ISSN 2087-9504

Lembaga Bahasa &
Pendidikan Profesional
LBPP LIA

CLASSROOM ACTION RESEARCH JOURNAL

VOLUME 8 NUMBER 2 2015

Deeper Learning for Creating Competent Students

The 8th
LIA Research Colloquium

ISSN 2087-9504

Lembaga Bahasa &
Pendidikan Profesional
LBPP LIA

CLASSROOM ACTION RESEARCH JOURNAL

Volume 8 Number 2 2015

Editor's Note (Volume 8 No. 2)

Deeper learning harnesses the power of critical exploration. Deeper Learning, as described by the William and Flora Hewlett Foundation, is the means for teaching students to use their knowledge and skills in a way that prepares them for real life by mastering core academic content, learning how to think critically, collaborate, communicate effectively, direct their own learning, and believe in themselves.

LBPP LIA has persistently published this journal annually since 2007. The year 2015 has been the highlight since we have managed to publish two journals. The LIA Research Journal Volume 8 number 2 contains forty three papers chosen out of a pool of 71 abstracts based on their importance and relevance to the theme of LIA Paper Competition 2015: Classroom Action Research: Deeper Learning for Creating More Competent Students.

We would like to extend our appreciation to teacher-researchers and lecturers who have made the publishing of the journal possible. We hope that the journal can be a more established part of a larger research community. We are thus delighted to welcome more teacher-researchers, lecturers, and readers to take part in continuous betterment of our students by having the flair for ongoing research towards students' better competence.

Let's invest in education for our country's golden generation. Let's strive for significance! Let's get the privilege of continuous improvement with LIA Research Community! Let's go beyond the extra miles for our utmost fulfillment!

Nelmi Nasution

EDITORIAL BOARD

SELESTIN ZAINUDDIN, M.Hum.
ADVISOR

NELMI NASUTION, S.S., M.Pd.
EDITOR IN CHIEF

DAMANHURI AL AYUBI, S.Pd.
ASSISTANT EDITOR

EDITORIAL REVIEW BOARD
NELMI NASUTION, S.S., M.Pd.
ADE ARY SIMATUPANG, S.IP.
DAMANHURI AL AYUBI, S.Pd.
TUBAGUS SATRIYADI, S.S.

LIA Research Journal is published annually; however, this year it has been published twice, at the beginning and at the end of 2015. The 8th LIA Research Journal 2015 Number 2 is aimed at providing teacher-researchers a medium to share ideas, insights, findings, and solutions to day-to-day teaching problems. This edition focuses on Deeper Learning for More Competent Students.

Any copyrighted articles published in LIA Research Journal 2015 are reprinted with permission of the copyright owners. These articles may not be reproduced, in whole or in part, without the written permission of the copyright owners.

Table of Contents

NO	PAPERS	PAGES
1.	**Toward Deeper Learning: Applying Contextual Project Based Learning for High Intermediate Class** Irene Indriasari LBPP LIA Semarang Candi	1 – 28
2.	**Implementing a Knowledge Portfolio Strategy Assessment to Ensure Students Take on Ownership of Their Learning** Virdian Sefrizal LBPP LIA Semarang Candi	29 – 42
3.	**Lesson Mapping: A Proactive, Creative and Reflective Method of Planning Effective and Fun Lessons: A Classroom Action Research** Sellyana LBPP LIA Cibubur	43 – 70
4.	**Integrating 4Cs into Methods Applied in Teaching Conversation Class: A Class Action Research to Develop a Model** Kuscahyo Budi Prayogo LBPP LIA Semarang Imam Bonjol	71 – 83
5.	**Retrieve and Recycle: Maximizing the Use of Academic Vocabulary in Higher Intermediate Students' Writing** Rahmila Murtiana LBPP LIA Banjarmasin	84 – 108
6.	**Optimizing Language Learning on EC-4A Students by Using Brain based Teaching Techniques** Rika Amelia LBPP LIA Padang	109 – 124

7. **Utilizing CARD Technique to Propagate Descriptive Writing of Elementary Adult 4 Learners of LIA Surakarta in the Year of 2015** 125 – 150
Ahmad Dadang Pramusinta
LIA Surakarta

8. **Drilling with Flashcards; An Alternative Way to Enhance Students' Speaking Skills** 151 – 180
Diana Luspa
LBPP LIA Palembang

9. **Improving Students' Speaking Ability through Multimedia at English Department of Unesa 2014 Generation** 181 – 191
Fauris Zuhri
English Department of the State University of Surabaya

10. **Getting Students to be More Natural in Presenting Ideas by Using Picture-Points Presentation** 192 – 200
Sugiarni
LBPP LIA Palembang

11. **The Effectiveness of English as a Solely Instructional Medium: Students' Responses and English Proficiency** 201 – 208
Akhmad Habibi, S.Pd.I., M.Pd.
Masbirorotni, S.Pd., M.Sc.Ed.
LBPP LIA Jambi & Jambi University

12. **The Effect of Peer Correction on Young Adults' Essay Writing Competence** 209 – 218
Imas Wahyu Agustina
LIA Pramuka

13. **Formulating Rules and Steps to Assist Very Young Learners to Learn and Accomplish Assigned Tasks** 219 – 238
Veridiana Dyah Karnasih
LBPP LIA Surakarta

14. **Using LINE Group Discussion to Motivate TOEFL Class Students to be More Independent and More Active in Learning** 239 – 252
Sulistiasari Tri Rahayu
LBPP LIA Palembang

15. **Short Story through *Wattpad*: Its Use and Benefit in Teaching Writing-Short Story** 253 – 260
Qurrota Ayuni
LBPP LIA Palembang

16. **PYI: From What You don't Know to What You have Learned with Board Game** 261 – 281
Elvina Arapah
LBPP LIA Banjarmasin and Lambung Mangkurat University

17. **Preparing Students for 'A Real Life' by Implementing Deeper Learning Method** 282 – 308
Aris Masruri Harahap
LBPP LIA Harapan Indah

18. **Video Recording Oral Presentations to Develop CV-6 Students' Presentation Skills** 309 – 317
Tri Cahayanti Widuri
LBPP LIA Malang

19. **Using Inside-Outside Circle Technique in EL-2 Class at LBPP LIA Pekanbaru** 318 – 328
David Binardo
LBPP LIA Pekanbaru

20. **Correct Me If I'm Wrong (CMIIW): Immediate Feedback Technique to Improve EC-4A Students' Pronunciation** 329 – 337
Nur Rahmi Pangesti
LBPP LIA Palembang

21. **Improving Students' Speaking Skill by Applying Two Cooperative Learning Techniques (Think-Pair-Share and Team-Pair-Solo)** 338 – 345
Nenden Sri Rahayu
LBPP LIA Buah Batu

22. **Increasing Intermediate 4 Students' Accuracy in Writing Past Suggestion and Present Suggestion by Writing Journals** 346 – 366
Nugraheni Widyaningtyas
LBPP LIA Malang

23. **Increasing Students' Talking Time in Using Appropriate Vocabulary in Speaking by Doing Read My Back Activity** 367 – 375
Sheila Nanda Parayil
Sri Wahyuni Sachria
LBPP LIA Buah Batu

24. **Applying Focus Group Discussion in HI-1 Class to Enhance Student's Participation in Speaking** 376 – 385
Dian Rakhmawati and Metaria
LBPP LIA Malang

25. **Alternative Delivery of TOEFL Preparation Class Materials to Improve Students' Interest in Learning TOEFL** 386 – 399
Novi Krhisna Indari
LBPP LIA Buah Batu

26. **"World Miniature" Role Play: Can It Be a Way to Reach the Third Stage of Bloom's Taxonomy for My EC-3A Students?** 400 – 408
Dyah Retno Dwi Astuti
LBPP LIA Palembang

27. **Using Three-Step Interview Technique to Improve Intermediate 2 Students' Speaking Ability** 409 – 434
Atin Novita Handayani
LBP P LIA GALAXY

28. **My Facebook Status: Helping Absent Students to Learn The Missing Lesson in Intermediate 3 Class** 435 – 444
Raty Rusmiana
LBPP LIA Palembang

29. **Applying Group Punishment to EC Students as a Way to Improve Students Sense of Responsibility in Bearing Concequences of Class Rules and Regulations** 445 – 447
Sri Rahayu
LBPP LIA Galaxy

30. **The Implementation of Sticker Controlled Performance (SCP) in Applying Still in "Still and Stir Techniques" for EC-4 Students to Control Students' Short Span of Attention and to Satisfy Parents' Curiosity** 448 – 452
Arum Kusumaningdyah
LBPP LIA Semarang Imam Bonjol

31. **A Striking Word Tree: Directing to Dictionary Making and Improving EC-3 Students' Vocabulary** 453 – 471
Oktarina
LBPP LIA Palembang

32. **Triggering IN-2 Students' Interest in Speaking and Learning Grammar by Playing Card Game** 472 – 477
Izzatur Rahmaniyah
LBPP LIA Malang

33. **Promoting Student-Student Interaction by Using Literature Circles Technique in Reading Class: An Action Research For HI-1 Students** 478 – 482
Roma Rianti
LBPP LIA Palembang

34. **Embracing Focal Point in Teaching English for Immigrant Women at Pekanbaru Detention House** 483 – 488
Dewi Sari Wahyuni
LBPP LIA Pekanbaru

35. **Implementing Reminding Cards to Promote ET-4 Students' Understanding on Irregular Verb Change in Simple Past Tense** 489 – 496
Dwi Kurnia Ningsih
LBPP LIA Palembang

36. **Giving a Reward: Can It Make Students Be More Punctual?** 497 – 501
Indah Noviantie Uthami
LBPP LIA Palembang

37. **Flashcards – A Way to Boost Students' Vocabulary Comprehension** 502 – 506
Yona Fitrah A. Hafiz, S.H
LBPP LIA Palembang

38. **Dahagacinta.com Erecting A Sense of LIA Family** 507 – 509
Heriyati
LBPP LIA Palembang

39. ***Gallery Walk* As An Activity to Motivate EC-4B Students in Comprehending Reading Text** 510 – 513
Anindita Pramitha Sari
LBPP LIA Palembang

40. **A Tree Diagram: A Technique to Improve the Argumentative Writing Achievement in Higher Intermediate 4 Classes** 514 – 519
Dian Wulan Lestari
LBPP LIA Palembang

41. **The Effectiveness of Using "Colored Pieces Paper" in Boosting ET-7 Students' Activeness in Class** 520 – 521
Lia Kristiningrum
LBPP LIA Palembang

42. **The Power of 'Vote Paper' in Motivating ET-4 Students' Interaction in the Classroom** 522 – 523
Carbiriena Solusia
LBPP LIA Palembang

43. **Utilizing Students' Previous Knowledge to Be Accumulated into Lesson 7 and 8 of CV-2 to Achieve a Comprehensive Competence: A Class Action Research** 524 – 536
Yemima Amanda Ayu Paramitha
LBPP LIA Semarang Imam Bonjol

1

Toward Deeper Learning: Applying Contextual Project Based Learning for High Intermediate Class

Irene Indriasari
LBPP LIA Semarang Candi

Abstract

Students of higher level should practice better skills and master a set of competencies as suggested by deeper learning framework i.e. to master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, learn how to learn and develop academic mindset, in coping with the demand of the 21st century jobs and civic life. They should also find content to be significant in terms of their own lives and interest and deal with their own problems later. National Research Council Panel (2012) stated that deep learning is the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations. In achieving this ideal, Project Based Learning (PBL) is designed as one of the deeper learning strategies to be applied to reach the core competencies in deep learning for high level students. In this two cycle CAR, students were asked to personalize their learning and to answer driving questions by creating video projects - to express their reflection of the lessons using multimedia tools. How PBL provides these students with deeper learning competencies is examined using rubrics, field notes and questionnaires. The subjects of the research were High Intermediate 1 students. The results show that the projects are considered as an effective means to promote some deeper learning competencies. This research was conducted in relatively short period and in small class, thus to yield more consistent result the next study needs to be done in longer time with more students.

