are:
1. They understand situations more quickly than they understand they language used.
2. Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.
3. They have a very short attention and concentration span.
4. Young children sometimes have difficulty in knowing what is fact and what is fiction.
5. Young children love to play, and learn best when they are enjoying themselves.

According to the characteristics of young learners above, this study is concerned with the problem that the teachers have to find the right accompanying activity to deliver chants so that the students can enjoy the chants.   The accompanying activity that is chosen in this study is providing flashcards to modify

the chants. It is hoped that students study and try to understand the lesson not only through their ears (since chanting is an audio activity) but also through their eyes and their hands.

John Haycraft (1978) states that flashcards are cards on which words and/or pictures are printed or drawn. There are two types of flashcards. They are word flashcards and picture flashcards. Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentences. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual students. The word flashcards also can be used to practice structure. Then, picture flashcards are useful for presenting, practicing and revising vocabulary or as prompt for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substitution drills. Picture flashcards are also useful for identifying verbs on action.

According to Haycraft (1978) and Cross (1991), there are some advantages of using flashcards in language teaching. They are namely : a) flashcards can be used for consolidating vocabulary; b) flashcards are motivating and eye-catching; c) flashcards are effective that can be used for any level students; d) flashcards can be taken almost everywhere and studied on free time; e) flashcards can be arranged to create logical grouping of the target words; f) The cost of flashcards is inexpensive; g) flashcards provide visual link between L1 and the target language; and h) flashcards also can be used for practicing structure and words order or for variety of games.

DATA ANALYSIS

METHOD

Based on the experience where the students ask to skip the chant in the lesson and the reality when some teachers also skip the chant because they think it will not work with the students, the teacher-researcher intended to conduct a

classroom action research how to deliver chant effectively. The choice of classroom action research is suitable for this study since it came from the problem that existed in the classroom. The teacher-researcher decided to solve the problem by selecting one of possible accompanying activities that can be used to deliver chant, that is by using flashcards.

The subject of this study was EC 2B students of Term 2 (April-June 2013). There were 7 students in this level. The data was collected by observing the effectiveness of the accompanying activity to deliver the chant "Bobby's Big Breakfast" in unit 7of Backpack 2

PROCEDURE

The flashcards, the chosen accompanying activity, was used in the warming up, presentation, practice and produce stages. In warming up, the teacher showed the students some flashcards with pictures of some vocabulary in the chant. The pictures are pictures of bacon, eggs, cereal, bread, jam, muffin, fruit, cheese, and cold meat.

In warming up stage, the teacher elicited the vocabulary from the students. The teacher asked students to take one picture. After that, the teacher discussed about the pictures with the students. It is because some students didn't understand the meaning of some words since it is just mentioned in the chant, not in previously in the lesson. Next, the teacher asked the students to mention the pictures they have.

In the presentation stage, the teacher told the student that she would play a chant. The teacher asked the students to pay attention to the chant for the first time. After that, the teacher played the recording. Then, the teacher asked students to listen the chant once again by repeating the chant together.

In practice stage, teacher asked students to listen the chant again. This time they had to pay attention to the pictures they have. If they heard the words about their

pictures, they had to raise the picture and showed it to their friends. The next activity in practice stage was the teacher asked students to be in one group since it is a small class. After they made group, the teacher asked students to collect the pictures and students had to put the pictures in correct order based on the chant they had listened before. After they finish, they checked by listening to the chant one more time.

In produce stage, teacher asked them to chant together, after that they had to chant in group of four and three and after that they had to chant individually. In chanting, the students had to show the pictures that were put on the board. During the class, the teacher found that the accompanying activity was effective since in the end of the lesson the students could chant. Besides, it is also effective because they can show the pictures of words in the chant. It showed that by using flashcards to deliver chant it does not only make students practice with pronunciation, stress, intonation and rhythm in English speech but also make student understand the meaning of the words in the chant.

RESULT AND DISCUSSION

Based on the observation conducted in EC-2B class, the chosen accompanying activity to deliver chant was proven to be effective. The chosen accompanying activity was to modify the chant by using flashcards. It was proven that besides using the chants, the students can get the vocabulary of the lesson and pronounce the words correctly. In the produce stage, students can chant without looking at book and they know the meaning of the words in chant by pointing at the pictures on the flashcards.

CONCLUSION

Based on the observation conducted in EC-2B class, delivering chant by using flashcards as the accompanying activity was proved to be effective. This technique was helpful to teach the lesson effectively by delivering chant using flashcards. In addition, this technique was also considered t be able to accommodate the three learning style of the students, including auditory (from the chant), visual (from the flashcards) and kinesthetic (from the activity conducted during the class). It is also expected that this technique can be applied in other lessons which has a chant, so that the teachers who have the same problem can deliver the chant effectively.

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APPENDIX

a. Chant from Backpack 2 lesson 7

Bobby's Big Breakfast

Here we are at the breakfast buffet.
Come on, Bobby, don't take it all day!

Gee, I don't know what to do.
I want bacon and eggs and cereal, too!
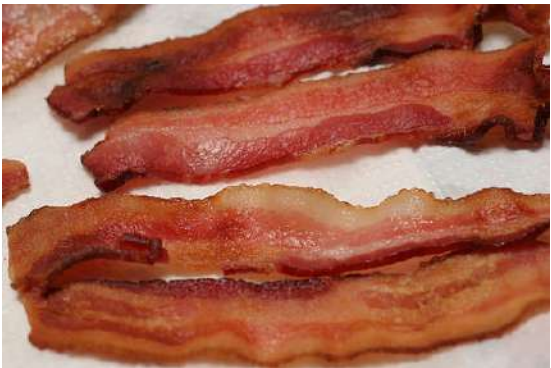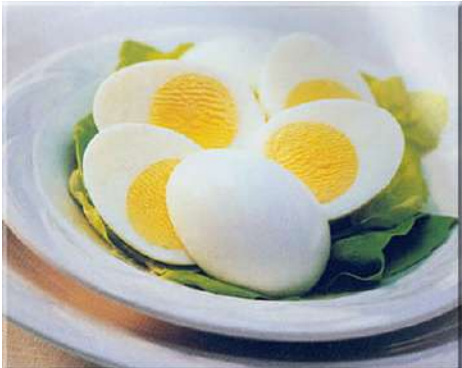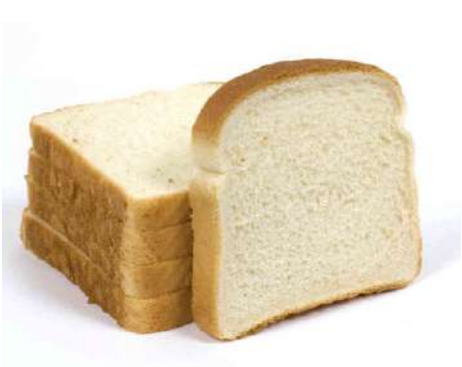
We're waiting and waiting at the breakfast buffet.
Come on, Bobby, don't take it all day!

Gee, I don't know what to do.
I want bread and jam and muffins, too!

We're waiting and waiting at the breakfast buffet.
Come on, Bobby, don't take it all day!

Gee, I don't know what to do.
I want fruit and cheese and cold meats, too!

a. **Food Flachcards**

Bacon	Eggs
Cereal	Bread

Jam	Muffin
Fruit	Cheese
Cold meats	

Gallery Walk As An Activity to Motivate EC 5B Students in Comprehending Reading Text

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ABSTRACT

I found out that my EC 5B students were lack of motivation to read. They thought that reading is a passive and uninteresting activity. Therefore, I tried to apply an activity that would motivate my 18 students to be interested in reading comprehension activity. The purpose of this research is to find out whether *Gallery Walk* activity can motivate students in comprehending a reading text. The population of my research is my EC 5B students. The research was conducted in term I/2013. The result showed that Gallery Walk activity could motivate them to comprehend reading text and develop their responsibility to take part in reading activity.

BACKGROUND

The ability to comprehend a reading text is very important for learners because words - spoken and written - are the building blocks of life. We are, right now, the result of words that we have heard or read and believed about ourselves. What we become in the future will depend on the words we believe about ourselves now. People, families, relationships, and even nations are built from words. (http://www.learn-to-read-prince-george.com)

Students tend to think that reading is not a fun activity because all they have to do while reading is just sit down, keep quiet, and read. It is hard to make them concentrate in reading because young learners like in EC class are usually easy to be distracted even by little things. If it happens, the teachers' objective to make them comprehend the text cannot be reached. In one of the researcher's classes, the EC 5B class, this condition happens. Since this class consists of active young learners - 5th graders, reading lesson always becomes something that discourages them to study because what they bear in their mind is that the teacher will ask them to read the text. The students didn't show that they are interested in the lesson.

As the class teacher, researcher try to get different way in teaching reading for this EC class. At first researcher did the conventional way, that was grouping the students and asked them to read the text out loud in turn, and ask them to answer the comprehension questions. Reading out loud is beneficial because based on the research, students who read and reread passages orally as they receive guidance and feedback become better readers. Indeed, repeated oral reading significantly improves reading fluency for a lifetime. (http://www.learningrx.com)
Researcher found that the students were able to answer the questions but they didn't show great motivation in doing it so that it took a long time for them to finish the assignment from the teacher.

The young learners tend to love activities that make them move. They are mostly kinesthetic learners. Most of the school population excels through kinesthetic means: touching, feeling, experiencing the material at hand. Kinesthetic learners are most successful when totally engaged with the learning activity. They acquire information fastest when participating in a science lab, drama presentation, skit, field trip, dance, or other active activity. Because of the high numbers of kinesthetic learners, education is shifting toward a more hands-on approach; manipulatives and other "props" are incorporated into almost every school subject, from physical education to language arts. Hands-on teaching

techniques are gaining recognition because they address the challenging needs of kinesthetic learners, as well as the diverse needs of auditory and visual learners (http://school.familyeducation.com/intelligence).

The purpose of this research is to find out if the *Gallery Walk* activity will motivate the students in comprehending reading text. Researcher hope that the result of this research can be useful for other classes s well as for the teachers.

PROCEDURE

The researcher observed the situation of the students for three meetings and divided the situations of the students into two: conducting the reading lesson with *Gallery Walk* and without *Gallery Walk*. The researcher try to understand the characteristic of the students especially when they have reading lesson. For the first two meetings, the researcher conducted the lesson by using conventional technique and varied the activity in the post-reading section.

The observation procedure without *Gallery Walk:*
1. Researcher prepares the lesson plan for the teaching.
2. Researcher conducts the reading lesson by putting them into group, listen to the text from the CD player and ask each student to read the text aloud.
3. In group, researcher asks students to answer the questions related to the text.
4. Researcher observes the situation of the students for her teaching reflection. Researcher notes the reaction and response from the students while they are having reading lesson with this conventional technique.

The observation procedure with *Gallery Walk*:
1. Researcher prepares the lesson plan for the teaching sessions.
2. Researcher prepares the reading texts. Because there are 18 students in the class, researcher provides three different reading texts. Each topic of the text consists of six pieces. Researcher sticks reading text on the wall in different

positions, six pieces on the right, other six pieces on the left, and other six pieces in the middle. The number of the texts is based on the number of students, so each student must be responsible with one reading text.

3. Researcher divides students into groups of three.
4. Each representative of the group read the text stuck on the wall. Researcher ask one representative of the student from those three different spots to retell what they have read.
5. Researcher asks students to sit together with their group members and distributes the comprehension questions.
6. Students must compete to answer the questions and stick the question paper containing the answers on the whiteboard. The fastest group with the highest score will be the winner. The score is determined by the number of correct answers that they could have.
7. Researcher notes and observes the situation. Researcher also compares this situation with the one in the previous procedure. Researcher notes the number of students involved in answering the questions and their response while doing this activity.

RESULT AND DISCUSSION

Based on the observation, the results of this research are:
1. Gallery walk activity can encourage students in comprehending reading text because this activity is considered more fun than the conventional way.
2. With this gallery walk activity, the number of students involved in answering the comprehension questions is more than it is in the conventional way because students feel that they must take part in the race.

3. Gallery walk activity encourages the students in learning process because they feel like they should be responsible to comprehend the texts that become their part in order to be able to answer the questions in the race.

DISCUSSION

This activity enables students to work cooperatively. They also find it more fun because they should move and compete. Students like the learning activity that involves physical movement because they feel more motivated in answering the questions. Moreover, this activity also involves a competition, so that they really want to win it, they feel encouraged.

RECOMMENDATION

The researcher suggest the teachers who want to conduct this technique to maintain the class control because the students will be very busy and noisy. They also will use their native language and it will be difficult for the teacher to control it.

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A Report Card – Boosting Students' Awareness to Perform Better

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ABSTRACT

Seeing my HI-2 students not being motivated makes me think to do something. I can understand that after learning at LIA Palembang for quite some time, they probably feel bored. I am quite lucky to have 19 students in my 4-6 PM class. Most of them met me in Intermediate 4. We are just old friends. To get their motivation of learning back, I made a program called The Power of A Report Card.

This is a kind of transparent scoring system. I gave them some projects in which I took their scores. The scores were recorded ini their report card. The report card was pasted in their book so they knew their own scores. The first project ran not quite well. Some students were not well-prepared. But for the second and third projects, all students tried their best because they did not want to get worse scores.

In fact, knowing their own progress has made my HI-2 students felt more motivated. They were more motivated and did all the projects based on their schedule. Knowing that The Power of A Report Card has brought good impacts, I continue to use it till the end of term 4/2012.

BACKGROUND

The first day of our meeting was on Thursday, October 4, 2012. Out of 19 students on the list, six of them were absent. I found out that the reasons why they were absent were not that significant. They knew what the first meeting would be like. When doing activities, they still spoke in bahasa and held their cell phones. Their being not serious made me feel like hitting the ceiling. I knew it was just like making a line in water to be angry with them.

The following meeting (Oct 8, 2012), I introduced The Power of A Report Card. Every student got one piece of paper. What they had to write in the Report Card were their name, projects, dates of presenting or submitting the projects, and scores. This Report Card was a control measurement. By using this Report Card, every student was supposed to be more motivated to follow the lesson. They knew their scores and their progress. No student wanted to repeat the same level. No score means no promotion.

METHODOLOGY/PROCEDURE

The data collection methods used in this research were class observation, teaching journal, document collection (students' portfolio), and interview to deepen what students felt towards the Report Card. I did this study for 5 meetings, from October 11, to October 25, 2012. There were 3 assignments including homework. The following are the assignments given.

The first project, presenting a topic related to colors for not more than 3 minutes, started from Oct 11 to Oct 25, 2012. Every meeting there were 3-4 students presented. The second project started from Oct 15 and Oct 18, 2012. It was group work. They had to make a story on The Color of Palembang. Since the first and second projects ran almost the same time, some students got their score for second project first because they had not presented their first project. This condition did not interfere the influence of the scoring system.

The third project was a narrative essay. It was homework. Sometimes students did not do their homework because of some reasons. This Report Card made them do their homework because if they did not do it, they would not get any score. The control was their own Report Card. Those who were absent had to catch up the others. They had to do all the projects to get scores.

RESULT AND DISCUSSION

The assignments were based on materials learned in Lesson 1 Student Book for HI-2. The Power of A Report Card was really powerful. It had made students motivated because they had to do all the assignments. If not, they would not get any scores. On October I walked around the class to recapitulate some of their scores. I asked them to show me their scores while putting the scores in Monthly Report.

I spoke clearly mentioning the scores of students. Sometimes I advised them to do a better performance. I also gave some complimentS for the higher achievers. Seeing my doing so, those who had not got three scores looked pale. They promised to submit and did their project the following meeting.

The technique of recapulating the scores really put those who were not disciplined under pressure. I was happy with the result of this program. That is why I keep on using the technique of mativating students till the end of term 4/2012.

CONCLUSION

The Power of A Report Card had made students aware of their performance. They knew their score. They wanted to do a better performance. This transparent technique of giving score has boosted their motivation. Students felt that they had to be more disciplined and they did not want to disappoint themselves. They wanted to do a better performance and wanted to get a better score. The Report Card forced them to think of their scores.

This Report Card is really like a control measurement. Students have become aware of their own progress and would like to do extra miles to get the best. They just did not want to do the common things if they wanted to get a higher score. At first, The Report Card probably is just to get a better score. However, this Report Card hopefully will give them another input for their further progress in education.

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APPENDICES

JOURNAL
Thurs, Oct 4, 2012
First meeting which was so disappointing. The disappointment made me think of conducting an action research.

Mon, Oct 8, 2012
I explained what to do with A Report Card. I made a schedule for the first project. To many questions from students because actually it was just a presentation but the time was limited. In three minutes, students had to present a topic in an organized way.

Mon, Oct 22, 2012
Seeing some students looked panicky when I asked for their showing me the Report Card, made me believe that this Report Card had got into the mind of students to be more aware of their performance.

First Day Agreement towards Grouping to Enhance S-S Interaction

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ABSTRACT

Student-student interaction is one of the important things in learning process, especially at the beginning stage. Unfortunately, it seemed so difficult for my EC students that they always looked uncomfortable when grouped with those who were not close enough to them. Though it was normal, especially for 9-12 year-old students, I thought that I should anticipate the grouping problem that would happen in my class. Therefore, this classroom action research was conducted. On my first meeting with my EC5B students, I shared the agreement on grouping system with them. This research was done in 4 meetings. The data were collected from the class observation and teaching journal. At last I found out that day by day their inconvenience with other friends gradually disappeared and most of the students could mingle and interact well with all of their classmates.

BACKGROUND

I love to teach elementary students. It was my third time to teach EC class that made me spot the same uncomfortable behavior among the students. This behavior happened in the class, especially in the early of the learning process. To think about it, I realized that the behavior also happened in my two previous EC classes.

The behavior was about the grouping. I mostly put my students in groups at the motivating strategy stage. In the motivating strategy stage, students–students interaction is very important because they need to have a good feeling to continue the lesson.

Unfortunately, every time I said that they would work in groups, they directly held their friends and wanted to make their own group. They didn't want to be grouped with friends who were not their close friends. They also did not want to be in the same group with their classmates who were not considered as close friends

or good enough for them. So, I worried that if they did not have a good feeling, they would not enjoy the lesson.

Later, I found out that the behavior was a normal thing. Elementary students are around 9 until 12 years old. They are more comfortable with their peers. To mingle with others, if they found some difficulties, they would need help from another knowledgeable peer or adult (***Vygotsky***). Besides, students have different multiple intelligences. The interaction skills are mostly influenced by their interpersonal and intrapersonal intelligences (***Gardner***).

In the following term, which was term I in 2013, teachers were given a chance to do Classroom Action Research. So, based on my experiences from my previous EC classes, towards the grouping, without any hesitation, I chose this grouping problem as my topic because I believed that I would find the same problem again.

METHODOLOGY / PROCEDURE

I prepared something to overcome this grouping problem in my next EC class. The data collection methods used in this research were first day agreement, class observation, and teaching journal. I did this study for four meetings, from January 9 to January 19, 2013.

On the first day, I told my students that we would take turns in choosing the grouping methods. If the first time was my turn, then they could choose their own group the following time. After that I would choose the group again, and so on. I said that this agreement was a win-win solution. They would get what they wanted and so would their teacher. It was a fair deal for all of us.

RESULT AND DISSCUSSION

At first, my students were objected with the rule. Most of them showed their dislikes because they wanted to choose their own friends in their group. On the first grouping, I let them to choose their own group. I simply said that they have to work in a group of three or four. Then, they directly touched and chose fast. They were happy and enjoyed while we were doing the activities.

Next turn was my turn. It was our second meeting. When it was time to do grouping, I reminded them that it was my turn to choose. Some of my students

showed their objections. But I continued to apply my rule because I wanted them to mingle with their classmates.

Surprisingly, on the third meeting, my students were aware about the grouping rule. I thought maybe because it was their turn to choose so they remembered. But my doubt was gone on the following meeting. Without the reminding, my students remembered that it was my grouping time. They could enjoy the activities with their classmates.

At the beginning, this agreement was denied by my students, especially for those who already had best friends. However, after two weeks, I was happy with the result. That is why I plan to keep on using the technique until the end of term.

CONCLUSION

The first day agreement towards grouping had made my students interact more with their classmates. They knew their classmates better. This technique had boosted their interaction skill. They could mingle well with their other friends. This first day agreement towards grouping forced them to get to know with their classmates well.

The first day agreement towards grouping was really like a proper force. Students had become more confident and would like to interact with their classmates without any difficulties. At first, the first day agreement towards grouping probably was just to make the students mingle. However, hopefully this first day agreement towards grouping could give another contribution for the students' improvement in the learning process.

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The Goodheart-Willcox Co.Inc - Child Development Principles and Theories

APPENDIX

TEACHING JOURNAL

Wednesday, January 9, 2013.

The first meeting was full of struggle. I needed to explain and convince my students so that they wanted to accept and apply the agreement. To make them feel secure, I let them got their turn first.

Saturday, January 12, 2013.

The second meeting was my turn. Some students were still showing their dislikes. However, I still applied the agreement. I could see some students were still having difficulties to mingle.

Wednesday, January 16, 2013

The third meeting made me surprise, because they were the one who reminded me that it was their turn before I put them in groups. I assumed that it was because they want to gather again with their best friends.

Saturday, January 19, 2013

The fourth meeting washed away my worries. It was not too difficult for me when it was my turn. Most of them were fully aware about the agreement. And they could enjoy the lesson. It was beyond my expectation. It happened faster than I thought it would be

Chip Chart – A Technique to Boost Elementary 2 Students' Participation in Class

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ABSTRACT

In my English teaching experience, most of the time I found out that many new students hesitated to start talking in English because most of them were shy or afraid of making mistakes. The same case also occurred in my Elementary 2 class. Thus, in this classroom action research, I planned to apply "Chip Chart, the technique I designed to motivate students' participation. The data were collected using class observation. The data collected by observing the students' participation in all activities done in the class. At the end of the research, the result showed that their motivation was increasing. Now, they became more motivated and participated actively without being asked anymore.

BACKGROUND

The idea of Chip chart basically came up when I wanted my student to speak up and involved more in the class, as many of them hesitated to speak. Chip chart, taken from the phrase 'chit chat', was designed to motivate those students.

The first day of our meeting was on Tuesday, January 8th, 20133. In the first day, I have designed some activities for them to know each other. Even though I know most of the students were friends outside, the game I gave was for them to practice their English. Many of them looked excited, but when I asked them to start the game, they looked at one another and only smiled. After several minutes, then they started to play the game and until the end of the lesson. Their shyness and hesitation of starting out activity gave me an idea to create the Chip Chart.

The second meeting, (January 11th, 2012), I introduced the Chip Chart to the students. Each student got one chart and the chart was used for 4 lessons (lesson 1 – 4). Each day, I looked at their performance, and at the end of the lesson, I granted post—it paper to stick in the students' chart for those who were being active in the class in each day. The bigger their chart is, the higher their score would be.

METHODOLOGY/ PROCEDURE

The Chip Chart was conducted for 5 meetings, from January 15th to January 29th, 2013. On the first lesson (Talking about Hobbies), I asked them to pretend to be celebrity and being interview their friends. After giving them examples, one pair of the students wanted to give a try, but still some of them did not want to practice. After that, I gave post-it paper to the first pair and suddenly, the other pair wanted to try too. After that, everyone wanted to practice.

Looking at the first day of the project, it seemed that this chart worked so on the second day of project (January 18th, 2013), I thought it would be easy to motivate them. However, the students were hesitate again when I asked them to practice saying numbers with their friends. Then I reminded them that they would get post-it paper if they practice. Then they started practicing again.

For the third meeting of project, the topic was about My favorite book, so there were many texts. When I asked who wanted to read, there was one girl

volunteered herself to. At that time, I was optimistic that this project was helpful. Then, when she stopped, I asked for another one to continue, and then the other student raised his hand and continued. I was very excited. And for the last 2 meetings of project with lesson 4 to cover, I was happy that the students were active and dared themselves to practice.

RESULT AND DISCUSSION

The activities were based in the materials in Lesson 1 – Lesson 4 Student Book for Elementary 2. Overall, I can see that the Chip and Chart succeed in motivating the students to start out practicing in the class.

At the beginning of February, On PT day, I asked the students to collect their chart, and many of them were happy with their result, same like me. I was happy to see not only the result, but also my students and how they are motivated.

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CHART

APPENDIXES
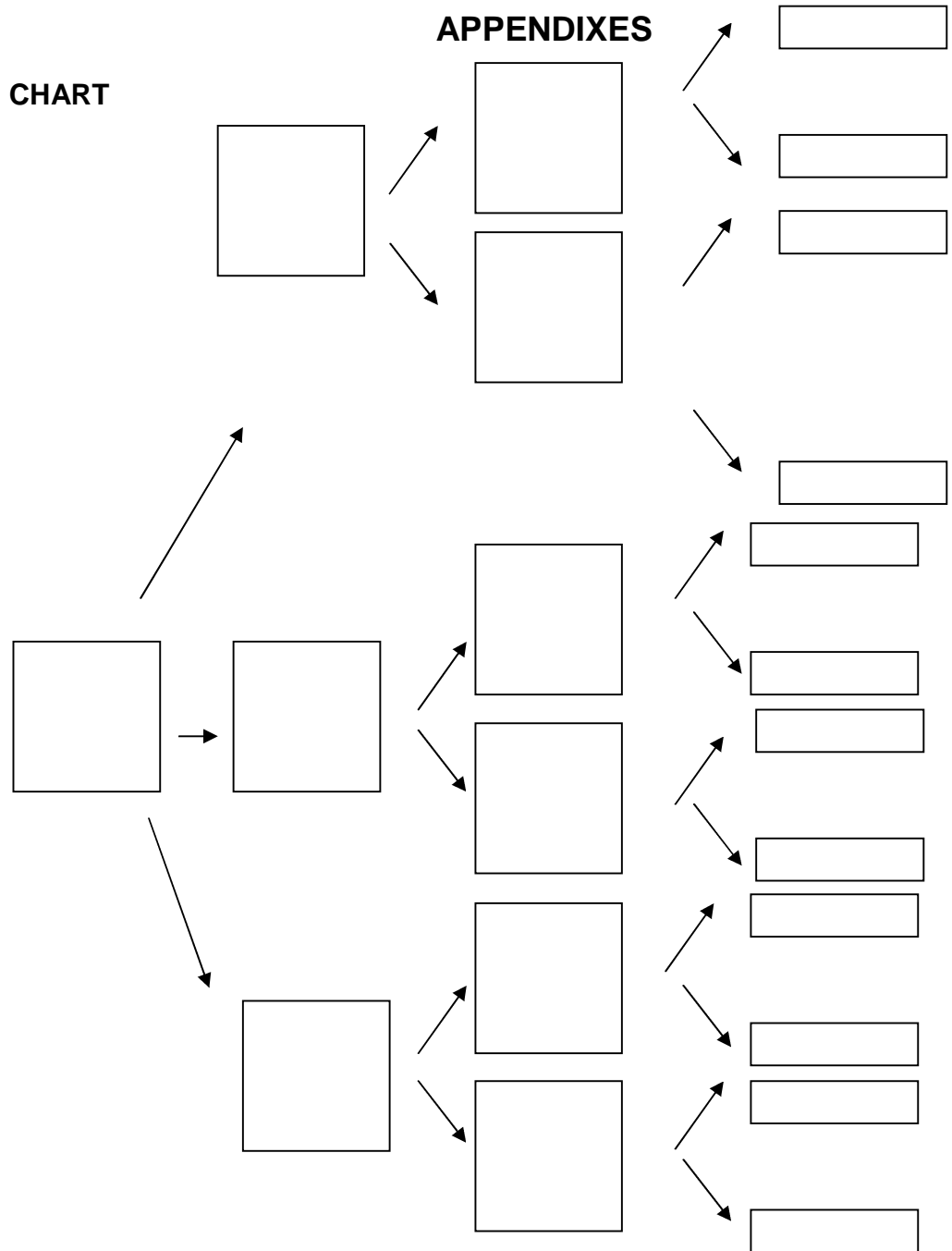
The Effect of *Circle- Mass Vocabulary* to Reinforce Students' Ability in Learning Vocabulary in Context

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ABSTRACT

I found out that my previous students got lower scores in promotion test, especially written test. I also notice that they were accustomed to have flashcard to learn new vocabulary. This time, I would like to introduce a new way in memorizing new vocabulary, i.e. through Circle-Mass Vocabulary. I applied it to my ET 6/3 in term I/2013. First, I did a pretest by taking material from previous level. Later on, after the fourth meeting, I did the post test. The result showed that the students were able to write the vocabulary according to its context.