Keywords: deeper learning competencies, Project Based Learning (PBL), rubrics

1. Background

Higher Intermediate students are characterized by the “plateau effect” (Harmer, 2007), when they should have already achieved a lot, but it may sometimes seem that they don’t improve significantly anymore. One of the reasons is that the higher intermediate students usually are those who have longer tenure of studying, thus boredom is the ghost and engagement becomes the main issue in the classroom. To make matters worse, as observed and as asserted by Dewing (2013) many classrooms of higher level were still characterized by low level assignments, which do not promote the critical thinking and creativity as well as students’ engagement.

Meanwhile, the demands and challenges await ahead for more competent students with readiness to meet what is required in the 21st century context. The William and Flora

Hewlett Foundation (2010) proposed that students must have access to educational opportunities that foster deeper learning in order to be successful in their college and carreer. They need to master core academic content, think critically and solve complex problem, work collaboratively, communicate effectively, learn how to learn and develop academic mindset as the deeper learning competencies. It is also essential that what students learn should be relevant to them as individuals and members of society, in their present and future contexts. Simply put, Successful learners of 21st century are not only those who are academic achievers, but also they should be responsible citizens, effective workers, caring community members, and life-long learners.

In accordance to the paradigm of 21st century and deeper learning aforementioned , a shift in educational process should be done to create more competent students. Coping with the problems, diverse instructional strategies that engage students in learning should be implemented (Dewing, 2013). In the case of plateau effect, teachers have to make trenuous attempts to show students what they still need to learn without being discouraging (Harmer, 2007) and they should put students to dig into complex, challenging, and sometimes even complicated problems that closely resemble their real life or contextual learning. Project Based Learning (PBL) - one of instructional strategies of deeper learning, seems to be one of the possible solutions.

PBL is an instructional model that involves students in investigation of compelling problems that generates authentic products. It goes beyond generating student interest. Well-designed projects encourage active inquiry because they grow out of challenging questions that are not able to be answered by rote learning and also endorse higher order of thinking (Thomas, 1998). Brain research underscores the value of these learning activities. Students' abilities to acquire new understanding are enhanced when they are “connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant" (Bransford, Brown, & Conking, 2000, p. 23). Personalizing their learning is considered a key factor in achieving success in learning since projects put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Therefore, a contextual PBL – is expected to promote deep learning competencies needed by students to face the 21st century’s challenges.

This two cycle Classroom Action Research is aimed to examine the effectiveness of contextual Project Based Learning using rubrics in promoting deep learning competencies and to examine the students’ perspective on three deeper learning’s domains: cognitive, interpresonal and intrapersonal.

2. Literature Review

2.1.Deeper Learning Competencies

The practice of obsolete models of instruction that focus mostly on recall and regurgitation (recall based learning) instead of critical thinking and problem solving which is described as “surface learning” (Pellegrino & Hilton, 2012) cited in (Belanca, 2013) should come to an end as it is no longer effective to cope with the changes of the evolving and challenging demands in workplace of 21st century. Moreover, Academic knowledge and skills alone have been recognized insufficient to make competent students.

Funded by William and Flora Hewlett Foundation, the term “deeper learning” was encapsulated from the combination of deeper understanding of core academic content, an ability to apply that understanding in new problems or situations and the competence of social interaction and self-management. National Research Council further described deeper learning in a comprehensive study released in July 2012, highlighting that students should be able to apply critical thinking and problem solving to rigorous content and transfer these skills to their real life. Belanca (2013:7) briefly resumed that successful transfer of concepts and skills is the heart and soul of deeper learning. The abilities to communicate ideas through various medias and audience, collaborate to solve problem, think creatively, and manage their own learning are very essential.(Autor, Levy, & Murnane, 2003; National Research Council [NRC], 2008; Carnevale & Desrochers, 2003) cited in Huberman et al, 2014).

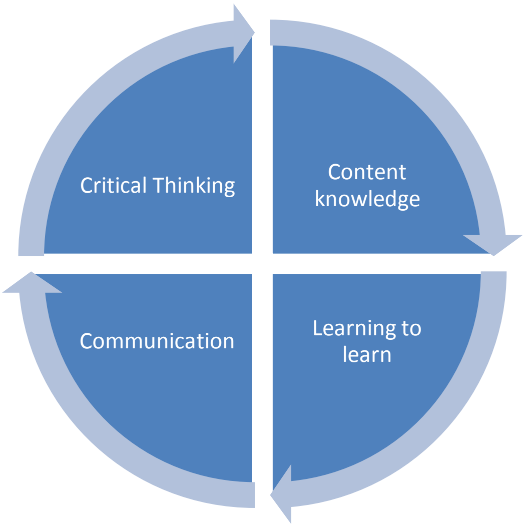
National Research Panel (2012) & Pellegrino and Hilton (2012) classified the competencies associated with deeper learning in three domains as shown in the table below.

Table 2.1. Competencies associated with deep learning

Domains	**NRC (2012)**	**Pellegrino and Hilton (2012)**
Cognitive Domain	Deep content knowledge	thinking, reasoning and related skills
	Critical thinking and complex problem solving	
Interpersonal Domain	Collaboration	expressing information to others, as well as interpreting other’s messages and responding appropriately
	Communication	
Intrapersonal Domain	Learning to learn competencies	Self management, including the ability to regulate one’s behavior and emotions to reach goals
	Academic mindsets	

The foundation of deeper learning is mastery of core academic content, whether in traditional subjects or in interdisciplinary fields which merge several key fields of study. Students are expected to be active participants in their education. Ideally, they are immersed in a challenging curriculum that requires them to seek out and acquire new knowledge, apply what they have learned, and build upon that to create new knowledge.

Picture 2.a. Deeper learning components from Hewlett Foundation (Vander Ark & Schneider)



2.2.Project Based Learning as a deep learning instructional strategy

As an interesting alternative to traditional classroom, Project based learning was firstly introduced in the early 1990's when John Dewey supported "learning by doing" approach to education (NEA, 2014). Thomas (2000) defined PBL as a model that organizes learning around the projects, which are complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, &Michaelson, 1999).

PBL puts learning in context, it makes the students think creatively, and share over things. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Huberman et al (2014) reported that *"Project-based learning, creates connections across what students are learning in different disciplines, and between what they learn in school and situations they may encounter in the real world. As such, this approach seems to align with the type of problem solving, deep understanding, and transfer and application of knowledge associated with deeper learning.*" Projects undertaken in groups helped to develop collaboration skills, and that the authentic assessments that were often implemented as part of these projects (such as presentations to local community members) helped to develop more varied and advanced communication skills.

Buck Institute of Education (bie.org) indicates seven key points to consider to succeed an effective PBL. They are:

1. PBL is intended to teach significant content. It requires critical thinking, problem solving, collaboration and various forms of communication.
2. PBL requires inquiry as part of the process of learning and creating something new.
3. PBL is organized around an open ended driving question.
4. PBL creates a need to know essential content and skills.
5. PBL allows some degree of student voice and choice.
6. PBL includes processes for revision and reflection.
7. PBL involves a public audience.

The assessment in PBL should be authentic. The students' performance could be assesed through a self evaluation and reflection. The students reflect on their collaborative effectiveness, how well they contributed, negotiated, listened and welcomed other group members' ideas (Bell, 2010). Furthermore, Bell added that students also self-evaluate their own projects, efforts, motivations, interests, and productivity levels. They become critical friends by giving constructive feedback to each other, which helps them become aware of their own strengths and improve on their interactions with each other.

2.3.The Teacher's Roles and Steps to do and design PBL

Teachers should play some roles in project based learning. At one time teacher should act as facilitator and other time teacher should act as manager(Jackson, 2012) . As a facilitator, teacher and students make efforts to formulate meaningful questions and present logical argument. Teacher also guides students' research, structures knowledge building tasks, coaches social skills and assesses the progress. With a prepared students, teacher's role is the coach or facilitator helping students shape the project so that it meets content standards and allows for variety of statement (bie.org) In playing the role of manager, directing groups and activities are the main tasks of the teacher (Jackson, 2012)

BIE also suggest steps in designing an effective PBL. Some significant steps are:

1. *Start with the essential question and students grouping*

The project should be started by a compelling topic which has an authentic and contextual connection to the real life and provide opportunities for every student to do meaningful, independent research (Armstrong & Shaffner, 2007). The topic raises question to be answered as the anchor of the project. This driving question is tied to content standards in the curriculum and thus the assessment is designed to evaluate the students' content knowledge.

In doing the project, students are to put in heterogenous groups to ensure all the students get the most out of their collaboration (Jackson, 2012). Making team work a focus of assessment will highlight the importance of cooperation, communication and collaboration.

2. *Design a plan for the project*

It is important to consider content standards to address and integrate as many subjects as possible into the project. Involving students in planning is neccesary to arouse sense of ownership of the project (Armstrong & Shaffner, 2007). Buck Institute of Education (BIE) highighted that students' autonomy is the hallmark of PBL, thus in designing the project, teacher should think of how much students' autonomy in carrying out the project.