BACKGROUND

This is the study of the effect of using game to practice vocabulary in the teaching of English to young learners. I observed my class of ET 6/3, Tuesday-Friday, as my research. Teaching vocabulary through game was chosen as my research study because of two reasons. Firstly, I observed during the course where students, mostly in all level, were learning new vocabularies they seemed to understand well about those new words. In the other hand, when the promotion test came and students did the written test, there was a big gap between their daily score and written test score. I came up to a conclusion that one of the reasons why they got lower score in written test is the lack of vocabulary understanding. Secondly, the new vocabularies the students got in the lesson are mostly taught through the use of flashcard. I noticed that there should be various ways in the vocabulary teaching style. That is why I would introduce a new style or game of teaching vocabulary, especially in memorizing in the term of context.

This game is called *Circle-Mass Vocabulary*. According to LONGMAN Dictionary of American English; *Circle* means a group of people or things forming the shape of a circle, *Mass* means involving or intended for a large number of people, *Vocabulary* means all the words that someone knows, learns, or uses. It can be stated that a group of people standing in a circle uttering vocabularies. I chose this game based on my experience when I was in boarding school. A member of language Division delivered ten vocabularies twice a week to each room, let say they were 8 rooms consist of 15 members. In order to be able to

memorize them all, after praying isya', all of the students were standing in circle in front of their own room and one by one utters a vocabulary in Arabic and English then makes a sentence using both languages, followed by others. At the end of the month, every student must recheck their vocabulary memorizing to the Language Division.

What I see here is that vocabulary has become an important case to be analyzed for it is the main key in order to understand English. A vocabulary can have one, two or ever four meanings. So it is really a must for the students to learn vocabulary in the terms of context in order to make them more understand to apply it in a sentence. The analogy is like this, it is just like a mobile phone without a SIM card. You can not make a call, send sms, surf the internet etc if there is no SIM card in it. It goes the same as vocabulary. A sentence won't have any meaning if one or two vocabulary is missing, or if you put the wrong word in a sentence so it is out of context.

METHODOLOGY/PROCEDURE

The data collection methods used in this research were document collection (students' result from pre test and post test) and closed interview to know the students' feeling after having treatment. This research is done n four meetings, January 11th and January 15th 2013, February 1st 2013 and March 5th 2013. There were two assignments the students must do the pre test and post test. The duration for this game, it took about 15 minutes before the next lesson started.

The first meeting, January 11th 2013, I introduced the project to the students, explained the game that we would have and the procedure. The students will stand in a big circle. They, one by one, will utter the vocabulary and its meaning in the lesson they have learnt and make a new sentence using it, followed by all students. Each student can not mention the same vocabulary, so they will think hard to recall the new word they have learnt in the previous lesson. After that I had them to do the pretest about vocabularies in reading context taken from the book ET5. The result actually somewhat satisfying, but some of them got unsatisfying result. On January 15th I had this so called *Circle-Mass Vocabulary* game, some of the students couldn't memorize the vocabulary, so I listed them on the board, and then they can create their own sentence using various tenses.

The third meeting, February 1st 2013, the students already knew what to do and they enthusiastically having this game, I divided the class into two big groups and having such kind of competition, whose group uttered the vocabularies and sentences cohesively and finished the first, will get extra point. Finally the last meeting came. I did one more treatment in one round before having the post test,

just to make sure that they have the vocabularies in their mind without having to open the book.

RESULT AND DISCUSSION

The assignments were based on the vocabularies learned in Student book for ET 5 and Student Book for ET 6, lesson 8. The game of Circle-Mass Vocabulary really shows its influence toward the students. The students felt motivated and excited because this game can arouse their adrenalin to be able to mention one vocabulary which hadn't mentioned before. When they know the vocabulary and its meaning, they will utter with loud voice and full of confidence. In the other hand, when a student get his or her turn to mention a vocabulary and sentence, and that person was not prepared, suddenly got panic.

When the day came to post test, I could see from my students' smiling face that they could answer the answers. The result was really satisfying. They could write the right vocabulary according to its context.

CONCLUSION

Learning vocabulary through Circle-mass Vocabulary game has given big impact for both the teacher and student. For me, I always understood that vocabulary was important in second language learning, but understanding what words to teach and in what manner have helped me to better plan my lessons so students can acquire the necessary vocabulary. Students need to be taught vocabulary in context so that they can retain the words and use them more frequently. As for the student, they gain their confidence of their class performance. And this technique has boosted their motivation to learn vocabulary enthusiastically. And through the post test that I conducted, I could see that they made a big progress in analyzing the vocabulary in context. They would not get confused anymore to put the appropriate word to a sentence. The most important one is that they are happy the post test result.

Allowing the students to use the new vocabulary during the course of the lesson should help them retain it in their long term memories. Using Circle-Mass Vocabulary technique to assess the student's present vocabulary level also helped me to see how to teach the new words to help students progress or catch up their score. In the end, however vocabulary is presented to the students, like all materials, it must be in appropriate situations, giving them the chance to use the vocabulary and build upon their own sentence. Hopefully, this technique will give them another effort to do better on days forward and make a great progress in learning English

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Introducing Writing Process to EC 4B Students through Group Writing

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ABSTRACT

Backpack 4-6 students are expected to be able to express their ideas better than previous levels and in a more structured way not only in speaking but also in writing. When students reach level 4, they are introduced to writing process, parts of a paragraph, and some writing genres. In her class, the teacher tried to introduce the process of writing to her EC-4B students since the students had not learned it before. The teacher did some activities which comprise the process of writing: pre-writing, writing the first draft, revising, editing, and publishing. The teacher expects that students are familiar with the process of writing before they learn more about other aspects of writing later.

BACKGROUND

Backpack Series are quite new for both LIA teachers and students. Students are likely to enjoy it since it has provided them with colorful pictures, songs & chants, interesting activities, and projects. Plus, there is a CD-ROM for them to practice independently at home.

In Backpack series level 1-3, for writing skills, students are expected to be able to write letters, words, and sentences. In Backpack 4-6, students learn to write not only sentences but also short paragraphs. In Student Book, Writing Handbook is given in the end of the book along with the grammar handbook. And in Workbook, a certain task is provided and in each lesson students learn about different kinds of writing.

The teacher started teaching EC-4B in term 2 from lesson 7 which talks about special days around the world. When consulting with the previous teachers, the teacher found out that students have never been taught writing paragraph, yet the book has provided some specific pages about process writing as well as the practice. From the teacher's guide, writing is treated as enrichment after the main material. From the teacher's point of view, it is still important for EC-4B students to learn paragraph writing so that at least they are familiar with it. And to start with, the teacher focused on the process of writing.

THEORETICAL FRAMEWORK

Writing as one of language skills

Language functions as a means of communication. When people learn a language, they need to learn the four skills (listening, speaking, reading, and writing). Listening and reading belong to receptive skills while speaking and writing are productive skills. In writing, as a productive skill, people learn how to organize their ideas and express them. It is not an easy task since in writing they do not have

direct audience. Thus, when writing, there are some micro skills to be considered. (2013) They are:

a) use the orthography correctly, including the script, and spelling and punctuation conventions.
b) use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
c) put words together in correct word order.
d) use vocabulary correctly.
e) use the style appropriate to the genre and audience.
f) make the main sentence constituents, such as subject, verb, and object, clear to the reader.
g) make the main ideas distinct from supporting ideas or information.
h) make the text coherent, so that other people can follow the development of the ideas.
i) judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Backpack writing

As Harmer stated, there are a number of different approaches to the practice of writing skills both in and outside the classroom, but we need to choose between them, deciding whether we want students to focus more on the process of writing than its product, whether we want them to study different genres, whether we want to encourage creative writing, and how the computer can be a useful writing tool. (2008) So, teachers are expected to focus on one thing and they clearly states it in the beginning. Then, students know what is expected of them and can also focus on the same thing.

Further, Harmer elaborates that in the teaching of writing we can focus on the product of that writing or on the writing process itself. (2008) When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process of writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with process of writing, a process approach aims to get to the heart of the various skills that should be employed when writing.

In Backpack 4, writing task focuses on the process of writing. We can see this from the Writing Handbook provided in the back of the Student Book. The Writing Handbook only discusses process of writing in which students learn how to write a paragraph step by step as the diagram follows.

In addition, in each lesson students learn to write various kinds of paragraph, for example, descriptive paragraph (lesson 1, 6 and 8), explanatory paragraph (lesson 5), and opinion paragraph (lesson 9). In addition, students learn paragraph organization such as parts of a paragraph comprising topic, details, and conclusion (lesson 3 and 4) and paragraph unity (lesson 7). As we can see, after finishing Backpack 4, students are expected to be able to express their ideas through writing a paragraph with a structure. But they will not be able to do so unless we let them know and experience it.

Writing for children

Young learners are quite different from adult learners. They have short attention span which makes them easily get bored especially when the activity is not interesting for them. Children love to work together with a friend or more because they will have time to interact and build their social life. Social life is important for children. When they have a lot of friend, they will have more confidence. Therefore, to accommodate their comfort in learning, I believe, will improve their learning.

Related with writing, children should also learn how to write. In fact, they start learning to write from preschool. They learn to write alphabets, and then words, and finally, sentences. In Indonesia, children start to write alphabets, words, and sentences in elementary school levels. This fact goes well with Backpack series. Yet, some children think that writing is complicated since sometimes they do not have any ideas to write or they have a lot of ideas but they cannot express it well in sentences.

Even though writing is basically individual skill, we can still accommodate children's interest to work with friends to encourage them to write in the classroom. Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment. (Harmer, 2008: 260)

METHOD

A. Planning

The teacher had to teach the students starting from lesson 7 whose writing task is about paragraph unity. In fact, it is going to students' first experience in paragraph writing.So, she planned to teach parts of paragraph with the same topic: Special Days through writing process. The focus of the action is that students were able to write a paragraph about their special day with the correct organization following the writing process.

B. Action

Based on Backpack 4 Teacher's Edition, writing parts are treated as enrichment to the main objective of the lesson since the focus is to familiarize students to paragraph writing. Therefore, from a 90-minute session, teacher invested 30 minutes for 3 sessions (the 5th-7th session of lesson 7). In the first 60 minutes, students learned the lesson objectives and then, in the next 30 minutes, they learned writing. About the material, the topic was about Special Days and the writing focus is process of writing, not the paragraph unity.

About the grouping, students were divided into two big groups consisting of 3-4 students. There are 9 students in EC-4B, but, usually, only 7-8 students were present.

SESSION	LESSON OBJECTIVE	WRITING TASK	REMARKS
5th (May 27th, 2013)	Students learned and practiced the grammar point "be going to"	a. Teacher elicited some Special Days in Indonesia and students, in two groups consisting of 4 students, listed down some special days they celebrate. They may write differently from the examples mentioned. (Time: 5 minutes) b. Students, with the same group, chose one specific Special Day to be their topic and gave reasons why they chose it. (Time: 5 minutes) c. Students, with the same group, list down as many activities as possible that they are going to do on the Special Day they had chosen. (Time: 15 minutes) d. Teacher gave feedback for both groups. (Time: 5 minutes)	Technique used: tango-writing in which students write alternately about the task given (activity **a** and **c**) Teaching Aids: Pictures of three Special Days in Indonesia (activity **a**)

SESSION	LESSON OBJECTIVE	WRITING TASK	REMARKS
6th (May 29th, 2013)	Students practiced the grammar point "be going to"	a. Teacher reviewed students' previous writing activity. (Time: 5 minutes) b. Teacher presented a text about A New Year Celebration in China and pointed out the topic sentence and details related to the topic students had chosen and lists of	Technique: Talking chips in which students reviewed their writing activities in

		activities they had made in the previous session. (Time: 10 minutes) c. Students, with the same group, wrote down their first draft based on the list they had made in the previous meeting and referred to the example given . (Time: 15 minutes)	the previous session (activity **a**) Teaching Aids: Big Cue Cards of A New Year Celebration in China (activity **b**)
7th (June 3rd, 2013)	Students read and comprehended a magazine about Special Days.	a. Students, with the same group, read their first draft and checked for problems with ideas (in other words, whether they could understand it well) and organization (the position of topic and details). (Time: 5 minutes) b. Teacher presents some examples of grammar, spelling, punctuation, and capitalization problems in writing. Next, students checked for grammar, spelling, punctuation, and capitalization in their own writing. (Time: 10 minutes) c. Students, individually, writes a finaldraft based on the group writing piece. (Time: 10 minutes) d. Some students read their individual writing in front of the classroom. (Time: 5 minutes)	No specific techniques and teaching aids

RESULTAND DISCUSSION

Reflecting to the main objective of the action, which is to introduce writing process through group writing, the teacher believed that it worked out well. Students are familiar with the process of writing after the action. And students were able to go through the process quite well. Before the last session was over, the teacher wanted to find out her EC-4B's responses about the writing they had done. And most students said they enjoyed the writing activity since they did not have to do

everything individually. They had friends to discuss and shared their ideas with. And when they were asked to write the final draft, they were confident.

CONCLUSION

Writing is an essential part of learning a language to express ideas, to communicate. Even though EC-4B students are still children, they are expected to be able to write to express their ideas through writing. Writing activity should also be conducted as enjoyable as possible such as through group writing which does not require students to write individually in the process and help build students' confidence in writing.

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APPENDIX
a. Teaching Aids:
- **pictures of three Special Days in Indonesia to activate students' schemata before starting the writing activity**

- **the big text to present an example of a paragraph and to identify topic sentence and supporting details**

> To welcome the New Year, Chinese families follow certain traditions. Each family cleans its house from top to bottom to sweep away bad luck. Family members decorate their doors and windows with bright colors and symbols of long life, wealth, and happiness. At the night before the New Year begins, families eat a delicious meal of seafood, dumplings, and other foods that symbolize good luck and prosperity. Then, the celebration continues with singing and dancing, and a colorful parade with a big dragon that dances and weaves through the streets.

b. Students' writing activities in the classroom

How to Make Students of EL.4 Know and Understand the Functions of Parts of Speech to Build Good and Correct Ssentences

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ABSTRACT

The purpose of this study is to improve students' knowledge and understanding of the functions of parts of speech to build good and correct sentences. The participants were the students of El.4. This study was conducted in term 1/2013. I found out that it was difficult for my students either to understand or identify the parts of speech in the sentences. Therefore, i conducted this CAR to make my students not only understand parts of speech through fun and enjoyable activities and assessments but also the functions of the speech to create a good sentence. I came with an idea to implement the introduction of words and definition of parts of speech through competitive ways. The grammar skill was given partly, namely in lesson 2, 7, 9 and 11. I used questionnaire, board game, group work and individual work to get the data. I packed them in two presentations, several activities and assessment that were held in two meetings. Overall, this study has been successful to increase the students' ability in creating grammatically correct and meaningful sentences.

BACKGROUND

Parts of speech and sometimes known as Word Classes are the different categories of words in English. They refer to the way in which those words are used grammatically. For example, if you look at the following sentences you can see that although the words in bold are all different, they all work the same way in the sentences.

Have you seen that **old** man?

Have you seen that **attractive** man?

Have you seen that **poor** man?

Obviously the words *old*, *attractive* and *poor* are grammatically related in some way and can be put into the same category. In this case they are all words which describe; in English these are adjectives.

In the example above it's fairly easy to classify identity those words which fit in the category of adjective.

However, it is not always so easy with other classes and I found out that my students seem so difficult to neither understand how the word is used nor identify the parts of speech of the word. Therefore, I conducted this classroom research not only to make them understand what the parts of speech are through fun and enjoying activities and assessments but also the functions of the speech so that they can create a good grammatical sentence.

METHODOLOGY/PROCEDURE

This research was conducted in Elementary 4 term 1/13. The students consist of 11 females and 16 males. The grammar skill was given partly, namely in Lesson 2 (irregular adverb), in lesson 7 (derivation: verb and noun), and lesson 9 (noun, verb, adjective, adverb). Meanwhile, in lesson 11, there is exercise about parts of speech learnt in lesson 9.

I packed them in two presentations, several activities and assessment that were held in two meeting. Before I did the whole activities, I gave them a questionnaire to get an assumption how much they know about parts of speech. I gave the questionnaire in post activities of the meeting before the D-day. The next meeting, as a brainstorming, I grouped them in group of four or five. Then, I gave them a set of 40 cards consists of 10 nouns, 10 adjectives, 10 verbs and 10 adverbs. I also equipped them with small board and cello-tape, since they had to stick the cards on the appropriate columns. The group which had the least mistake was the winner. I limited the time for 15 minutes. After that, I asked them to have peer-checking. I exchanged each other board's group.

I drew four columns of Noun, Adjectives, Verbs and Adverbs on the board and I asked each representative of the groups to write the words belong to each column. Then I checked again what they had written on the board.

I used the four columns on the board as my first presentation. I also referred to Student Book, lesson 9 page 36 – 37. I asked the students to do activity E.1 on page 37 in Student Book. I asked them to read the sentences and decided the parts of speech of the underlined words in turn.

I did my second presentation to explain the functions of parts of speech (Noun, Adjective, Verb and Adverb) in sentences. Then, as group work, I distributed paper which had unfinished grid that I took from Student Book, activity E.1, page 46. I asked the groups to complete the grid. I asked them to consult their dictionary or to use the dictionary application on their gadget. The activity was about 15 minutes.

To check their work, I asked each group to exchange the paper. I drew the grid on the board, and asked each representative to complete the grid. I checked the answers on the board while each group was checking the answers on the paper. At the end of the meeting (assessment), I asked them to take 3 words out of the grid and made 3 good and correct sentences.

On the second meeting, we played a word-bags game. I prepared four paper bags and wrote the parts of speech on each bag. I also prepared a stack of cards to be given to the students. Each student got eight cards and they had to write a word on every card consisted of two nouns, two adjectives, two verbs and two adverbs. After that, they had to put the cards in to the right paper-bags. Then, I shook the paper-bags and asked them to take two cards from each bag. So, they got eight cards of words. They had to compete to make eight sentences from the words. The first student who could make eight correct sentences won.

RESULT AND DISCUSSION

1. **Result of Questionnaire**

   We gave 30 words on the questionnaire which consisted of six verbs, ten nouns, six adverbs and nine adjectives.

	(22 students in the class)
Number of students who can define Noun	**9**
Number of students who can define Adjective	**8**
Number of students who can define Verb	**15**
Number of students who can define Adverb	**17**
Number of students who can identify: 5-6 verbs **3-4 verbs** **less than 3 verbs**	**12** **19** **1**
Number of students who can identify: 9-10 nouns **7-8 nouns** **5-6 nouns** **3-4 nouns** **less than**	**10** **10** **2** **0** **0**

3 nouns	
Number of students who can identify: 5-6 adverbs	**20**
3-4 adverbs	**2**
less than 3 adverbs	**0**
Number of students who can identify: 9 adjectives	**2**
7-8 adjectives	**12**
5-6 adjectives	**4**
3-4 adjectives	**3**
less than 3 adjectives	**1**

From the data I can conclude that most of the students were not able to define noun, verb, adjective and adverb. Only a few of them could give the definition of the noun, verb, adjective and adverb. Nevertheless, some students were able to identify the class of the word, while some of them still made mistakes in identifying the parts of the speech.

2. **Result of board game**

   On the board game, the students were expected to classify the 40 words into the four columns: Noun, Adjective, Verb and Adverb.

Number of groups made less than 5 mistakes	0
Number of groups made 5-10 mistakes	4
Number of groups made more than 10 mistakes	2
Total number of groups	6

After doing this group activity, we noticed that the students were more confident to do this task in group. As we can see from the table above, there was none of the group that was able to perfectly classify the 40 words into the appropriate columns. There were 4 groups that classified 5 – 10 words into the wrong columns, and 3 groups classified more than 10 words into the wrong columns.

3. **Result of Group Work/Assessment**

   Students, in group of three to four, completed the grid that I took from activity E.1/page 46 Student Book. Then, they took 3 words out of the chart and wrote three correct sentences using those words.

   There were 6 groups on that day.

Group members	Grammatically correct and meaningful sentences	Grammatically incorrect but meaningful sentences	Grammatically incorrect and meaningless sentences
Emirza, Oka, Rizca, Ade	1	2	0
Ema, Ichsan, Imam, Rafika	2	1	0
Andi, Ardan, Rani	1	1	1
Syurip, Sio', Adhie	1	2	0
Rafli, Dipo, Zakiah	0	3	0
Andre, Hartini, Rosi	3	0	0

From the data above, we can conclude that 44.4% of the groups were able to make correct and meaningful sentences, 50% of the groups were able to make incorrect but meaningful sentences and 5.5% of the groups were able to make incorrect and meaningless sentences. This treatment was given right after the presentation about the functions of parts of speech, in order to find out students' comprehension about it.

4. **Result of Individual Work/Assessment**

In word bags game, students picked out two cards from each bag – total cards taken from four bags were eight. They had to make eight sentences using the words. The first students who could make correct sentences won.

Names of students	Grammatically correct and meaningful sentences	Grammatically incorrect but meaningful sentences	Grammatically incorrect and meaningful sentences
Emirza	4	2	2
Arioska	4	4	0
Risca	7	1	0
Fidia	2	5	1
Martha	2	4	2
Ema	3	5	0
Ichsan	2	4	2
Imam	3	2	3
Ardhan	2	4	2
Rere	3	3	2
Syurip	3	3	2
M. Nur	4	4	0
Adhie	1	4	3

Dipo	4	2	2
Zakiah	7	1	0
Andre	7	1	0
Hartini	3	5	0
Rosi	3	5	0
Ade	3	4	1
Rafika	1	5	2

Based on my analysis, from 20 students, there were 68 grammatically correct and meaningful sentences, 69grammatically incorrect but meaningful sentences and 23grammatically incorrect and meaningless sentences. It means, 42.5% of 20 students were able to make good and correct sentences, 43.1% of 20 students knew parts of speech but did not know the functions in sentences and 14.3% of 20 students neither knew the parts of speech of the word nor understood the functions of parts of speech in the sentences, therefore, they were not able to build good and correct sentences.

CONCLUSION

After analyzing the results, I can draw a conclusion that it is really important for the students to know the parts of speech of the words and the functions in sentences so that they can create good and correct sentences in written test. As teachers, we need to give big exposure to this subject. However, the parts of speech in elementary 4 – level are only discussed in a small portion of time. This time limitation has also become one of the obstacles among others. In overall, the implementation of introducing words and definition of parts of speech trough competitive way has been successful to help students in increasing their ability in creating grammatically correct and meaningful sentences, students were also eager in doing the activities because they worked in group which enabled them to solve

problems together. For the individual activity as the assessment, they were also enthusiastic since they must be able to form sentences from a different source with different parts of speech. Finally, although the research was conducted in a short period of time, we are sure that it could be the alternative way to avoid students' boredom in learning parts of speech.

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APPENDICES

Questionnaire

Name :

Parts of Speech

Define   Noun

_____

Define   Adjective

_____

Define   Verb

_____

Define   Adverb

_____

    Circle the nouns

    Underline the adjectives

    Cross (X) the verbs

    Put tick (√) on the adverbs

Traffic jam	**smoothly**	**rapidly**
raised	**bright**	**softly**
reckless	**hawker**	**ballerina**
suggestion	**write**	**participate**
upset	**laptop**	**straight**
regularly	**well**	**sophisticated**
skip	**student**	**dilligently**

Board Game

NOUN	ADJECTIVE	VERB	ADVERB

Cards of words

Entertainment	suggest	modest	ever
News	paralyze	classical	differently
Wheelchair	hear	charismatic	critically
Tuxedo	die	best	classically
Trademark	succeed	really	funnily
Beauty	health	fast	hardly
Critic	win	funny	shockingly
Fame	attract	famous	well
Country	critical	curious	invent
Healthy	shoot	sometimes	lessen

Betting Your Money – Getting Your Score

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ABSTRACT

Seeing my Elementary 2 students as brand new ones, I was challenged to motivate them to actively participate in all class activities. I applied various games in all skills learnt in the class and they looked enthusiastic in learning all skills but not for reading. To motivate my students in reading activities I applied "Betting Your Money- Getting Your Score".

This is a kind of transparent and motivated scoring system. I gave them quizzes and they had to compete to answer the questions and they also had to bet their answers by betting their money given. The group getting the most money by answering the reading questions would get the best daily score.

In fact, knowing that they will get the lowest daily score, most students actively participated in the game. This activity made me satisfied because they were motivated in understanding the reading passage.

BACKGROUND

Our first reading lesson was on 17th January 2013. In motivating strategy, the class was still motivated following the lesson, but it faded when we came to skill practice. Although, in the skill practice I asked them to work in group, I noticed that they were bored with the activities usually given; such as jigsaw reading, line drill, chain drill (activities that need cue cards). Not more than two students from each group really showed their enthusiasm in following the activities while others just looked not interested in the activities, they waited for the answers from their friend and busy with their gadget. I was so disappointed with the condition, because I know their being not interested in the activity would affect their reading skill and also their score in assessment.

The following reading lesson (11th February and 4th March, 2013), I applied "Hollywood Squares Template and Who Wants To be A Millionaire" quizzes. Every student had to work in group and each group got 50$ as their first score. When the quiz was started, every member of each group not only worked together finding the answer in the passage and competed writing the answer on a small board given, but they also bet on their answer. By applying this quiz and strategy to them, every student was supposed to be more enthusiastic and interested in comprehending a passage. They knew their score.

METHEDOLOGY/PROCEDURE

The data collection methods used in this research were data collection (students' score), video, and interview. I did this study for 2 meetings, 11th February and 4th March, 2013. There were 2 two different quizzes from different lessons. The following are the quizzes given.

The first quiz was Hollywood Square Templates Quiz. They had to work in 4 or 5. Then they had to be brave to bet on their answer by betting their money given. The second quiz was Who Wants to be a Millionaire, and they also had to work in 4 or 5 answering the questions. Then they also had to be brave to bet on their answer by betting their money given.