3. *Create a schedule*

A project timeline should be enacted in order to keep the project in track. Deadlines of upcoming milestone within the project will help students in keeping the pace (Jackson, 2012).

4. *Monitor the Students and the progress of the project*

Bell (2010) suggests that organizers or teachers should support systematization of the PBL's phase process, by overseeing each step of the process and approve each choice before the students embarks in a direction.

5. *Assess the outcome*

Teacher should decide on a range of formative assessment practices to aid in improving students' performance (Jackson, 2012). Formative assessment keeps the project on track. It refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning (Sadler, 1998)

As required in Project Based Learning, Teachers as instructors should be able to ascertain what students know about the problem before starting a project, their level of understanding during the execution of the project and what they learn as a result (Blumenfeld et al, 2011). Through PBL, students develop 21st century skills, however many of those skills are not measurable by standardized test (Bell, 2010). As stated by Blumenfeld et al (2011), the typical standardized test or workbook question is not suitable to examine the short and long term benefits of PBL since it focuses primarily on low level comprehension. Miller (2011) asserted that teacher can choose the 21st century skills or deeper learning competencies to grade and assess the students' project.

Therefore, an authentic assessment should be enacted in PBL. Authentic assessment (Mandernach, 2003)focuses on;

a. Promotes integration of various written and performance measures
b. Relies on direct measures of target skills
c. Encourages divergent thinking in generating possible answer
d. Goal is to enhance development of meaningful skills
e. Assessment direct curriculum

f. Emphasis on ensuring proficiency at real world tasks
g. Promotes “how” knowledge
h. Provides an examination of learning over time
i. Emphasizes cooperation
j. Prepares students for ambiguities and exceptions that are found in realistic problem settings
k. Priority on the learning sequence or process

Rubric is one of the suggested tools since it also adopts a critical aspect of self evaluation and reflection (Bell, 2010).A rubric is a multi proposed scoring guide for assessing students’ products and performances (Wolf & Stevens, 2007). An assessor evaluates students’ performance based on the assessment criteria and expected standards and not single subjective score. Therefore the rubrics will help assessors to interpret and grade students’ work efficiently and reliably.

Teachers should develop their own rubrics, or have the class develop rubrics for project based learning.There are also websites offering templates of rubrics which will help teacher who wish to create their own quality rubrics (Comitante et al, 2009). The rubrics for this CAR is elaborated in the next section.

6. Evaluate the experience

In the last step, Armstrong & Shaffner (2007) suggest to spare time for reflection to synthesize new knowledge, share feelings and experiences, discuss what worked well and what did not, hence all the ideas will lead to new questions and new project. “Success is not instant” should be bear in mind by students, thus revision and editing is a frequent feature of real world (Jackson, 2012). Determining a process of providing feedback (teacher, peer and self assessment) is essential for students to make revisions.

3. Procedures and Data Analysis

3.1. Data Collection

The modes of data collection in this research are preliminary observations, teacher’s journal, teaching log, rubrics assessment, questionnaires and also interviews.

Besides questionnaires, interviews were conducted to tap and probe students’ opinions, perceptions and feelings toward the deeper learning competencies.

3.2.Research Cycle

To answer the research question, an action research methodology was employed since it provided a means to investigate the researcher’s own practice. By implementing the cyclical process of planning, acting, observing/monitoring and reflecting of action research, the effectiveness of Project Based Learning in promoting deeper learning competencies could be examined (Kemmis and McTaggart model (1988) cited in Burns (2010:8-9). Two cycles of CAR were covered in 17 sessions altogether. The table below briefly explained the steps of CAR

	Four Steps of Research Cycle (Kemmis and Taggart, 1988) as cited in Burns (2010)	
1.	Planning	Planning the Project Based Learning: • Project description • Project's parameters • Project's assessment
2.	Actions	Implementing Project Based Learning to promote Deeper learning Competencies • Doing Project Based Learning • Using rubrics as assessment • Scaffolding students • Giving feedback and discussions
3.	Observation	Observing the project, documenting the process.
4.	Reflection	Reflect and evaluate the Project Based Learning conducted.

Since one cycle was considered insufficient to explain and examine the Project Based Learning treatment in enhancing deeper learning competencies, thus cycle 2 was implemented.

3.3. Procedures of the Projects

The projects' phases are elaborated in the next sections. Each project consists of six phases. The phases and project schedule is illustrated in the project time table below.

Projects' Time Table

Phases\ sessions	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
1. Assigning Collaborative Working groups	🟪								🟨								
2. Present a real world problem	🟪								🟨								
3. Set the parameters for completing the projects		🟪							🟨								
4. Teacher Consultation input/ Feedback			🟪	🟪	🟪	🟪	🟪	🟪	🟨	🟨	🟨	🟨	🟨	🟨	🟨		

Phases\ sessions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
5. Final Product Submitted									🟪							🟨	
6. Video Showing									🟪								🟥
7. Feedback and discussion										🟪							🟥

3.3.1. Phase 1 and 2: Assigning collaborative working groups and present a real world problem

Project 1

High Intermediate 1 level uses Q: Skills for Success by Oxford University Press as the textbook. Lesson 1 is about First Impression. In this first phase of project 1, the teacher started with a pre reading activity about first impression to tap students' knowledge on the topic, by writing what they think about first impression on a shared paper (round table). After reading, the discussion was continued (think pair share) to talk about the real problems about first impression faced by students as teenagers. Later, they shared the discussion results with the class. Then teacher summarized the discussion and presented the driving question to answer.

A video project was chosen because based on the observation, the students need practice and encouragement in their speaking skill. This is strengthened by Brown (1994) who asserted that higher intermediate students are able to handle successfully most uncomplicated communicative tasks strategies appropriate to a range of circumstances and topics, but errors are evident. The reasons are limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution (Brown, 1994) There is emerging evidence of connected discourse, particularly for simple narration and/ or description.

The first learning outcome expected by the book is writing a "how to" paragraph detailing steps in making good first impression, because the focus of the project is speaking, thus the objective of the project / learning outcome is shifted to talking about how to make good first impression. The first inquiry was "How to make good impression at the first meeting?"

Project 2

Still focusing on speaking skills, the second project's objective is describing your favorite food using descriptive adjectives. In the first phase The pre reading discussion of the reading 1: Knowing your taste and the critical question "What makes food taste good?" led to the driving question of the project which is "What food is good for teens?".

Working groups were assigned to accomplish the project. The class was divided into two groups of three students randomly to complete the first and second project. The groups was shuffled for both projects to encourage all class members to be able to collaborate and communicate well. As Huberman et al (2012) stated that projects undertaken in groups helped to develop collaboration skills.

3.3.2. Phase 3: Set the parameters in completing the projects

Teacher sets the technical requirements of the project, as well as setting parameters in completing projects. Parameters setting is important as guideline for students. The parameters are constructed in form of rubrics, thus the rubrics also will be a benchmark for project evaluation later on. The Project/ tasks description and requirements are as follows:

Project 1

Driving Question: How to make good first impression on someone?

Task Description: Make a creative video clip (5-7”) to give tips on how to give good first impression on others. This video is going to be viewed by teenager audience. Submit in form of a file. Pictures and music could be included in the video, editing is required.

Project Objectives :

a. Students should be able to talk about how to make good impressions on others.
b. Students should be able to give tips on giving good first impression on others.
c. Students should be able to present their tips on giving good first impression creatively using multi media tools.

Project 2

Driving Question: What food is good for teenagers?

Task Description: Make a video clip to describe and Inform good food for teenagers. This video is going to be viewed by teenager audience. Submit in form of a file. Pictures and music could be included in the video, editing is required.

Project Objectives :

a. Students should be able to inform good food for teens
b. Students should be able to describe their favorite food using descriptive adjectives.

The parameters of completing the projects were put in a rubric as students’ guidelines in finishing the project. The criteria and the standards in the rubric were listed based on the domains of deeper learning competencies and also the criteria of video making. The rubrics is in Appendix A.

3.3.3. Phase 4: Teacher Consultation/ Input feedback

Teacher monitored the project’s progress during the sessions. Since scaffolded instruction ensures success in PBL (Bell, 2010), supports should be provided by teacher to help students in making cognitive growth beyond their reach. Material enrichment was done in this phase along with the consultation and feedback. This instruction temporarily should bridging the gap between knowledge and skill, thus it will make tasks manageable and achievable, and lead students to gain fluency in skill.

Besides direct instruction,scaffolding activities can be provided for students through examples, guidelines and orientation, checklist, templates, rubrics, outlines, models, list of steps, rules, roles, written examples, oral instructions and graphic organizers (Comitante et al, 2009). The detailed scaffolding activities for project 1 and 2 are included in the appendix B and C.

3.3.4. Phase 5 and 6 : Submitting Final Product and Video Showing

The final product which is a video clip file should be submitted in session 9 and 16. The videos were showed in the class for self and peer assessment and since PBL requires involving public audience, the videos made by High intermediate students were showed to students in CV 4 class. The CV 4 students also gave their assessmet in rubrics. Conversation Program students were chosen based on the consideration that the project's skill is focusing on speaking, thus the CV students can give feedback on their peers' speaking proficiency besides this was done by convenience to collect the feedback easily. Two other teachers were also involved to view the video to give feedback as well as asserted by Jackson (2012).

3.3.5. Phase 7: Feedback and Discussion

Feedbacks were given from peer evaluation, which was done after viewing the videos. Students watched the video, filled in rubrics and jotted down notes thereafter discussion was held in class. Then rubrics evaluation given by peers (audience), teachers and self assessment.

4. Results and Discussions

4.1. Students' Profile

There were only six subjects of this study who were all the second graders of Senior High School in Semarang. The class was High Intermediate 1 of Tuesday- Thursday at 05:00 to 07:00 PM in Room 302. The six subjects of the research shared almost the same characteristics. They were all females in the age range between 16- 17 years old. The detailed profiles could be seen in the diagram below.

5. Table 3.1. Students' profile

Students	Traits	Age	Occupation	Proficiency
CAN	Choleric Melancholy	17	Student 11th grader	Fair
NNP	Phlegmatic Sanguine	16	Student 11th grader	Fair

Students	Traits	Age	Occupation	Proficiency
YZA	Choleric	17	Student 11th grader	Good
AMB	Phlegmatic Sanguine	16	Student 11th grader	Fair
KEA	Melancholic	16	Student 11th grader	Fair
DS	Choleric	17	Student 11th grader	Very Good

4.2. Videos

In the preliminary discussions in setting the project's direction, the students chose to give tips of how to make good first impression in front of the boy you like. For the second project, they chose to suggest or give tips in choosing food for teens. These context of teens was choosen since their target viewers are teenagers,and this theme is also contextual to them as they are teenagers as well. Hence, students personalized to their own situation as asserted by Armstrong and Scaffner (2007) that project should have contextual connection to the real life. Since projects involve inquiry and construction of new knowledge, students have a choice to design their own project which allows them to pursue their interest and engage their curiosity (Thomas, 2000)

The students played roles and acted out to explain the tips. Those six students altogether collaborated by acting in both videos of first project but the script and video editing were prepared by each group. In the second project, "inter groups" collaboration did not happen, however group members cooperated in accomplishing the project.