At the first time, I applied this quiz; I noticed in the first and second questions, there were 3 or 4 students did not help their group answering the question. That condition made me create the rule of the game. The group who could collect the most money, they would get the highest daily score. The group got the least one, they would get the lowest daily score. Not only that, I also threatened them, if one of the members did not work together finding the answer or just waited for the answer, they could tell me about it by sending message. I would not give him/her the same score as the others.

RESULT AND DISCUSSION

The questions of the quiz were based on materials learned in lesson 7 and lesson 11. This quizzes made students enthusiastic and motivated to understand a passage. Because they had to work together finding the answer and compete to collect money as much as possible, because their score would be based on their money.

During the reading lesson the students looked enthusiastic and all of them did not want to get the lowest score. Because at the end of the lesson I mentioned their daily score based on the money they got and I also asked them to send me message if one of the members of their group did not deserve to get the same score as theirs. It made them play these quizzes cohesively and fairly. This activity made me satisfied, because I did not need to force them to comprehend a passage. But they wanted to understand it by themselves.

CONCLUSION

Applying these quizzes was very useful. The students did not feel bored in reading lesson, but they were enthusiastic in comprehending the passage. They did not want to get the lowest score, so they played cohesively and fairly. They read and comprehended the passage not from me but from their own selves. At first, this activity just made the students enthusiastic and the class looked fun. But hopefully later on, it can make them think that reading is not boring activity.

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Yayasan LIA, Students Book EL-2

APPENDIX A

STUDENTS' ASSESMENT SCORE

No	Name	Before Treatment	After treatment	
		Lesson 3	Lesson 7	Lesson 10
1	Arka Jaya	1.2	3.6	-
2	Feri Irawan	2.8	3.3	3.6
3	Ando primadona	1.2	3.9	3.6
4	M. Rezky A.	0.4	2.4	2.4
5	M. Ali Radikal	2.4	4.5	3.6
6	Atina Dwi M.	3.2	4.2	4.2
7	Nurul Karima	2.0	4.5	4.2
8	Helni Senindra	2.4	3.9	3.0
9	Elok Dwi S	1.2	4.2	3.6
10	Subandi	-	3.9	3.0
11	M. Roy	-	4.5	3.6
12	Ade Wijaya	4.4	4.8	-
13	Abdurahman	1.2	3.6	-
14	Hutomo Mandala Putra	0.4	-	3.0
15	Dika Setiagraha	1.2	-	3.6
16	Eko Prasetio	2.0	3.0	3.0
17	Sarniko Marwansyah	2.8	3.6	-
18	Tiaz Putra	1.2	2.7	-
19	Emirzza	1.2	3.3	3.6

APPENDIX B

RESULT OF INTERVIEW

Please choose your favorite activity in reading!

No	Name	Cue Cards Activities	Betting Your Money-Getting Your Score Activity
1	Arka Jaya	✓	
2	Feri Irawan		✓
3	Ando primadona		✓
4	M. Rezky A.		✓
5	M. Ali Radikal		✓
6	Atina Dwi M.	✓	
7	Nurul Karima	✓	
8	Helni Senindra		✓
9	Elok Dwi S		✓
10	Subandi		✓
11	M. Roy		✓
12	Ade Wijaya		✓
13	Abdurahman	✓	
14	Hutomo Mandala Putra		✓
15	Dika Setiagraha	✓	
16	Eko Prasetio		✓
17	Sarniko Marwansyah		✓
18	Tiaz Putra		✓
19	Emirzza		✓

APPENDIX C

Quiz for Lesson 7

Quiz for Lesson 11

WHO WANTS TO BE A MILLIONAIRE

THE QUIZ

APPENDIX D

First Reading Lesson

first Reading lesson.3GP

first reading lesson 2.3GP

Hello Class – A Simple Class Attention Grabber

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ABSTRACT

Grabbing students' attention is what teachers need to do every meeting. However, in some cases, this simple thing can be challenging. This problem was encountered when I was teaching a big number of active students in Intermediate 1 level. Therefore, I came up with "Hello, Class, a technique which was aimed to grab the class' attention. This CAR was conducted to find out the impacts of this technique on my 25-student class. The data were collected by using class observation and then documented in teacher's journal throughout term I/2013. The result of this research showed that "Hello, Class" could be the solution to grab my students' attention.

I. BACKGROUND

Getting a responsibility to teach a class which I have ever taught may be interesting or challenging. I already know the class well while they probably remember the teaching techniques I have used for them. So, preparing more various techniques is a must for me to do. On the other side, realizing that the students are active and talkative and also having heard that the class was so noisy when the previous teacher was observed by an AOO gives me another thing to concern.

It is IN-1. There are 25 students. I have known most of them. They were my students in EL-3. On the first day, they smiled and told me that they were happy for having me as their teacher again. Meanwhile, on the same day I figured out that the class was noisier than it was. I had my old talkative students and some new ones.

Soon after I knew that I would have the class for another term, I spent my time thinking of how I could control the class. Then, it came to my mind to try using the technique I always use in my EC and ET classes, a simple class attention grabber. The different thing is that IN1 students are pretty much older than EC and ET students. Somehow, I encouraged myself to apply this technique in the class. It only required me to be confident and sure that everything will be as I expected. I believed this simple concept is a unique and fun way to grab the attention of students and to make them interested in what the teacher has to say.

II. METHODOLOGY/PROCEDURE

The data collection methods used in this research were class observation and journals. I applied this technique in every meeting in the term I/13. Surely, I introduced this technique on the first day of our meeting which was on Wednesday, January 9, 2013. There were 23 students who were present.

This simple technique is very easy to do. Students only need to give appropriate response to what I say. If I say "hello", the students will say "hi". If I say "class", they will say "yes". After I introduced this technique to the students, it was surprising when I said "Class, class" the students quickly said "Yes, yes" and gave their full attention to me with their smiles. I did not need to tell them to respond saying "yes" based on how many times I said "class". I was happy that the student's attention to me was automatic with all eyes on me. Maybe, they like something new in their class.

III.   RESULT AND DISCUSSION

The class attention grabber, hello class, was really powerful. It worked very well to grab students' attention no matter what the students were doing. They possibly were discussing or busy competing with their friends, once I said "hello" they would soon say "hi" just like when I said "class, class, class", they would quickly say "yes, yes, yes". I was happy applying this technique in this class. A class attention grabber was absolutely needed in this kind of big and talkative class. Even though it was IN-1, EA Class, hello class proves that this attention grabber can be applied not only in EC and ET classes but also EA class. All I have to do is to believe that it will work as it usually does. That is why I will keep on applying this technique every time it is needed.

IV.   CONCLUSION

Grabbing students' attention is what teachers need to do in every meeting. A big number of students and a talkative class have become the challenge for the teacher. A simple class attention grabber, hello class, could be a solution. It will be powerful as long as the teacher is confident to do it. In a big and talkative class, this technique can work as a class attention grabber. In a small and quiet class, this technique will probably cheer up the students if the teacher does it enthusiastically. Hopefully, this technique does give contribution in teaching learning process.

V.   REFERENCES

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VI.   APPENDICES

JOURNALS

Wed, January 9, 2013

The first meeting of the term, I confidently introduced the technique. It was surprising when I said "Class, class" the students quickly said "Yes, yes" and gave their full attention to me with their smiles. I did not need to tell them to respond saying "yes" based on how many times I said "class". I was happy that the student's attention to me was automatic with all eyes on me. Maybe, they like something new in their class.

Sat, January 12, 2013

The two absent students looked confused listening to their friends responding my calling. They knew that I was their teacher when they were in EL-3 but they did not know the new concept in IN-1 because they were absent on the first day. When I was about telling them about this technique, students who were sitting next to them tell them about it. So, I just smiled looking at them.

Wed, January 16, 2013

Grabbing students' attention runs as I expected.

Sat, March 2, 2013

It was debate day. We were in the hall. I need to remind them about the make-up class day so I said "hello", they answered "hi". I am so happy that this technique can be applied every time I need and even everywhere.

Improving EC-1B Students' Speaking Skill in Using Preposition of Place through Information Gaps

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ABSTRACT

Being able to speak naturally is one of the goals of learning English. To reach it, students need to practice speaking intensively. It will be very good if it starts from the very early stage/level and if the students can practice by interacting with their peers.The teacher-researchers' EC-1B students were smart and cooperative but they were less interactive. So, the teacher wanted to promote the student-student interaction in her class using information gap technique. Hopefully, this technique will be well applied and can help the students increase their speaking skill.

BACKGROUND

Speaking is one of the productive skills that most students want to be capable of doing. The teacher-researchers think that being able to speak English cannot be reached instantly. That is why learning how to speak English should be done from a very low level. As English teachers in a children's class, the teacher-researchers were really challenged to boost their students' speaking skill. So far the students only learned to speak using the words and expressions taught without facilitating them with the more complicated practice. They also practiced speaking by only imitating the words or sentences of their teacher. The teacher-researchers worried that the activities they did in the classroom were not further towards the communicative end. The teacher found out that the students of EC-1B are mostly smart and cooperative. They always do every given task well. When they came to unit eight about toys and prepositions of place, they could identify each kind of toys and the prepositions of place and describe them easily. But the teacher-researchers believed that they would have been able to perform better especially in speaking if they had been given more challenging activities, which could lead them to the communicative end. According to Harmer (2001), in the communicative activities

the students should have desire to communicate something. They should have a purpose for communicating. They should be focused on the content of what they are saying or writing rather than on a particular language form. They should use a variety of language rather than just on language structure. The teacher will not intervene to stop the activity; and the materials he or she relies on will or dictate what specific language for the students use either. From the case above, the teacher-researchers thought that they had to find a way to solve the problem by using a special technique. There are many kinds of techniques which can be used to boost the students' speaking ability. But the teacher-researchers had to choose one which can be suitable for this case. And then they finally decided to apply the Info-Gap activity. Harmer (2001) stated that a key to the enhancement of communicative purpose and the desire to communicate is the information gap. The teacher-researchers hoped that the technique would make the students be involved in actual interaction in the classroom.

THEORITICAL FRAMEWORK

Starting to teach speaking from the very low level is very important since young children learn differently from older children, adolescents, and adults. Harmer (2001) stated that they respond to meaning even if they do not understand individual words. They often learn indirectly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. Their understanding comes not just from explanation but also from what they see and hear and, crucially, have a chance to touch and interact with. They generally display an enthusiasm for learning and a curiosity about the world around them. They have a need for individual attention and approval from the teacher. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom. They have limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

As being discussed in the background of this research, the teacher-researchers used Information gap activity as the technique to improve the EC-1B

students' speaking skills since it can enhance the communicative purpose and the desire to communicate.

Harmer (2001) defines information gap as a "gap" between the two (persons) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information". According to Ur (1996) an interesting type of task is that based on the need to understand or transmit information, finding out what is in a partner's picture, for example. Variation on this is the opinion gap where participants exchange views on the given issue.

Thus, information gap activities are communicative exercises in which each of two paired students has information. And it is only through "negotiation of meaning" that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, using circumlocutions.

Harmer (2001) stated the benefits of information gap activities with the following points:
a. Information gaps serve as a stimulus to elicit speech. Foreign language learning is always a process of collaboration as well as individual endeavor. The learners interact freely with one another to gather information from their peers, thus creating a casual atmosphere, in which everybody feels comfortable and nonthreatened to offer their contributions. If there is an information gap between the learners, lifelike conversation can be ensured always with a more unpredictable, diverse, meaningful, interesting and vivid output.

b. Information gap activities can be adapted for multilevel learners: from the elementary to the advanced. Generally speaking, the instructor-monitored but learner-participation activities are designed for the beginners and the intermediate, and the instructor-guided but learner-monitored activities are for the advanced and some intermediate.

c. Information gap activities can not only prove to be useful at the productive stage in the classroom, but also for the receptive stage as well. Or "it possesses a nature of communication both for input and output stages".

According to McKay & Tom (1999) there are two kinds of info gap activities, one-way and two-way info gaps. One-way occurs when one person holds information which other group member(s) do not have. An example of a one-way information exchange is one in which one person has a picture and describes it to his/her partner who tries to draw it. A two-way information gap activities, both learners have information to share to complete the activity e.g., both have some information about directions to a location, but they have to share the information that they have to complete the directions. According to the previous definition, it seems that, in the two-way information gap, activities have been shown to facilitate more interaction than one-way information gap tasks. Because the material was about prepositions of place, the writer thought that visual aids would be right. So the teacher-researchers decided to use two-way info gap activity with pictures.