4.2.1. Project 1

Video 1A

Video 1A was made by the first group (CAN,NNP, YZA). The Title is : How to a make good first impression with a boy who you love. In the feedback and discussion and peer viewing session, the peers gave correction on the title. The group opened with a brief introduction. The shooting was taken place in Srigunting park, in Semarang. The reason they chose this spot was that the old town of Semarang has good scenes and that it is one of Semarang's famous landmarks. The video A's duration is 06:54".

The Concept of the video is conducting interview to ask for tips in how to make good first impression, then it is followed by elaborating tips by giving visual examples and the closing is the summary of all tips given.

They gave their objective/ reason in making the video that a lot of girls tried to make good impression in first meeting but instead of giving the good one, they end up giving a bad one. This objective was formulated from the girls' experience and observation on their peers on the matter. Thus students had already put the context of teenager problem in making first impression as elaborated in deeper learning competencies of Hewlett and

Flora Foundation (2013), when students acquire new knowledge, they are expected to apply what they learned and build upon that to create new knowledge.

They gave three first tips of keeping a smile, since smile is the best make up for girls, be friendly and be yourself. Then the second part they had interview session with their friends. The interview session was discussed in the class as a part of project's requirement, since both groups argued that it was very hard to find "real world's person" to be interviewed in English, then it was agreed to use peers in role play interview. In turns they did the staged interview. Tips from interviewees were vary, from you must be elegant, be careful of what you wear, show that you are intelligent and make conversation enjoyable and comfortable. The interview with the third interviewee was lost due to technical problem, then the group changed it with a resume text in a scene. They resumed the tips with another text slide then they gave examples for each tip by acting out the situations.

Video 1B

Video 1B was done by the second group (led by DS, K, AMB). The video's initial title is : How to make a good first impression to a boy. It lasts 05:38. The feedback discussion provided correction on the title.The video is started by showing the scene of the Old city park. Then the three girls of group 2 introduced themselves. The video concept is giving the tips in parodical act out scenes of do(s) and don't(s) on how to make good impression on the boy you like. The tips are: make eye contact, shake hands, show your natural make up, do not exaggerate (do not boast), be friendly, and mind your gait.

4.2.2. Project 2

Video 2A

Started by introduction by one student, the group gave title "Good food for teenager" for their video. Video 2A was made by CAN, D, K. It's duration is 06:59'. The first student gave background on why they made the video, which is a concern that instead of eating what they supposed to eat, teenagers eat whatever they like, not considering nutritious value and ingredients of the food. Then the next part is the interview session with the friends. The questions posed: what are their favorite food and beverage? And what are the food and beverage they dislike? While describing their favorite food, illustration is given. After that, they gave tips for teenagers to eat well.

Video 2B

"Healthy food for teenagers" is the title of the second group's video. It was made by NNP and AMB and it lasts 12:50". Using introduction as the starter, then they chose to describe street food and beverages -found by teens in their daily life- in a "live" report. They suggested and reviewed the healthy street food and beverages for teens. They gave description about the ingredients and nutritious value of the food they had.

4.3. Questionnaires and Interview

Questionnaires and Interview were conducted to capture the perspectives of students on the skills of deeper learning and to probe further about the deeper learning competencies perception. This post questionnaires were asked in the end of both projects.

Questions	Answers
1. Do the projects make you learn independently? • learning how to learn	• Yes, I learn a lot from internet and articles by myself about the subject researched. (4) • Yes. Class discussion, videos (youtube), sharing and searching for articles enrich the knowledge about the matter. (1) • Not really sure. I do what is asked and I want to do the project the best I can. (1)
2. Do the projects make you think critically and creatively? • Critical thinking • Creative thinking	• Yes, because I want the project to be different and not so so. (1) • Yes, because we have to think out of the box. (2) • Yes, because we think about new idea for the script and try to make the video not boring (3)
3. Are you challenged by the projects?	• Yes, It makes me want to find new ideas (4) • Yes. But I also have a lot of tasks from school, no time to make good ones (2)
4. Do you know the topic/ subject of the projects better after you have accomplished the project?	• Yes. We searched from the internet and have lessons about it (5) • Yes. Learning a lot when making project(1)
5. Do you have any problems in communicating your ideas with your friends?	• No. We discussed well. No problem at all (3) • No, but of course sometimes we argue. It's just normal. (2) • Not really, sometimes I have to repeat myself (1)
6. Do your group members support each other to finish the project?	• Yes. They support well. (4) • No. One was busy and did not

Questions	Answers
	contribute in the second project (2)
7. Have you done your best in the projects?	- Yes, I did. Though I think it's still not enough (4) - Not yet. (2)
8. Do you think you have answered the project's driving question well?	- Yes. I tried my best. (3) - Not really (2) - I don't know (1)
9. Do you learn a new skill by doing the project?	- Yes, I learn how to use video making software (3) - Yes, I learn about presenting ideas through video. It's complicated. (1) - Yes. I learn about time and project management and video editing(2)

4.4. Evaluation of The Project's Criteria and Deep Learning Competencies

The results of the rubrics used for PBL assessment are displayed in the table below

Criteria	Self rating		Peer rating		Teachers 'Rating	
	1A	1B	1A	1B	1A	1B
Teamwork	9	9	9.1	9.1	9	9
Concept	7.6	8.3	7.9	8.2	8	8
Quality	6.7	7	7.1	7.3	6.3	6.7
Content	7	7.6	7.6	7.4	6.7	6.7
Timeliness	8.3	7	8.1	7	7	6.3
Average	7.7	7.8	8	7.9	7.4	7.3

Criteria	Self rating		Peer rating		Teacher Rating	
	2A	2B	2A	2B	2A	2B
Teamwork	8.7	6.3	7.7	6.1	6.3	5
Concept	8	7	7.6	7.1	7.7	7
Quality	6.7	7.6	6.4	7	6	7
Content	7.3	8	7.6	7.3	7.3	7
Timeliness	8	6.3	7.3	6.4	6.7	6
Average	7.7	7	7.3	6.8	6.8	6.4

The criteria of the rubrics will be discussed in the next sections.

Teamwork (Collaboration, Communication)

The criteria of teamwork covers deeper learning's domain of inter personal, collaboration and communication. In this domain also means the capability to express information to others, as well as interpret other's messages and respond appropriately (Pellegrino & Hilton, 2012). Based on the rubrics' results, the teamwork scored best than any other criteria for project 1 (9 for both videos). The groups themselves (self assessment) think that they have done the projects well together by doing discussion often and every member of the group could express their ideas well. From the interview, it was obtained that only one person thought having a bit problem in communicating ideas to her friends, however this doesn't hinder the cooperation.

The outside viewers (CV4 students and teachers) thought that both groups did a good cooperation in accomplishing the project. This can be seen from the collaboration they did in the video where both groups' personnels acted and did a role in other group's video. Though the true reason of why they did this was quite practical- lack of personnel, this showed that they communicate, collaborate and cooperate well in the project. In the second project, one group had a problem of a person could not participate in the video making because she had so many assignments from her school. This was confirmed by the questionnaire of the question: Do your group members support each other to finish the project? And two students answered that one of their friends was busy.Thus she did not show in the video though she participated in the discussions of concept and content. The groups and peers gave only 6.1 (proficient) as the score for this unequal contribution and so did the outside viewers/ audience. Since the video 2A was also done in separate place, meaning that the students were not in one frame, this was also perceived as unequal contribution and only scored 8.7 (almost advanced).

However in general, both teams or the class showed good collaboration, good communication in making the project, they argued that they are all in the same age, and the topic of the project is interesting for them. This is strengthened the report of teachers from BIE that PBL creates positive communication and collaborative relationship among diverse groups of student.

Concept (Critical thinking, Creative Thinking and Problem Solving)

The Cognitive domain of deep learning consists of deep content knowledge, critical thinking and relative skills. For this criteria of concept, It was expected that students could apply critical and creative thinking as well as problem solving since they have to put their ideas into visual and convey messages or present information in a fun, "easy to digest" way to their targeted audience – teens.

Audience rated video 1A and 1B's plot and concept well – and 7.6 and 8.3 respectively. They commented that video 1A has slower plot than the plot of video 1 B. The parodical concept of 1B is funnier and easy to follow than the interview concept.

In the second project, Video 2A was considered more interesting than video 2B (8 and 7 respectively). This was because unlike video 2B which only followed the plot of live report, video 2A' concept is various, there are interviews and giving tips. Since the students argued that they lacked of time due to many assignments from school, group 2A did the project in separate frames and locations then they edited the video. However they managed to submit the video on time. They learned to overcome problems aroused from their real world.

To know students' perspective on creative and critical thinking, a question of "Do the projects make you think critically and creatively was asked. All students agreed that they did critical and creative thinking in finding the concept of the video, the interesting script and visual presentation. When they were asked further : Are you challenged by the projects? They agreed that the projects were challenging since they wanted their video presentation to be different and creative despite the limited time they had to complete the project.

Quality (Creative thinking, digital literacy, learning how to learn)
Although they were not told to make a professional movie, however they had to figure out how they can present an audio visual decently with what they have. Digital literacy is one of the important skills needed to succeed in 21st century since the quality criteria meant here is the quality of picture/ shots, scenes, sound, music and editing thus students are encouraged to learn how to create good clip. This needs creative thinking.

Peers and viewers rated 7.1 and 7.3 for video 1A and 1B respectively. Meaning that the videos' editings are not perfect, some poor shots remain and audio is not enhanced. The audio is the biggest problem faced by students in this category of quality. In the second project video 2A was rated 6.4 and video 2B was 7.
From the discussion after video viewing, audience (teachers and CV4 students) highlighted that how the students shooted, the editing parts, the pictures, music and subtitles are quite creative.
Do you learn a new skill by doing the project? was asked to capture students' perspective on what they have achieved in this project. This reflects the competencies of learning how to learn where students monitor and direct their own learning. All agreed that they learned new things such as video editing, writing script and formulating concept.

Content (master core academic content, learning how to learn)
In this criteria, students are expected to master core academic content, as stated by Hewlett Foundation that students should develop and draw from a baseline understanding of knowledge in an academic discipline and are able to transfer knowledge to other situations.
Students should show mastery in the subject or theme discussed to answer the project's driving question – where they have to answer in the new context which is their own real world problem.

How well they conducted research and discussed to find solution is demonstrated in the content of the video/ what information they conveyed. From the probing question in interview it was asked that “Do the projects make you learn independently?” Most students answered that they read articles and did research in internet. Then when confirmed with the next question “Do you know the topic of the projects better after you have accomplished the project?” All answered that they have learned a lot from internet, discussion and lessons about the topic.

For the content of the first project, from peer evaluation and feedback it was said that both videos did not explain why first impression is important. In fact, that is one of the required question to be answered. The groups argued that they explained that first impression is important to get the attention of the opposite sex. However the further and deeper explanation on that should be elaborated. The self assessment for this criteria is 7 and 7.6 for video 1A and 1B respectively. For video 2A and 2B, 7.3 and 8. This means that students perceived that they show mastery of the subject at some extent and they can answer the project’s well. From the teachers’ assessment, video 1A and 1 B got the same score of 6.7, since the students did not talk about the importance of good impression. For video 2A and 2B, Teachers scored higher of 7.3 and 7 respectively since students met most content criteria.

Viewers from the other class (CV4) highlighted that the High In 1 students made mistakes in the expressions. They noticed that their counterparts from this different program were not as fluent as they are in uttering expressions. The vibrant discussion and revision flowed from CV4 Class. However they enjoyed the videos and commented that the videos are creative work.

Timeliness (Develop academic mindset, self management)

The criteria of timeliness requires that students submit the project’s result on time and also meet all requirements set. This is in accordance to deeper learning competency (The Hewlett and Flora Foundation, 2013) of developing academic mindsets, where students should be committed to seeing work through to completion and meeting their goals.

Reaching 7 in teachers’ rubrics, video 1A was submitted on time and met the requirements, while video 1B was rated 6.3, since the group submitted the video a session after the deadline. Video 2A was rated 6,7, while video 2B was rated lower, 6, since it was submitted later and it exceeded the video time limit which was 5-7 minutes.

“Have you done your best in the project?” and “Do you think you have answered the project’s driving question well?” were asked to know the students’ commitment and effort in accomplishing the project. Four students perceived that they have done their best, though maybe after the feedback and discussion they thought that their result was not good enough. Two answered that they haven’t done their best in the project because they thought that they did not have enough time to do it.

5. Conclusions, Limitations and Recommendations

Creating competent students who are ready to seize the challenge of 21st century is becoming the quest of educators. In gaining the deeper learning competencies diverse instructional strategies should be applied. Project Based Learning is considered one of the effective strategies to promote deeper learning since it prepares our students to meet the twenty-first century with preparedness and a repertoire of skills they can use successfully (Bell, 2010). PBL requires problem solving, deep understanding and transfer and application of knowledge associated with deeper learning (Huberman et al, 2014). Research also supports that PBL is a highly engaging and motivating approach that draws more involvement, interest, and investment in learning from students. PBL raises students self-esteem by beginning the cycle of success (Doppelt 2003) cited in Bell, 2010. A case study also confirmed that (Tamim & Grant, 2013:82) teachers reported that students develop many important skills during PBL such as critical thinking, collaboration, communication, cooperation and many more thus it was perceived that PBL brought facilitation and support to the learning process. Furthermore, PBL is contextual, where students find learning is relevant to them since they may encounter the the situation in their real world.

A well structured and well supported PBL is needed since it will encourage active inquiry and endorse high order of thinking (Thomas, 1998). Teacher will play a critical role in helping students by shaping opportunities for learning, guiding students' thinking and helping them construct new understanding though it poses difficulties for teachers too, such as they may need help with content, new instructional form and with implementation and management of projects (Blumenfeld et al, 2011:26). Thus, PBL needs guideliness, preparation and teacher's dedication and needs to be implemented in curriculum to support its success.

Teacher needs to pay attention when assessing PBL since many of the skills developed by PBL are not measurable by standardized test (Bell 2010). A formative versus summative assessment should be considered based on the nature of the project, but an authentic assessment is a must. Rubrics adopt critical aspect of self evaluation and reflection. However, the assessment using rubrics has limitations. Two of the most important are: (a) it is impossible to capture every conceivable criterion or allocate to performance standards every possible aspect of all possible performances; and (b) as a device for developing students' learning they are restricted by the problem that what the lecturer writes in the rubric from his/her expert point-of-view may be inscrutable and inaccessible to students, and so meaningless as an aid to learning (Kohn, 2006; Sadler, 2009).

There are limitations of this study to improve, first is only six subjects participated, thus it is compulsory to research the effectiveness of PBL as deeper learning strategy in bigger class. Second, the constructs of deeper learning competencies are hard to measure, much research needs to be done to clarify the nature of these various constructs and determine how 21st century competencies are related to desired outcomes (Belanca, 2013). Third, both projects focused in the same skill and in a relatively short period of time may pose disengagement, thus the next research may use various skills and longer time frame.

As a closing to ponder, quoting from Reich (2012) cited in Belanca et al (2015): "....everyone agrees that learning should be personalized, learning experiences should be tailored to each individual..." thus engagement created will navigate the students' ship toward deeper learning.

Resources and References

Armstrong, S. & Shaffner, M. (2007). *Project-Based Learning Professional Development Guide*. retrieved on Nov 11, 2015 from www. edutopia. org/project-based-learning-guide.

Belanca, J. et Anthology (2015). *Deeper Learning, Beyond 21st Century Skills*. Solution Tree, 2015.

Bell, S. 2010. *Project-Based Learning for the 21st Century: Skills for the Future*. The Clearing House 83: 39–43, 2010

Blumenfeld, P.C. et al (2011). *Motivating Project Based Learning: Sustaining the Doing, Supporting the Learning.* Educational Psychologist.

Bransford, J. D., Brown, A. L., & Cocking, R.R., (2000). *How People Learn: Brain, Mind, Experience and School*. National Research Council. National Academy Press: Washington, D.C.

Brown, D.H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliff, New Jersey: Prentice Hall Regents. Prentice Hall.

Buck Institute for Education http://www.bie.org*

Burns, A.(2010). *Doing actionresearch in English languageteaching.* A Guide For Practitioners. New York: Routledge.

Comitante, A, Lovett, N & Macko, F.C, (2009). *Project Based Learning: Inspiring Middle Scool Students to Engage in Deep and Active Learning*, Part 2. NYC Department of Education.

Dewing, T. (2013) *Research Based Strategies Help Teachers Build Students' 21st Century Learning Skills*. Instructional Strategies Motivate and Engage Students in Deeper Learning- SREB. April 2013. Atlanta. www.sreb.org

Huberman et al (2014). *The Shape of Deeper Learning: Strategies, Structures, and Cultures in Deeeper Learning Network High Schools*. Retrieved Nov 3, 2015 from http://www.air.org/sites/default/files/downloads/report/Report 1 The Shape of Deeper Learning_9-23-14v2.pdf

Harmer J. (2007). *How to teach English*. Pearson Education Limited 2007

Jackson, S. (2012). *The Teacher's Role During Project Based Learning*. retrieved November 20, 2015 from www.scholastic.ca/ education/teaching_tip/april2012.html

Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). *Real-life problem solving.: A collaborative approach to interdisciplinary learning.* Washington, DC: American Psychological Association.

Kohn, A. (2006). *The Trouble with Rubrics*. English Journal Vol 95 no 4 March 2006.

Mandernach, B. J. (2003). *Incorporating and documenting effective assessment*. In Park University Faculty Quick Tips. Online: www.park.edu/cetl/quicktips/effectiveassess.html.

Miller, A. (2011). *Criteria for Effective Assessment in Project-Based Learning*. Retrieved on Nov 6, 2015 from http://www.edutopia.org/blog/effective-assessment-project-based-learning-andrew-miller

NEA (2014).*Research spotlight on Project-Based Learning.*Retrieved August 26, 2014 from http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

NEA. (2014). *Preparing 21st century students for a global society: An educators guide to the "Four Cs".*NationalEducation Association. Retrieved on August 26 2014 http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf.

National Research Council (2012). *Education for Life and Work: Developing transferable knowledge and skills in the 21st century*. Washington, DC: The National Academies Press.

Pellegrino J. & Hilton M.(2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, D.C.: The National Academies Press.

Sadler, D.R. (2009). *Indeterminacy in the use of preset criteria for assessment and grading.* Assessment & Evaluation in Higher Education 34(2).

Sadler, R. (1998). *Formative Assessment: Revisiting the Territory*. Assessment in Education Vol 5.

Tamim, S. & Grant, M. (2013). *Definitions and Uses: Case Study of Teachers Implementing Project-based Learning*. Interdisciplinary Journal of Problem-Based Learning Vol 7, Issue 2

The William and Flora Hewlett Foundation http://www.hewlett.org/programs/education/deeper-learning

Thomas, J.W. (1998). *Project-based learning: Overview*. Novato, CA: Buck Institute for Education.