DATA ANALYSIS

The teacher-researchers did some steps before applying the info gap activity in the classroom. First, the class teacher introduced the target vocabulary, grammar and expressions. The target vocabulary which are about toys are action figure, rubik, box, balls, bikes, blocks, boats, cars, clown, dolls, kites, marbles, planes, puppets, skates, teddy bears, trains and yoyos. The target grammar is prepositions of place and plural/singular nouns. While the target expressions are the questions and answers about the positions of toys using "Where is/are the….?" The class teacher introduced them using some realia and flash cards. After that she did some kinds of drilling with the students so that at the end they would be able to do the info gap activity smoothly. Then the teacher-researchers prepared the pictures for the info gap activity by taking two different pictures of the realia. The first picture is for student A. In the picture, there are a robot, a doll, a train, two yoyos, a rubik, a Doraemon doll, and three planes. While in the second picture, student B's picture, there are a robot, a car, a doll, three balls, two yoyos, a box, and a Doraemon doll (Appendix 1). Because there are some items missing in each picture or there was a gap between the two pictures, the students had to complete it

by asking to their partners using the target grammar and expressions taught. Next, the teacher-researcher applied it in the classroom. There were twelve students in the class. So the teacher-researchers divided them into six pairs. They had to sit face to face with their partners and bring the pictures (Appendix 2). They could not show their pictures to their partners. They had to ask and answer and write the answers on the correct position in the picture. Since the goal was improving speaking skill, the teacher-researchers did not mind the spelling of their writing. During the time, the teacher-researchers walked around the class to observe and assess them using LIA's oral test scoring system for EC 1 and 2. The data that the teacher-researchers got from the activity was as follow:

No	Names	Comprehension				Vocabulary				Pronunciation				Total
		0	1	2	3	0	1	2	3	0	1	2	3	Score
1.	Fahira				v				v			v		4.4
2.	Nia				v				v			v		4.4
3.	Fani			v				v				v		3.3
4.	Sasa			v					v				v	4.4
5.	Aisyah				v				v				v	5
6.	Marcel				v				v				v	5
7.	Lintang			v					v				v	4.4
8.	Akhtar				v			v				v		3.9
9.	Yuki				v				v				v	5
10.	Ken				v				v				v	5
11.	Yeye				v				v				v	5
12.	Aska				v				v				v	5

From the data above it can be seen that from the twelve students, there were six students got 5 which equals to "A", one student got 4.4 which also means "A", four students got 3,9 or "B" and only one student got 3.3 that equals to "C". For the note, Fani, the student who got 3.3, was absent three times of the five meetings. So she missed some parts of the lesson which included the introduction to the target vocabulary, grammar and expressions. As comparison we can see the students' speaking scores in unit 6 and 7 as follows:

No	Names	Unit 6	Unit 7
1	Fahira	3.5	3.5
2	Nia	3.3	3.5
3	Fani	3.5	3.7
4	Sasa	3.7	3.7
5	Aisyah	4	4.3
6	Marcel	4.5	4.5
7	Lintang	3.3	3.3
8	Akhtar	3.3	3.3
9	Yuki	3.3	3.5
10	Ken	4	4
11	Yeye	4.3	4
12	Aska	4.3	4.3

The scores above were the average of their daily assessment in speaking. In unit 6 and 7, the class teacher never used any info gap activity. She only asked them to do some speaking activities which did not really involve student-student interaction or activities which only drilled them to say the words/sentences without letting them think of what they had to say and without letting them say of what they wanted to say. In other words they only imitated the teacher's words/sentences.

RESULT AND DISCUSSION

Based on the data above, we can see that almost all students improved their speaking achievement. When we look at their comprehension, nine of them really comprehended the activity, the instruction and the questions asked. After the teacher-researchers observed the action and checked their info gap pictures, the teacher-researchers found out that they mostly could ask the questions to find the toys which were missing and they also could describe the locations of the items asked using the right prepositions. Even most of them could differentiate between plural and singular nouns and could differentiate when they had to ask with "Where are…?" and when they had to use "Where is …?" Although not all of the students had good comprehension but it can be said that the students of EC-1B's profiles are quite good because they could follow a new activity which actually a bit complicated for their ages. For the vocabulary, almost all of them did very well since they had

been through many times of drilling. And the last is their pronunciation. There were still some students who did not pronounce some of the target words correctly. The word that was pronounced wrongly was "robot". They pronounced "robot" as the sound in the word "motor". So here the teacher-researchers found out that although they had been drilled to pronounce the words many times, they still had difficulty in pronunciation. But since they were still very young and the target of this research was not specifically to improve their pronunciation, the teacher-researchers did not really consider it as a big problem.

CONCLUSION

It can be concluded that the use of info gap activity to improve the students' speaking skill in EC-1B class is very effective. First, it was interactive. It made the students interact with others. They could exchange information they had and the language became meaningful. Second, it created the students' curiosity of the missing information. They were very happy and satisfied when they could find the missing toys and complete their pictures. Third, it used pictures that made them very enthusiastic. And the last, it also made them use all the target vocabulary, grammar and expressions taught. It made them think, choose and say the words/expressions needed so it will make them get used to speak English directly and spontaneously.

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APPENDIX

Appendix 1

Student A
Find from student B:
The car
The box
The balls

Student B
Find from student A:
The train
The rubik
The planes

Appendix 2

5 Words to 1 Minute – A Way to Boost Students' Speaking Skill

Lia Kristi Ningrum
LBPP LIA Palembang

ABSTRACT

The purpose of this study is to improve students' motivation to speak in class. The participants were the students of EL 3 level in term 1/2013. From the first day of class, I found out most of the students communicate in their native language, either Bahasa Indonesia or Bahasa Palembang. I tried to make a rule but it did work effectively. Then, I decided to apply "5 WORD FOR 1 MINUTE". In every meeting, students who say five or more words in Bahasa Indonesia or Bahasa Palembang must speak English for 1 minute in front of the class.

I used class observations and interview to get the data. A non-participant observer came to the class to see the differences before and after the application I used. At first, most students kept silent. After that, less and less students got their 1 minute in front of the class before the end of the term. Overall, the implementation of 5 WORDS FOR 1 MINUTE has been successful to help students improve their motivation in speaking. In fact, most students reminded their friends who spoke in Bahasa Indonesia or Bahasa Palembang to switch yo English.

BACKGROUND

As I stated above, I conducted this research in my EL 3 class. At the first day, I found most students communicate in their native language. Then I made a rule which made them to speak English but it wasn't work well. They kept enjoying speaking in Bahasa and or in Palembangnese. I thought I have to find a better way to make them communicate in English at least for the 2 hours during the class. Then I decided to apply "5 Words to 1 Minute" to this class.

This is a kind of enforcement. In one meeting, the students only spend 2 hours learning time to communicate in English. With this very short time, the students must speak English for the whole meetings. Unless, they get more limited time to use their English speaking skill. In every meeting, if the students speak 5 words in Bahasa and or in Palembangnese, they must speak in front of the class for minute without stop. I asked the students to remind their friends' if they speak in those two languages.

I introduced the "5 Words to 1 Minute" to the students on the eighth meeting. It was on Wednesday, February 6, 2013. That day, most students kept silent. I knew that they were afraid if they accidentally used Bahasa and or Palembangnese, they would spend 1 minute or more to stand in front speaking in English.

PROCEDURE

The data collection methods used in this research were class observation and interview. For the class observation, a non-participant observer came to the class to find the differences before and after the application I used. Bell believes that it is difficult to observe your own classroom, because as a participant

observer, you can be biased and subjectivity can occur while observing. Also, as a student teacher, I was familiar with the students' personalities, strengths, and weaknesses and this may create a biased response (Burns, 1999).

I interviewed the students about whether "5 Words to 1 Minute" method helps their speaking skill, at least for the 2 hours in the class. As Macintyre states, an "interview is a face to face interaction which allows the interviewer to ask carefully prepared questions and in addition to probe the respondents so that further information is obtained" (2000, p.84).

The class assignments are pair dialog and presentation. It started from February 9 to February 27 2013. In every meeting, there were 2-3 groups of 4-5 members presented. Their presentation related with the topic of the lesson.

RESULT AND DISCUSSION

The "5 Words to 1 Minute" method I applied was successful. English communication among the students run very well. Most of the time, they reminded their friends who unconsciously or accidentally spoke in Bahasa and or Palembangnese. The student who spoke more than 5 words finally spent 1 minute to speak in front of the class.

I told them to be creative about the topic to choose if they had to speak. Sometimes I asked questions to the student in front in order to make the time run efficient. I also gave compliments for the students who made no pause during their "1 Minute" in front.

Other students learnt about how important to communicate in English. I was glad with the result of this program because the less students got their "1 Minute" in front of the class before the end of the term.

CONCLUSION

The "5 Words to 1 Minute" method was successful making the students communicate more in English during the lesson in the class. They became more aware about their speaking skill. They learnt grammar, vocabulary and pronunciation unconsciously while they're communicating in English. They showed better performance in every meeting by communicating in English.

The "5 Words to 1 Minute" method is really effective in Teaching English as a Foreign Language. At the first time, the students were reluctant to speak because they were afraid to make mistake. However, the "5 Words to 1 Minute" makes them communicate more in English and also learn how important English speaking skill is.

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Partners in Class – A Way to Boost Students' Interest in Group Activities

Carbiriena Solusia
LBPP LIA Palembang

ABSTRACT

Trying to create student-student interaction and finding out that the students prefer to work with the same partner all the time, I wanted to create Partners-in-Class Situation in my ET 7 class. In this way, I challenged the students to have different partners every time they have group work. I conducted this on my ET 7 term I/2013. Each student would gain both individual score and partner score. All scores would be calculated at the end of every meeting. The result showed that the students became aware with not only his/her own performance but also his/her partners. What makes me happy was that student-student interaction was really implemented in my class.

BACKGROUND

The first day of our meeting was on Wednesday, January 9, 2013. I was really lucky that out of 24 students, only one student absent that day. This class was coming from two different classes combined as one. I also realized that I would teach nine students from my ET 6 class term IV/2012. Just like the typical ET students they were really loud and extremely active. On the same day, I introduced them the Partners in Class.

I gave them a piece of paper that showed what aspects that will be score in Partners in Class. They had to write their names and their partners' names. There is a space where I can put their overall performance, individual score and also the point they will gain once they choose different partners every day. I told them that the calculated score in Partners in Class will be one of the many aspects that help them gain a better score.

METHODOLOGY/ PROCEDURE

The data collection methods used in this research were class observation, document collection (physical evidence), and interview to know what students felt and thought of the Partners in Class. I did this study for 3 meetings during the first term of 2013 which was happening on January 7 – March 13, 2013. There were 3 topics chosen from the 12 lesson in ET 7 book.

The first topic chosen was about Cool Future Inventions. They had their own rights to choose their own group since they had to have different partners in every group work. They must create their own version of future invention drawn and written in a plain white carton. Once they finish their job they must present it in other classes available during the same time and day. Their individual and group score were given by the class teacher that they have visited.

The second topic was based on the fourth lesson, Advice Column. The students with their new partners were assigned to jot down the problems they have

in their real life, collected it, and then switch their problems to the other group. After got the other group problems they must discuss the advice for each problem and presented it in front of their friends. The other group who sit may gave their responses to certain advice that they thought were not going to work.

The last topic was from lesson 9, Star in the Wall. This is the last topic that will be scored using Partners in Class. That day, I played a video showing the slum area in India. I asked them to pay attention on the situations and what deficiency they faced. The objective of lesson 9 is student will be able to hold a debate, so at the end of the lesson students are expected to be able to express their opinion of the life in slum area. The students worked in two big groups. They definitely didn't gain a lot of point in Partners in Class but they certainly practiced to speak in a bigger group. They learned how to express their opinions and heard by others.

RESULT AND DISCUSSION

The assignments were based on materials leaned in Lesson 2, 4 and 9 Student Book for ET-7. Partners in Class made students eager to find new partners once they got a chance to work in group. They used to dodge group work but ever since I use Partners in Class, they were eager to find new partners in every group work.

Partners in Crime really push the ones who prefer working alone or with the same friends over and over to be more socialized. What made me even happier than just good scores was the close bond they have at the end of the term.

CONCLUSION

Partners in Class had made students aware of their performance. They knew what aspect will be scored during group work. They became more aware of not only their own performances but also their friends, because their friends' scores will

affect their own score. They created the discussion environment into a whole new level, made their performances better.

REFERENCE

Yayasan LIA, Student Book ET-7

Effect of Reward on Students Enthusiasm for Participating in Class

Amelia Primasari
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ABSTRACT

In this study, I investigated how the reward would impact my students' enthusiasm for participating in class. Enthusiasm can be defined as the students eager to participate in classroom activities. As we know, there are many types of students in the class. Very often, they just want to be passive students. Therefore, I implemented this strategy to boost students enthusiasm

THEORETICAL FRAMEWORKS

Learning is an extremely complex human process. During my years of teaching, I have used many strategies to enhance student learning and to teach new concepts. I am still not convinced that I thoroughly understand how children learn. Yet, at this point, I do believe children learn through experiences. They build on past experiences and previous knowledge to process new concepts. As children redefine old understandings of concepts and integrate new experiences into their old concepts, they mature in their knowledge and understanding. In their early experiences of the world pupils develop ideas which enable them to make sense of the things that happen around them.

In a discussion in "Discovery, Enquiry, Interaction, Constructive Learning—What's the Difference?" Harlen (1993) suggested that there is no single solution to the complex matter of education. According to Harlen, the objectives of learning are various and so should be the approaches to teaching. A combination of approaches is often the most effective education.

As a teacher I cannot assume that I am the giver of knowledge. I can only be confident in knowing that I am the facilitator of understanding, the presenter of an opportunity to explore, discover, and compile knowledge. A student's willingness to learn and his/her enthusiasm for discovering knowledge and developing understanding will dictate the level of student learning.

Students need to be actively involved in their education. Interested and enthusiastic students are more willing learners, and I believe willing learners become active participants in their own instruction. As children become more actively involved in their learning, they develop interest and enthusiasm for the content and/or the process that is their conduit for acquiring new knowledge. Through this study I hoped to find that the reward can tap the enthusiasm of my students towards learning English and make them active participants in the class.

THE STUDY

I taught Intermediate – 2 class consists of 26 students. At the beginning of the term, I told them that they would receive rewards based on their active participation in class. The reward was a positive stamp, which they had to collect as many as possible. They got a positive stamp whenever they participated in class, such as, answering and giving questions related to the study, participating in group work, speaking english all the time, and doing the assignment. At the end of the term, I counted their stamps and added it to the monthly score as additional score.

RESULTS

As I watched and listened to my students during the study, it was apparent that they were more enthusiasted to join the class activities. They talked in English all the time, and more eager to answer and give questions.