Thomas, J.W. (2000). *A review of research on project-based learning*. retrieved from Autodesk http://www.k12reform.org/foundation/pbl/research* Nov 2015

Thomas, J. W., Mergendoller, J. R., and Michaelson, A. (1999).*Project-based learning: A handbook for middle and high school teachers.* Novato, CA: The Buck Institute for Education

Vander Ark, T. & Schneider, C. *How digital learning contributes to deeper learning* retrieved from getting smart.com 2015

Wolf, K & Stevens, E. (2007).*The Role of Rubrics in Advancing and Assessing Students' Learning.* The Journal of Effective Teaching vol 7, No. 1, 2007

APPENDIX A: Rubrics for Project's Assessment

Criteria\ Standard	**Limited (0-2)**	**Developing (3-5)**	**Proficient (6-8)**	**Advanced (9-10)**
Teamwork (20%)	• The group never discussed the project, all students did not contribute to final project.	• Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two	• Students had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.	• Student had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.
Concept (20%)	• There is no video concept. • The plot is jumping. • The video doesn't answer the project's question	• There is a usual video concept • The Plot of the video was not in good transition, not systematically written • The video doesn't answer the project's question.	• The video concept is quite creative. • The plot is fairly in good transition and written quite systematically.	• The video concept is creative and innovative . • The plot and script is in good transition, logical and written systematic

Criteria\ Standard	**Limited (0-2)**	**Developing (3-5)**	**Proficient (6-8)**	**Advanced (9-10)**
			• The video answered the project’s question quite well.	ally. • The video answered the project’s question well.
Quality 20%	• Movie was made without editing. • Poor shots • The audio is almost audible.	• Movie was made, but had very little if any editing. • Many poor shots remain. • Video was very fragmented and choppy with little to no audio reinforcement.	• The video editing was not done as well as it should have been. • Some poor shots remain. • Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	• The video was well edited and moves smoothly from scene to scene with proper use of transitions. • Shots are artistic • Audio and other enhancements were well used.
Content 20%	• Students did not have sufficient knowledge about the subject • Students	• Students did not demonstrate mastery of the knowledge/ subject. • Students answer the projects’s question to some extent	• Students show knowledge / mastery of the subject at some extent. • Students	• Students demonstrate mastery of the knowledge/ subject. • Students could answer the project’s

Criteria\ Standard	**Limited (0-2)**	**Developing (3-5)**	**Proficient (6-8)**	**Advanced (9-10)**
	did not answer the project's question.	only.	can answer project's question well.	questions satisfactorily.
Timeliness 20%	• Project deadline was not met and resulting big impact on project. • Video did not meet the requirements	• Project deadline was not met, resulting in some impact on the finished project • Video did not meet some requirements	• Project deadline was not met, doesn't resulting in some impact on the finished product • Video met most requirements.	• Project is submitted on time. • All requirements were met

APPENDIX B Scaffolding Activities for Project 1

The table below listed the scaffolding activities as well as lesson plans per session in monitoring and aiding the project 1.

Sessions	**Scaffolding Activities/ Lesson Plans**	**Project Phase**	**Objectives**
1.	• Pre reading activity about first impression. • Reading: How to make a strong first impression • Post reading discussion about real problem in teenagers' world of making first impressions. • Summarizing the discussion and presenting the real	Assigning a collaborative working groups and present a real world problem	• Students should be able to comprehend the topic of first impression and connect the topic to their real world problem • Students should be able to collaborate and communicate with their partners

Sessions	Scaffolding Activities/ Lesson Plans	Project Phase	Objectives
	problem: Driving question • Explaining the Project and assigning collaborative groups		
2.	• Pre listening: Video watching about the accuracy of first impression • Listening : Are first impressions accurate? The Psychology of First Impressions • Discussing the accuracy of first impression in some cases • Explaining the project and the parameters in detail, Q and A • Introducing rubrics as criteria and standard assessment.	Set the parameters in completing the projects	• Students should be able to understand the project's goal and parameters • Students should be abe to comprehend criteria and standard of assessment.
3	• Listening : Book Review of Blink • Skills: Listening for main ideas • Consulting the project plans. • Encouraging students to dig more materials from internet. • Giving examples and models of videos on giving tips (youtube)	Teacher Consultation/ input feedback	• Students should be able to answer the driving questions in their context. • Students should be able to skim for main ideas by listening.
4	• Speaking Skill: Taking conversational turn • Video showing: Tips on First impression at work • Discussing the steps and details in giving tips, do and don't • Sharing ideas on the project, Checking checklist	Teacher Consultation/ input feedback	• Students should be able to practice taking conversational turn. • Students could share ideas on the project.

Sessions	Scaffolding Activities/ Lesson Plans	Project Phase	Objectives
5	• Pre reading discussion on Giving first impression at work • Reading 2: Job Interviews 101 • Jotting down Job interview Dos and don’ts • Checking project’s progress	Teacher Consultation/ input feedback	• Students should be able to comprehend dos and donts of job interview. • Students could checok on each other on project’s progress
6	• Writing Skill: Organizing and developing a paragraph • Grammar: Real conditionals: Present and future • Discussing the project’s script	Teacher Consultation/ input feedback	• Students should be able to organize and develop a paragraph • Students should be able to use ral conditionals present and future • Students could discuss the project’s script
7	• Writing a how to paragraph about making first impression • Discussing the project‘s progress	Teacher Consultation/ input feedback	• Students should be able to write a paragraph about making first impression. • Students could discuss the project progress with teacher and peers.
8	• Revising and editing the previous writing assignment • Peer discussion on project	Teacher Consultation/ input feedback	• Students could edit and revise the writing. • Students could discuss the project with teacher and peers.

APPENDIX C Scaffolding Activities for Project 2

The following table listed the Project 2's project's phases and scaffolding activities.

Sessions	Scaffolding Activities	Project Phase	Objectives
9.	• Pre reading : Knowing your tastes • Reading : Knowing your tastes • Assigning a collaborative group work • Discussing the real world problem based on the readings. • Explaining rubrics as parameters in completing the projects	• Assigning a collaborative working groups and present a real world problem • Set the parameters in completing the projects	• Students should be able to comprehend the reading passage • Students should be able to collaborate and communicate with their partners • Students should be able to understand the project's goal and parameters
10.	• Pre Listening Discussion: Videos: Street food (Think pair share) • Listening: You are what you eat • Sharing Ideas on the projects	Teacher Consultation/ input feedback	• Students should be able to use prior knowledge to predict context. • Students could brainstorm ideas for project.
11.	• Reading 2: Finding Balance in Food • Reading for main ideas and details. • Discussions of project's progress	Teacher Consultation/ input feedback	• Students should be able to read for main ideas and details. • Students could discuss the project's progress with their peers and teacher.
12.	• Vocabulary Activities • Writing a paragraph describing their favorite food • Checking project's script	Teacher Consultation/ input feedback	• Students should be able to write paragraph describing their favorite food using descriptive adjectives.

Sessions	Scaffolding Activities	Project Phase	Objectives
13.	• Listening 2: Food Tasters • Graphic Organizer • Reviewing Video examples on related subject	Teacher Consultation/ input feedback	• Students should be able to use graphic organizers to arrange concepts and ideas • Students should be able to review videos to give ideas on their project.
14.	• Presenting graphic organizers on review of the video examples • Discussions and feedback	Teacher Consultation/ input feedback	• Students should be able to present concept using graphic organizers.
15.	• Vocabulary and Grammar activities • Discussions on food taster (Continued) • Final check on project	Teacher Consultation/ input feedback	Students should be able to answer the driving questions in their context.

2

Implementing a Knowledge Portfolio Strategy Assessment to Ensure Students Take on Ownership of Their Learning

Virdian Sefrizal
LBPP LIA Semarang Candi

Abstract

Adult students, especially those studying in secondary levels, need to understand that they have on the ownership for their learning and acquiring new skills that are expected in the college work and today's ever-changing and evolving workplace. Teachers need to enable them to succeed beyond the classrooms by teaching them skills necessary for the future challenges either in colleges or in workplaces. In this study, the researcher tries to change student's concepts and ownership of their learning by implementing a knowledge portfolio assessment strategy. The knowledge portfolio assessment strategy encompasses the study skills of free writing and completion, with many details of class work and homework. The subjects of the study are nine English for Adults students in Elementary 2 level. The research process takes place in term 3 academic year 2015. The research's nature is Classroom Action Research. Both quantitative and qualitative data are gathered. The researcher makes observations and informal interviews with the students concerning the implementation of the knowledge portfolio strategy assessment and he compares the qualitative findings with the quantitative ones from a Likert scale and an open-ended questionnaires filled by the students at the end of the research process. The results show that there is a significant influence of the assessment towards the students' ownership of their learning.

Keywords: *knowledge portfolio assessment strategy, learning ownership, classroom action research*

Introduction

Over the past several terms, I have had students in my lower level English for Adults classes who were not performing well on their summative evaluations and did not seem to understand the importance of quality class work and homework. The students' study skills were not evolved to the point where they could be successful in college or the workplace. I wanted the students to understand that they needed to take on the responsibility for learning and acquiring new skills which is expected in college work and in today's changing and evolving workplace.

Metacognition and motivation by the students for new study skills are important to me as a teacher. I want to enable students to succeed beyond high school by teaching them skills that will transfer to college and to the workplace. My hope is that the students will take on the responsibility for their own learning – that they would realize they have control over their actions. I decided to try to change the students' concepts of learning and responsibility by implementing a knowledge portfolio strategy assessment.

Literature Review

Simpson, Hynd, Nwast, and Burrell (1997), promoted learning study skills in the classroom as part of the daily curriculum, and not as a separate lesson from learning about the content. The study skill of "free writing" involved gathering details about the concepts that would be part of the assessment. Writing-to-learn was the "idea that one can write as a way of learning" which was applicable to any content, including science. "If writing does, indeed, increase understanding, then students who better understand content concepts as a result of writing may experience increases in their feelings of self-efficacy" (Simpson et al., 1997). I hoped that when a student learned that when he/she wrote competently about a topic, then he/she would do well on an assessment. I hoped that they would come to know that they have the power to be self-sufficient in their study habits.

Tuckman (2003) defined study skills as "the learning and motivation strategies that enable a student to be successful." Chadha (2006) states that independent learning was required for those secondary students going on to college and into the ever changing workplace. Weiner, in 1995, (as cited by Tuckman) emphasized "the student take responsibility" method of teaching in which the student realized how their efforts affected their test grade. The student behavior of taking on responsibility could be modified by training, as shown by S. Graham in 1997 (cited by Tuckman); this suggests that a teacher may teach a student how to take on the responsibility for their learning. A teacher could change the personal belief a student has regarding his or her ability by emphasizing that the student has control. Tuckman, in 2003, pointed out that a good grade did not depend on IQ, but on how well the student performed his/her work and how much he/she studied for a test. Thus, the student could learn how to learn, which is defined as metacognition. Simpson et al. (1997) stated that learning how to learn may promote self- awareness of study skills. Having a successful learning strategy may make the student more motivated to apply the strategy in new situations. Metacognition and motivation thus could be "mutually supportive" (Simpson et al., 1997).

Action Research Question

I consider students, especially those studying in high school, lack well-defined study skills and are not performing well in the classroom as well as on their assessments. I wanted to teach the students study skills that could transfer to other subjects and would enable them to feel successful in learning how to learn. In order to be able to help students perform well, a teacher should be able to devise an (alternative) assessment. Rogers stated that "assessment was the gathering of information in order to change our behavior to improve performance" (Rogers, 2006).

I wanted to change the behavior of the students by providing strategies for improving the way they completed their work and the way they studied. I decided to modify a strategy called learning log into Knowledge Portfolios. These were portfolios in which the students placed all their class work and homework and could access during a timed assessment. I hoped that the Knowledge Portfolios would help with the students' study skills of free writing and emphasize quality homework and class work. If the students had written thoroughly about the concept, and had much detail in their class work and homework, then they were able to answer the questions on the assessment with greater clarity. This could show them the relationship between their work and the assessment questions during the course of the assessment period. Explicitly teaching the use of this strategy could increase the learner's motivation and lead to increased achievement for doing quality class work and homework.

This led to my action research question of: "**What is the effect of the assessment strategy of Knowledge Portfolios in improving study skills as measured by student motivation and academic performance?**"

Treatment

I decided to implement the strategy of Knowledge Portfolios during assessments in hopes of the students improving their metacognition and motivation. The Knowledge portfolio strategy assessment strategy involved helping the students learn how to learn. The strategy is actually a modification of a learning log activity. In learning log activity, students record evidences about their learning and skills development. A Learning Log contains students' record of their experiences, thoughts, feelings and reflections. One of the most important things it contains is conclusions about how what students have learnt is relevant to them and how they will use the new information/ knowledge/ skill/ technique in the future. It may contain details of problems you have encountered and solved (or not solved). Examples of where you have started to try out and practice a new skill and examples of your own formal and informal learning. I modified this strategy into a strategy I called the strategy Knowledge Portfolios - a portfolio into which each student put all of his/her homework and class work, and then put the portfolio into a folder in front of the classroom, which could then be accessed during an assessment.

The Knowledge Portfolios strategy encompassed the study skills of free writing and completion, with many details of class work and homework. I utilized the Knowledge Portfolios strategy before a 20-minute unit tests. Each student filled their Knowledge Portfolio with their work before the assessment, and then they placed them into a folder on my desk. During the assessment, the students could leave their seats to peruse their portfolio items. They could not directly copy anything from their portfolio– the assessment was not a "copy your notes" test. They could memorize on the spot and then go back to their seats. The student could access their portfolio at any time and as many times as they needed during the assessment. This put the responsibility of time management upon the student, getting up to look at their portfolio takes time away from writing on the assessment.

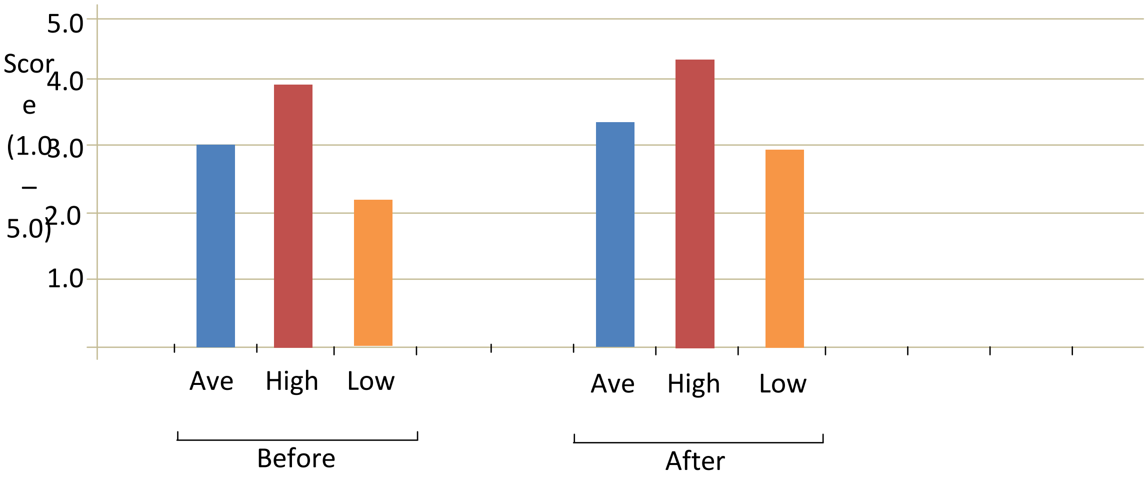
I informed the students which concepts would be on the assessment during the class before the assessment. Then I described a writing strategy to use for the Knowledge Portfolio test; the students should gather their homework and class work together in order to research and write a page about each concept. Students could then place the pages in their Knowledge Portfolios, along with other class work and homework of their choice, for use during the 20-minute assessment.

I collected quantitative data from the assessments before and after the implementation of the Knowledge Portfolio strategy. I also designed and administered a student survey to gain a student's perspective of their study skills (Appendices A1 and A2). Informal observations were made by asking the students how they perceived the Knowledge Portfolio strategy and observing their behavior in the classroom (Appendices C and D). In addition, I sent them letters requesting the students to help me with the research project (Appendix E).

Data Analysis

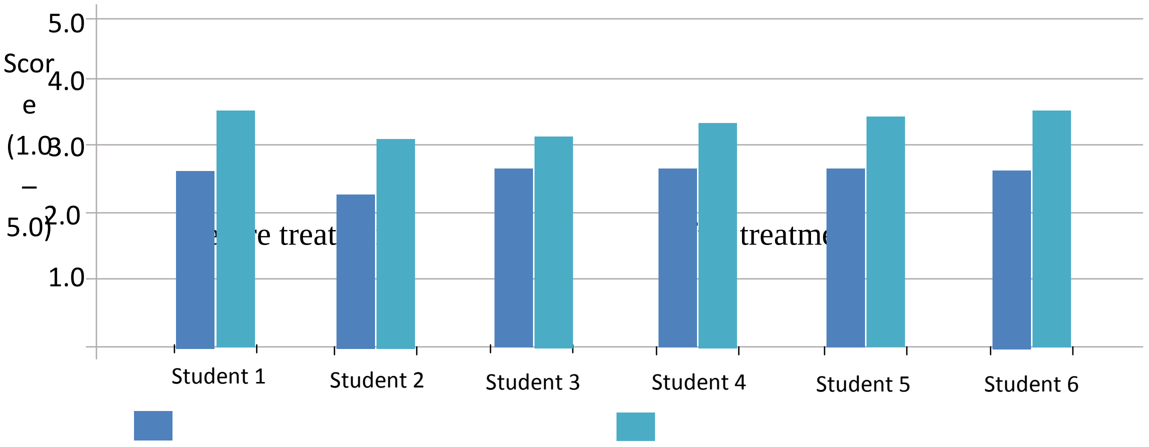
I collected data to verify the usefulness of the Knowledge Portfolio strategy in helping students' metacognition and motivation. I collected data through the scores of follow-up unit tests, student surveys, and teacher observational notes of students' behavior. I implemented the Knowledge Portfolio strategy after three unit tests. The scores of the tests before and after the implementation of Knowledge portfolio strategy assessments were analyzed and graphed. The graph in Figure 1 shows the class test averages before and after implementation of the Knowledge portfolio strategy assessment. The graph in Figure 2 shows the improvement of the weakest students.

Figure 1. Class Average Test Scores Before and After Implementation of Knowledge Portfolios.



The complete score description can be seen in the appendix B.

Figure 2. Improvement of Students Who Were Failing.

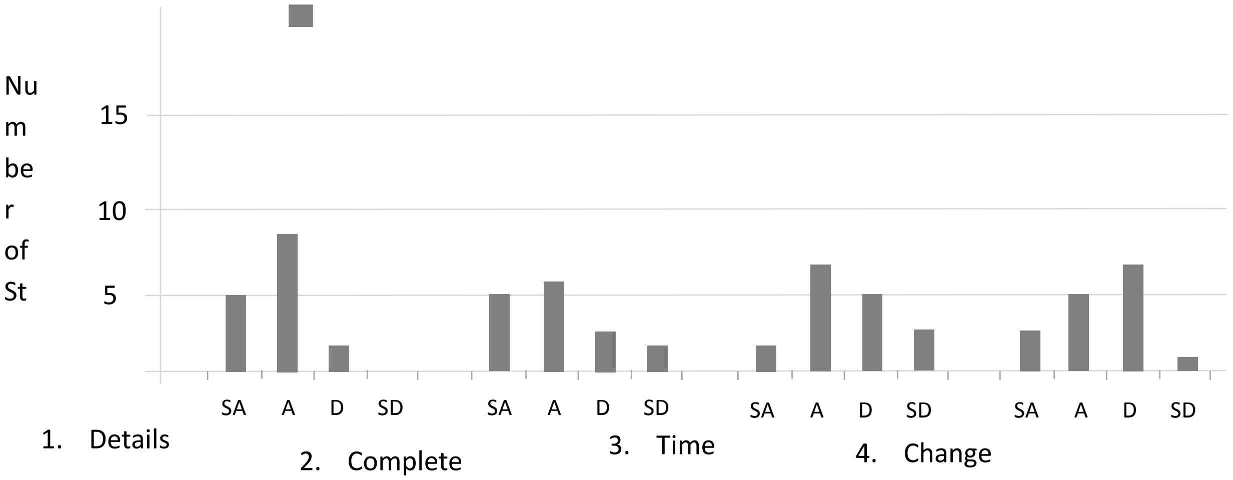


The complete score description can be seen in the appendix B.

This study included student surveys (Appendix A) regarding their personal study habits after the Knowledge portfolio strategy assessments had been utilized. Figure 3 shows the results of the student surveys.

Figure 3. Survey Question Data

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree



Results

The quantitative results showed positive improvement in the test scores by the students after the implementation of Knowledge Portfolio strategy, as shown in Figure 1. I disaggregated the data to separate the students with the poorest test scores. Their individual test scores showed a dramatic increase from their lowest test grade to their highest test grade. Figure 2 showed that the poorest students gained the most points on their scores after the use of this strategy. The students who already performed well on assessments did not show such a significant increase in their individual test scores, as shown by the average test scores in Figure 1.

The quantitative analysis of the Student Surveys (Appendix A2) yielded positive results-- the students indicated that Knowledge Portfolios assisted them in various ways, see Figure 3. They agreed that the Knowledge Portfolios helped them put more details in their work and helped them make sure that their work was complete. Most students felt they spent more time studying, but others did not feel this way. The data from the fourth question, "My way of studying changed after the Knowledge Portfolios were implemented," showed that the majority of the students felt their way of studying had not changed; yet, in the first three survey questions, they indicated that specific study habits had changed.

The students made positive comments; no negative comments were made in regard to this strategy (all the comments may be found in Appendix C). The student comments and the teacher observations revealed a positive relationship between the test data and the implemented strategy. The scores increased in a positive manner, and the students' comments and teacher observations showed a positive impact on the students.

Summary and Conclusions

I hypothesized that the students would become more responsible for what went into their Knowledge Portfolio and that they would realize that quality work would lead to a good assessment result. I hoped that the students would realize that writing about the concepts that would be on the assessment would help them to organize their thoughts in order to gain a good grade. I hoped that the result would be that the students would learn to self-monitor their class work and homework. A positive relationship was demonstrated between their work and the Knowledge portfolio strategy assessment, because they were able to directly check if they had completed their work during the assessment. The student could check for understanding of the material when they looked for the answers to the assessment questions in their Knowledge Portfolio. If they do not have enough details and quality work inside their portfolio to use for the assessment, then they will likely not earn a satisfactory score. From the comments the students made (see Appendix C), I believe they internalized the lesson of doing quality work.