Presentation and Question Writing Improving Students' Speaking and Writing Question Ability

Tini Intani
LBPP LIA Palembang

ABSTRACT

The purpose of this study is to improve students' speaking and writing question ability. The participants were the students of Intermediate 3. This study was conducted in term 1/2013. I noticed that their speaking ability was low. So, I decided to have a pair presentation because one of the lessons discusses about how to give a mini talk. I used journals,observations, and documents to get the data.I did two cycles because from the first cycle the students were still reluctant to raise their hands to ask questions. Then in the second cycle, I found out that all students wrote questions and asked the presenter. Overall, the implementation of using presentation and preparing questions by writing them down has been succesful to help students improve their speaking and writing questions ability.

BACKGROUND

My class level is Intermediate-3.After knowing this class,I knew that I would teach the class that I had ever taught before in level Intermediate-1. When I taught them that time I noticed that their speaking ability was low.actually, I wondered about their ability by asking the teacher who taught them in Intermediate-2 and she told me that the students still have problem with their speaking ability. Then,on the first meeting (January 7,2013) I tried to check out about their ability by having discussion. That time,I found out that it was true that the students' speaking ability is still low.

Seeing that problem I decided to do something to improve their ability in speaking. Since in Intermediate-3,one of the lesson(lesson 10) discusses about how to give a mini talk so I came with an idea to ask the students to take turn having a presentation in pairs since the number of the students is big-22 students. The topic of the presentation would be the topic of the lesson from the

book. In my opinion by asking them to have presentation I assumed that at least the students will speak to tell something about the topic. I also asked the other students to make questions about the presentation given to make them speak and pay attention to their friend during presentation.

METHODOLOGY / PROCEDURE

In this study, I used journals,observations,and documents to get the research data. At the first meeting I asked two students randomly to be partners. They would prepare and deliver their presentation the next meeting. On the day of presentation, I asked the students to ask questions in question and answer session of the presentation. After the presentation I gave them comment on their presentation as a feedback.

RESULT AND DISCUSSION

Cycle 1

At the first presentation,I observed that the presenters were still not confident with themselves.when it came to question and answer session,nobody asked question. I encouraged them to ask since I can feel that actually they have something in their mind but they feel reluctant to raise their hand then speak out their question. Again,I motivated them not to be shy or afraid of mistake to ask question. Then there were only two students asked questions. This condition happened to the second and third meeting of presentation.

Cycle 2

Observing that condition, I thought that this way was not effective enough to make them speak in this case to ask question about the presentation. Then for the fourth presentation, I gave each student a piece of paper. I asked them to listen carefully to the presentation and they must write at least one question. Then I found out that all students wrote questions. So,I did this writing question treatment to the rest of presentation. Because of the limited time to answer questions the presenters took only three or four questions randomly and asked the writer to read their question.

CONCLUSION

Overall, the implementation of using presentation and question writing has been successful to help student improve their speaking and writing question ability.

APPENDICES

Sample of the written questions from students

Watching Animated Movies to Make English for Children Students Remain on Tasks

Septiani Ambarini
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ABSTRACT

Teaching children is not an easy thing to do. We have to deal with their bad behavior such as walking around the class, talking and playing with their friends, cheating and even fighting. It seems that some of them come to LIA not to study but just have fun it is difficult for me to ask some of them to sit still and do the assignments given.

To solve this problem, I conducted an action research to get a better way to make my students remain on task. My class was EC 5B. There were 19 students, 10 boys and 9 girls. This technique is done by playing animated movies and giving assignments based on the movies. Through my research I found out that my students could focus and do the assignment given. It also helps me motivate students learn English.

BACKGROUND

English for children or EC for short is the program in LIA for Elementary School students. The students are from first until sixth graders but LBPP LIA Palembang has only fourth, fifth, and sixth graders as the students.

Although it is not the first time for me to teach EC, I still feel surprised with my students' behavior especially with the boys as the girls are easily to handle. Comparing to other level students, they are more mobile, easily distracted and competitive. It seems that they have a lot of energy to move around the classroom, talk and play. So, I gave them activities like quiz, cards, and pictures which make them walk or run and compete and they really enjoy those things. The problem is they do those activities in groups which make me sometimes unable to check their understanding individually but if just give them task to do by themselves it is difficult for me to ask them sit still and focus on it. Some of them will walk around, others will talk or do it together or even copy their friends' answers. I often give them warning or punishment so that they will do the task completely by themselves but it is like going with the wind. They stopped for a while then doing these disturbing things again.

I was a little bit frustrated at that time. Then one day I got an idea. The students saw an LCD TV in the classroom. I used it to show them some pictures from my laptop. They looked so excited and directly arranged their chairs in front of it. They also curiously asked me why it was there. Before I answered they answered their own question by saying that we were going to watch a movie, an animated one. When I said no, they looked unsatisfied and said that it was not fun. They then begged me to play an animated movie. Some of them looked unsatisfied when I asked them to open their student book. It is not surprising as George Boeree stated, The child in primary school know how to "handling imagine" they were in the latency steps which already able to developing hard works to learning social environment,

so that parent and teacher must be aware and giving more attention to them. They like to watch cartoon than reading, (2008:390).

METODOLOGY/PROCEDURES

The research was done at LBPP LIA Palembang on EC (English for Children) 5B students, term 1, 2013. They studied at 4.00-5.30 PM. I played animated movies to make my students focus on doing the tasks given by me.

That event when they begged me to play an animated movie gave me a hint why not playing a movie especially an animated one. By playing movie I can combine the thing they like, watching a movie and the thing I want; they do task based on it. The first thing I did was to find fun and good animated movies as stated by The F.I.L.M. Project A Partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth in Teaching with Movies: A Guide for Parents and Educators, "Youth will not enjoy a boring, slow-paced movie that lacks humor or action". However, I also have to be careful because I cannot deny that some animated movies are not appropriate for children because of its rude words, sexuality contents and violence. It is stated by The F.I.L.M. Project A Partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth in Teaching with Movies: A Guide for Parents and Educators, "This heavy media intake for a typical American kid may sound alarming, particularly when themes of sex and violence can be so common in media". After I got the movies, Rango and Despicable Me, I chose the scene I showed because of the limited time. I played Rango when I asked the students to make questions. Then, I played Despicable Me when I asked them to find unique inventions from the movies and the material and the functions of the inventions. I also set the rules for the children because I don't want them act the same in doing the tasks from me. They must watch the movie and do the tasks by themselves or they would not get any score.

RESULT AND DISCUSSION

Based on my observation, most of the boys showed some improvements. For the first time some of them still walk or talk or do the tasks together but I always warn them not to do that again but after the second time I was helped by other students who told their friends about their disturbing behavior. So, the students who was walking and talking stopped and watched to do the task by themselves.

CONCLUSION

I know that what I have done in my class really influences my teaching-learning process. By doing this research hopefully my students can be more motivated and focused on their study. On the other side it also can give me motivation to find appropriate ways for teaching different classes. I am also motivated to give the students what they like but also do my task, to teach them the lessons.

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Primary Schools. Siripen IAMURAI, King Mongkut's University of Technology Thonburi, Bangkok, Thailand

Applying "MISSCAN" (Minus Scoring System Agreement) Technique in Decreasing Students' Bad Behavior in Children Class

Candra Yusita Bahari
LBPP LIA Palembang

ABSTRACT

Many teachers would probably agree that teaching children is very challenging. We have to deal with bad behavior such as talking in the classroom, fighting, disturbing others and pushing. Bad behavior is not a good thing at all in a classroom and we cannot ignore it, otherwise it will get worse.

To deal with this problem, I conducted action research to find out better ways to handle my students' bad behavior. My class was EC 5A. There were 15 students, 6 boys and 9 girls, with different character. I used "MISSCAN" (Minus Scoring System Agreement) technique to help me handle my children class. This technique is done by setting rules in class with the students' agreement. Through my research, I was able to decrease my students' bad behavior. It also resulted in a more effective teaching and learning in my class.

BACKGROUND

Teaching children is not just giving them materials of the lesson in the classroom. We also have to deal with their behavior, which may hamper the teaching and learning process. There are some teachers who reported that their students like to shout just for fun or tend to bully their peers. We have to find the best way to overcome these problems. My class was EC 5A. There were 15 students in class. I found that some of my students were very naughty. They liked saying bad words, walking around the class, shouting and even fighting in class. It was a bit shocking moment for me because just like most children classes, the situation was chaotic.

METHODOLOGY/PROCEDURES

The research was done at LBPP LIA Palembang, at level EC 5A (English for Children), term 3, 2012. They studied at 2.30-4.00 pm. I used "MISSCAN" technique (Minus Scoring System Agreement) to overcome my problem.

After knowing what happened in my class, I started to make agreement with my students. Clearly communicating the rules of a social and personal conduct code is a major step in setting up an effective program for classroom discipline (Ingweson, 2000). Having discussion with my students, I finally made some rules that my students had to obey. When they broke the rules, they directly got minus score and it would influence their final result. I also told them I would talk to their parents if something really bad happened. Then I wrote the rules on a piece of paper and asked them to sign the agreement. After that, I gave each of my students a piece of origami paper with score 100 on it and my signature. They had to stick it on their student books. Every meeting, they got minus or plus score, based on their behavior in class.

RESULT AND DISCUSSION

Based on my observation, after signing the agreement, most of my students showed much improvement. In the first week, some of them still showed their bad behavior but after they knew that I directly gave them minus score on their origami paper, they didn't do it again.

CONCLUSIONS

I believe that what I have done in my class really contributed to an effective classroom management. Through my research, I was able to evaluate the students' learning and my teaching. In short, action research has motivated me to improve my way of teaching especially in teaching children.

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Appendices

Class minus :

14/1 2013.
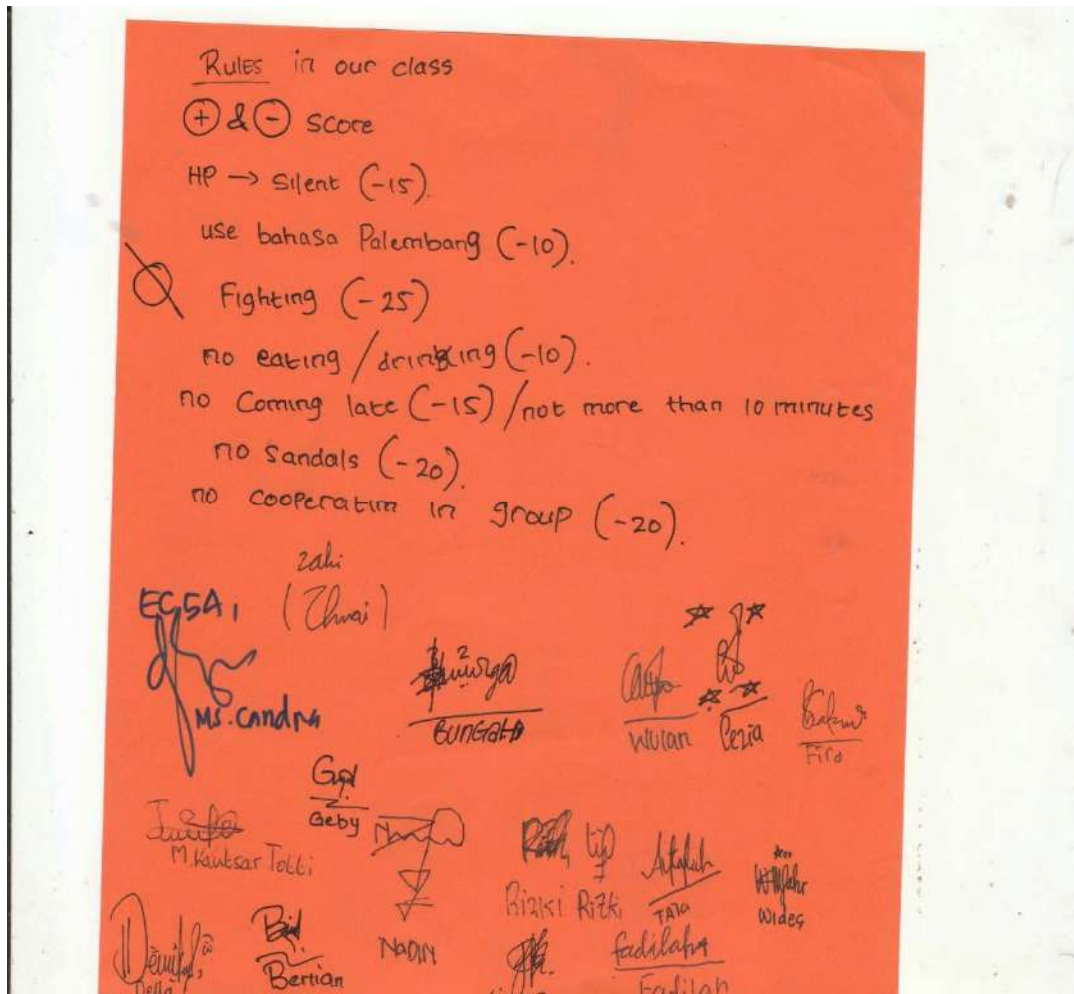
Group
Grace Natasya

Absent = - 10
Fighting = -25
noisy (gosiping) = - 15
no cooperation = -20
speak bahasa Indonesia = -5
use sandal = - 10
no books = -10
bad words = - 25
Come Late = -5
running class = -10
writting on the wall = -10

Nabila Puan Maharani

Al-Rayssadavin

Talitha Janitra Nabila.

plus =

bring dictionary = +15
the best group of today = +25
come to the class = +10

Kerlyn Klarisza Novella

Trinitatis Siraga.   M.IKram Fadhilah

Felicia. Yang

Aldi
Aldi Febryawan suherman

Mr. Candro

A Time-out Area: An Effective Way to Improve Students' Behavior?

Togi Rejeki Sirait
LBPP LIA Pengadegan

ABSTRACT

One of the biggest struggles many English teachers face would probably be handling EC students. As we all know, most of them, especially those in the lower levels, are very active. They like to chat, move around the class, tease their friends and sometimes even fight. They get distracted very easily too. A tiny silly action from one student is enough to make the class fall apart. That is why the writer feels that it is still a big challenge to manage a children class.

Good classroom control is the key to make sure that the process of learning and teaching runs as planned. However, to get the class under control is not very easy. One of the ways that the writer believes would be an effective tool to improve students' behavior is by using a time-out area.

This research is to find out how effective a time-out area is to correct misbehavior in a children class. This time-out area is expected to be a corrective consequence for any student who disturbs the class. Rules were given at the beginning of the term to make the students aware of what behavior is considered unacceptable and what is not. An extra desk was placed at a corner of the classroom, as far away from the other students as possible. Anytime a student shows an unacceptable behavior, he or she is instructed to take his or her materials to the corner and work there for the remainder of the session. If the student continues, for example, to make noise in the isolation area, the teacher should ignore him or her and ask the other students to ignore the student as well. At the end of the session the teacher discussed with the student about the problem and the future plan.

The research was conducted in one term (III/2013) at an EC 1A class. The data was taken from the teacher's observation and teaching journals during the term.

One of the biggest challenges facing teachers of young learners is classroom management. On one hand, you want to be a kind and loving caregiver for your students. On the other hand, you want to maintain order in your classroom so that instructions can take place. Creating the balance between a caring environment and one where there is control is not an easy task for any teacher. It is especially difficult for new teachers (Linse, 2006).

As a new EC teacher, I found myself having so many difficulties in handling EC students. In term III/2013 I was given an EC 1A class. There were fifteen students in the class, six girls and nine boys. The girl students were mostly quiet and cooperative. The boys, as usual, were the active ones. There were three students whom I found very difficult to handle. They are Fajari, Marvin, and Adhit. They're loud and often got into a fight with each other. One of them, Fajari, liked to shout, move around the classroom, and disturb his friends. His behavior constantly made the other boys become noisy too.

In the first few sessions I spent some time to observe the students' characteristics. And here are their profiles:

No.	Name	Sex	Traits and competency
1.	Fajari	Male	very active, very noisy, rebellious, average
2.	Marvin	Male	talkative, very competitive, quite bright
3.	Alika	Female	calm, cooperative, average
4.	Reva	Female	calm, diligent, above average
5.	Angeline	Female	calm, attentive, very bright
6.	Adhit	Male	talkative, very easily distracted, a slow-learner
7.	Fauzan	Male	talkative, active, slightly above average
8.	Alfath	Male	rather quiet, responsive, average
9.	Hawa	Female	quiet, very shy, average
10.	Raiyan	Male	attentive, responsive, quite bright
11.	Nike	Female	rather talkative, cooperative, quite bright
12.	Malik	Male	attentive, cooperative, bright
13.	Gladys	Female	quiet, cooperative, average
14.	Alfian	Male	quiet, cooperative, a slow learner
15.	Davin	Male	talkative, responsive, bright

To expect a children class to be at all times nice and orderly is almost always unavailing. It is the children's nature to be active and talkative and playful. However, to

keep the learning process going in a conducive manner, a teacher needs to have a good classroom management. One of the most important aspects in managing a children class is to establish clear rules at the beginning of the term. So I decided to set some rules and make the students aware of them. I tried to make the rules stated in positive terms as much as I could, but since it was an EC 1A class, I realized that the rules had to be as simple and as easy to remember as possible. So I came up with these rules:

1. I come to class on time
2. I listen to my teacher
3. I sit quietly
4. I talk in English
5. I don't fight
6. I do the work my teacher gives me

I did not give too many rules so that the students would not find it difficult to remember them. I announced the rules at the beginning of the term and put them on the wall so that the students could see them clearly and I could easily point at a certain rule to remind the students if they don't behave. Since it was an EC 1A class, I spent much time reminding the students about the rules. At the end of the session I rewarded those who behaved properly a smiley sticker to make them aware that respect towards the class rules is appreciated.

I soon realized that the rules were effective only for the girls and a few boys who were quite cooperative. This one student mentioned above, Fajari, was really difficult to handle. Sometimes he shouted at his friend's face for no particular reason. Every time I warned him, either verbally or non-verbally, he would go quiet for a few minutes and then went to being noisy again. The other boys, especially Marvin and Adhit, complained a lot about him and oftentimes they would end up fighting with each other.

I then decided to conduct a research on how to improve these students' behavior. Some literatures suggest the use of time-out area to correct misbehavior. I would like to find out how effective a time-out area is in my class.

<u>THEORETICAL FRAMEWORK</u>

Gaining recognition as a worthy, able individual is important for personality development. All behavior - including misbehavior - is orderly and purposeful and directed toward achieving social recognition. Unfortunately, in many children, the desire for attention goes unfulfilled. When children try to get recognition without success, they usually misbehave to gain it. All misbehavior is the result of a child's mistaken assumption about how to find a place and gain status. Parents and teachers need to be aware of what children do to be recognized and appreciated so that they can accommodate them better. They must also learn to avoid falling for the unconscious strategies children use to achieve their mistaken goals.

One of the most commonly identified goals behind children's misbehavior is gaining attention. Children usually try to achieve recognition through strategies designed to gain them attention. Children who seek excessive attention often brings disturbance in class. They distract their teachers by showing off, being disruptive, being lazy, asking special favors, needing extra help on assignments, asking irrelevant questions, throwing things around the room, crying, refusing to work unless the teacher is right there, or being overly eager to please. Teachers often respond to these children by giving them too much attention such as reminding them often, persuading them, showing pity for them, or feeling annoyed at them.

Giving attention to attention-seeking children does not necessarily improve their behavior. When attention is given in response to children's misbehavior, the misbehavior will increase. Although the search for attention is usually manifested in the form of misbehavior, sometimes even the cooperative behavior of very young children may originate from a desire for special attention. Often, these children try to do better than others, and they are very sensitive to criticism and failure.

Attention-seeking children seem unable to tolerate being ignored. They prefer the pain of humiliation or other forms of punishment to receiving no attention. If they fail to receive the attention they desire, they do things that cannot be ignored.

Teachers usually pay attention to these behaviors by nagging or scolding the misbehaving students. However, they should avoid falling into the trap of reinforcing the misbehaviors. When students behave unacceptably, teachers must ignore them. If their

misbehavior is consistently ignored, children will not learn to associate attention with inappropriate behavior. Sometimes teachers complain that ignoring bad behavior "does not work." They commonly reach this conclusion when in fact they are giving children attention through the use of various nonverbal cues. For example, students' bad behavior may be reinforced when their teachers stand and glare at them with hands on hips and scold them. Ignoring misbehavior is also more effective when accompanied by reinforcement of good behavior. Teachers need to pay attention to occasions when their students are listening attentively or working on their lessons productively. When they do, teachers should praise them or give them a pat on the back and tell them how much they appreciate the students' cooperation (Dreikurs, 1968).

METHODOLOGY/PROCEDURE

This action research was conducted in term III/2013. A set of rules were given at the beginning of the term and in the first four weeks no negative reinforcement was given as the teacher wanted to see how well the students could cooperate in the class with the rules given.

A time-out area was established as a corrective consequence for any student who disturbs the class. An extra desk was placed in a corner of the classroom, as far away from the other students as possible. Anytime a student made an unacceptable amount of noise, or did things that could disturb the class, he or she was instructed to take his or her materials to the corner and work there for the remainder of the session. The other students were asked to ignore the student if he/she continues to make noise in the isolation area. The teacher also ignored the student and praised the other students who were ignoring the isolated student.

The teacher then discussed with the student about the problem and the future plan. When the student is being quiet, he or she is praised to let the student know that his or her efforts are not unnoticed.

The data was taken from the teacher's observation and teaching journals during the term.

RESULT AND DISCUSSION

This time-out area seemed to have some kind of influence on some of the "difficult" students, namely Marvin and Adhit. It didn't show significant effects on the other one (Fajari) as presented in these journals :

1. First month :
I was given an EC 1A class on Saturday at 14-17 in term III/2013. I was absent in the first two weeks so I was substituted by a colleague. He reported that there was a student in my class who was really difficult to handle. He gave quite a description of what that student did. He mentioned that the student was very noisy, did not respond accordingly to his instructions, and even pounded his hands on the teacher's desk despite my friend's oral reprimand.

In the third week I finally got the chance to meet the class. I found not only one, but there were three students who were really noisy. They are Fajari, Marvin, and Adhit. I gave the class rules in the second session of the third week. The rules were written on a large paperboard and I stuck the paperboard on the wall at a prominent position. I explained what the rules mean so the students could get a clear picture of what forms of behavior are expected from them. The students seemed to have no difficulties understanding the rules because they were written in short and simple sentences. At this point, I had not applied the time-out area yet because I wanted to see how well the students can cooperate in class with the rules given. The girl students were mostly cooperative. Sometimes I caught them chatting but still in an acceptable amount of noise, and they responded positively towards my non-verbal reprimand. As for the boy students, they seemed to have difficulties obeying the rules. At the end of the session I awarded the students with smiley stickers as a form of appreciation for being nice in the class.

In the fourth week, when we were in the reading room, the girls were reading and browsing around the books quietly when suddenly Marvin shouted very loudly. Everyone looked at him in confusion. Marvin then said that Fajari had hit him on the head. I didn't see what happened so I asked Fajari why he had done that. Fajari didn't say anything. The other boys told me that Marvin and Fajari had

been arguing about something in a book they're reading together before the hitting happened. I knew then something was needed to be done.

2. Second month :
In the fifth week I realized that the rules only worked for most of the girls and a few boys who were quite cooperative. I then started to use the time-out area as a corrective consequence for students who disturb the class. As mentioned above in the theoretical framework, most misbehaviors students show are an effort to gain attention. This time-out area is actually a form of ignoring action that the teacher hopes would decrease misbehavior in students. Either oral or non-verbal reprimands act as attention towards the misbehaved student that might reinforce the misbehavior. I arranged the students' chairs in the classroom closer to my desk so there would be much space between the isolation area (a desk placed on the left corner of the room) and the rest of the class.

After reviewing some vocabulary items discussed in the lesson we were placing stickers in frames in the book when Fajari started to lie on the floor and make the whole class laugh in ridicule. I asked Fajari if he had finished his work, he said no. I asked him if he wanted to do his work on the floor, he said no. I then asked him to go to the time-out area. I asked him to bring with him his books and backpack. He looked confused. He asked me what he should do there, I told him to sit there and work there until the end of the session. I then continued the lesson. When I asked questions to the rest of the class, Fajari answered in a loud voice while raising his hand to get my attention. The boys were distracted by his act. I completely ignored him and I asked the class to also ignore him. Not all managed to do this, but I praised the ones who did. At the end of the session before I dismissed the class, I awarded the students who behaved well throughout the session with smiley stickers. After the class was dismissed I talked to Fajari. I told him that as a part of the class he needs to respect the class. Respecting the class means respecting the rules. If he couldn't behave properly in the next sessions, he would be sent there again. He nodded but didn't say anything, and then I let him go home.

The next two weeks were public holidays so we had no session.

In the eighth week Fajari came to the class and was quite cooperative during the first half hour. Then Marvin started to make some noise that ended up making Fajari go wild again. As a result, I sent both to two separated time-out areas, and talked to them after the class.

In the ninth week I noticed that Marvin was a lot more cooperative than before. He still answered my questions enthusiastically but not in an excessive volume like he used to do. However, he still showed high eagerness to receive praise and recognition. I taught a new song that day and he proudly told me that he already knows the song. At the end of the session I did praise him for being nice in the class. Fajari, on the other hand, did not show significant improvement. This time, he got into a fight with Adhit and I had to send them both to the isolation areas.

3. Third month :
I was absent in the tenth week so the class had the sessions with a substitute teacher.

In the eleventh week we were making our ABC book and everyone was busy, including Fajari. Marvin finished first and decided to be my assistant. He helped distributing the color paper to his friends who asked for more. He also voluntarily cleaned the floor from the mess we made. I praised him for that. Fajari followed him up by asking me to allow him to put holes on the color paper. I let him and praised him for that. Adhit showed some improvement too. He's still chatty but managed to be not too loud. I praised him for that.

In the twelfth week I tried to channel Fajari's energy into something that I thought would be more conducive for the class. I asked him to assist me. We usually started the lesson with a song, so that day I asked Fajari to be the song leader. He accepted the offer enthusiastically and did his job well. I praised him for that. Once in a while during the lesson Fajari was still restless, but I decided not to send him to the time-out area. I began to think that the time-out area itself might have become a tool for him to gain some attention because it might be possible that he found enjoyment in the attention he got when I turned my head on him and asked him to go to the isolation area. That might be the reason why he

hasn't showed any improvement after being sent there for several times. So I ignored him completely when he moved around the class and danced in irregular movements in front of the boys. Marvin tattled on him loudly but I acted as if Fajari was not there. I managed to keep most of the class focusing on the activity we were doing. After a while Fajari went back to his seat.

In the last week of the term, we had a review of all lessons because the students were going to have a midterm test at the second session that day. They were mostly cooperative. We reviewed the lessons through songs and games. Sometimes Fajari, Marvin, and Adhit got a little carried away with the activities, but at least they managed to keep their hands to themselves and not much disturbance observed during the day.

CONCLUSION

As stated earlier in the discussion, this time-out area seemed to have some effects on some students. Even though we know that behavior shaping cannot be done in a short period of time, especially for children, Marvin and Adhit showed some improvements after being sent there. As for Fajari, no significant changes were observed in his behavior after several times being sent there. The writer thinks that probably it's because the time-out area itself has become a tool for the particular student to gain some attention, no matter how small it was.

Though it has different effects on different students, the writer still recommends that this treatment is continued in longer periods in order to see more significant changes, no matter how gradual they are. As for students like Fajari, a different approach might be needed.

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