I concluded that the quantitative and qualitative data showed that the Knowledge Portfolio strategy helped the students with study skills and improved their scores. I have also concluded that the poorest students were helped the most. Perhaps they had never developed an understanding of the relationship between their efforts and their results on an assessment. The unit test scores could have also improved because students started studying earlier rather than waiting until the night before the assessment. Because the Knowledge portfolio strategy assessment was given one week prior to the summative assessment, the students were reviewing the material much earlier.

The students' comments on the surveys provided useful insight to their perspective. One made a comment about being more motivated; this correlates with Simpson's view of metacognition and motivation being linked (Simpson et al., 1997). Another student indicated that he/she had less stress with the Knowledge portfolio strategy assessments, which lends itself to Maslow's hierarchy of needs. The student felt more comfortable and gained confidence on how to study and was thus able to learn better. The students seemed to gain a sense of control over their actions as evidenced by their comments such as: "I put more effort," "I studied more," "I put more details."

I concluded that the use of the Knowledge Portfolio strategy helped the students earn better scores on their assessments and, in the process, learn better study skills. I hope that the study skills will transfer to other classes and to the students' future endeavors.

Future Actions and Directions

I will continue to utilize this strategy in my future classes in order to improve student's study skills and prepare them for college and the working world.

The survey question of "My way of studying *changed* after the Knowledge Portfolios were implemented" needs to be addressed in future surveys because the students indicated that they did not change; yet, their answers to the other questions indicated they did change in detail, completeness, and time. The question was too unclear and should be removed from the survey. The survey as is could lead to another study concerning how students view themselves.

Reflections

I believed the students learned how to learn and felt more confident as learners after this strategy was implemented. I think that any teacher can put this strategy into practice, especially with struggling learners. The time taken to score the Knowledge portfolio strategy assessments is more than that for unit tests, but it is worth the time when the students are successful and feel successful. I think this strategy carries over to other subjects and other parts of the students' lives where they must put in time and effort to accomplish something.

My next project is to increase the analytical skills of the students. I am working on this through the use of problem-based concept maps with the students.

Appendix E: Letter to students

Dear Students,
I am participating in a LBPP LIA Classroom Action Research program entitled “Sharpening the Saw” during the months of July to September of 2015. We are learning to document the strategies that work in our classrooms. I am writing a paper concerning the knowledge portfolio strategy assessment where the students are allowed to read over their homework and class work during a timed test. I am in the process of collecting data to confirm my findings that this strategy improves study skills. I am not doing anything different in the class or with the students – the purpose of the action research is to find out whether the instructional method is effective. Your child will not be denied any instruction or benefits because of my inquiry.
One of the methods to gather data on this strategy is to distribute a written survey to the students to gather their thoughts about the Knowledge portfolio strategy assessment. The survey questions will focus on whether this has helped them complete their work in a more complete and detailed manner. The students will submit the surveys anonymously. Another method is to look at scores, anonymously, over time.
Please be assured that confidentiality will be maintained. Below is a place for you to sign your name informing me that you do **not** wish to participate. *There is no need to return the letter or contact me if there are no objections.*

Sincerely,

Virdian Sefrizal
LBPP LIA Semarang Candi

I do **not** wish to participate in research conducted during this term by the teacher, Virdian Sefrizal. I understand that if I do not participate, I will not be denied any educational opportunity.

(date)
____

(student’s signature)

(student’s name)
____

References

Chadha, D. (2006) A curriculum model for transferable skills development. *Engineering Education*, 1, 19-23.

Rogers, S. (October 14, 2006) Using Assessment to Teach and Increase Achievement. Session presented at the ASCD conference, Orlando, FL.

Simpson, M. L., Hynd C. R., Nwast S. I., Burrell K. I. (1997). College Academic Assistance Programs and Practices. *Educational Psychology Review*, 9, 39-87.

Tuckman, B. W. (2003). The Strategies-For-Achievement Approach for Teaching Study Skills. Paper presented at the Annual Meeting of the American Psychological Association, Toronto.

Appendix A1: Survey Questions

Your responses are confidential.

Circle one answer for each statement below.

Using Knowledge Portfolios helped me to put more *details* in my work.

Strongly Disagree Disagree Agree Strongly Agree

Using Knowledge Portfolios helped me make sure my work was *complete*.

Strongly Disagree Disagree Agree Strongly Agree

I spent more time *studying* after the Knowledge Portfolios were implemented.

Strongly Disagree Disagree Agree Strongly Agree

My way of studying *changed* after the Knowledge Portfolios were implemented.

Strongly Disagree Disagree Agree Strongly Agree

If you *agree* or *strongly agree* to the above statement, then please explain how your way of studying has changed.

Please write any additional comments you may have on the back of this survey.

Appendix A2: Recapitulation of the Survey Questions

No	Student	Aspects															
		Details				Complete				Time				Change			
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1	AGKM	v				v					v			v			
2	MTA		v			v					v				v		
3	APD		v			v					v					v	
4	RIP	v					v			v					v		
5	APN		v				v				v					v	
6	DUA		v					v				v				v	
7	EJ		v				v					v			v		
8	DP			v			v					v				v	
9	SSA		v						v				v			v	
10	WI	v						v			v			v			
11	CDT	v					v				v		v			v	
12	FS	v				v				v				v			
13	THN		v				v						v		v		
14	VAA		v			v					v					v	
15	AAP		v					v				v			v		
16	WD			v					v			v					v

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Appendix B: Score before and after treatment

Before Treatment

No	Student	Unit 7					Score	Unit 8					Score	Unit 9					Score	Average	P/F
		L	V	G	R	W		L	V	G	R	W		L	V	G	R	W			
1	AGKM	3	4	3	4	2	3.2	2	2	2	2	2	2	2	3	4	4	2	3	2.7	Fail
2	MTA	3	4	4	4	3	3.6	3	3	4	3	2	3	3	3	2	3	2	2.6	3.1	Pass
3	APD	3	3	3	3	2	2.8	3	4	2	3	2	2.8	3	4	4	4	2	3.4	3.0	Pass
4	RIP	4	3	3	3	2	3	4	3	3	4	3	3.4	3	3	3	4	3	3.2	3.2	Pass
5	APN	2	2	2	3	2	2.2	2	3	2	2	2	2.2	3	3	2	3	2	2.6	2.3	Fail
6	DUA	3	3	2	3	2	2.6	3	3	2	3	2	2.6	3	3	3	3	2	2.8	2.7	Fail
7	EJ	3	4	3	4	3	3.4	3	3	3	4	3	3.2	3	3	3	5	3	3.4	3.3	Pass
8	DP	3	3	3	3	2	2.8	3	3	2	3	2	2.6	3	3	3	3	2	2.8	2.7	Fail
9	SSA	3	3	2	3	2	2.6	3	4	4	4	2	3.4	3	3	2	3	2	2.6	2.9	Pass
10	WI	2	2	2	3	3	2.4	3	3	3	4	3	3.2	2	2	2	3	3	2.4	2.7	Fail
11	CDT	3	3	2	3	3	2.8	3	3	2	3	2	2.6	3	3	2	3	3	2.8	2.7	Fail
12	FS	3	4	4	4	3	3.6	3	3	3	3	2	2.8	3	4	4	4	3	3.6	3.3	Pass
13	THN	3	4	4	4	3	3.6	3	3	3	5	3	3.4	3	4	4	4	3	3.6	3.5	Pass
14	VAA	4	4	4	5	4	4.2	4	3	3	4	3	3.4	4	4	4	5	4	4.2	3.9	Pass
15	AAP	3	4	3	3	3	3.2	2	3	2	2	2	2.2	3	4	3	3	3	3.2	2.9	Pass
16	WD	4	3	3	4	3	3.4	3	3	2	3	2	2.6	4	3	3	4	3	3.4	3.1	Pass

Average	3.0
High	3.9
Low	2.3

After Treatment

No	Student	Unit 10					Score	Unit 11					Score	Unit 12					Score	Average	P/F
		L	V	G	R	W		L	V	G	R	W		L	V	G	R	W			
1	AGKM	3	4	3	4	3	3.4	3	4	3	4	3	3.4	4	4	4	4	3	3.8	3.5	Pass
2	MTA	4	4	4	4	3	3.8	4	3	4	3	3	3.4	4	4	4	3	3	3.6	3.6	Pass
3	APD	4	3	3	4	3	3.4	4	4	3	4	3	3.6	4	4	4	4	3	3.8	3.6	Pass
4	RIP	4	4	3	3	3	3.4	4	4	3	4	3	3.6	4	4	4	4	3	3.8	3.6	Pass
5	APN	3	3	3	4	3	3.2	3	3	3	3	3	3	4	3	2	3	3	3	3.1	Pass
6	DUA	4	3	3	3	3	3.2	3	3	3	3	3	3	3	3	3	3	3	3	3.1	Pass
7	EJ	3	4	3	4	3	3.4	3	3	3	4	3	3.2	3	3	3	5	3	3.4	3.3	Pass
8	DP	3	3	3	3	3	3	3	3	2	3	3	2.8	3	3	3	3	3	3	2.9	Pass
9	SSA	3	3	2	3	3	2.8	3	4	4	4	3	3.6	3	3	2	3	3	2.8	3.1	Pass
10	WI	4	3	2	3	3	3	3	3	3	4	3	3.2	3	4	2	3	3	3	3.1	Pass
11	CDT	4	3	3	3	3	3.2	4	3	3	3	3	3.2	3	3	3	3	3	3	3.1	Pass
12	FS	3	4	4	4	3	3.6	3	3	3	3	3	3	3	4	4	4	3	3.6	3.4	Pass
13	THN	3	4	4	4	3	3.6	3	3	3	5	3	3.4	3	4	4	4	3	3.6	3.5	Pass
14	VAA	5	4	4	5	4	4.4	4	4	4	4	3	3.8	5	4	4	5	4	4.4	4.2	Pass
15	AAP	3	4	3	3	3	3.2	3	3	3	3	3	3	3	4	3	3	3	3.2	3.1	Pass
16	WD	4	3	3	4	3	3.4	3	3	2	3	3	2.8	4	3	3	4	3	3.4	3.2	Pass

Average	3.3
High	4.2
Low	2.9

Appendix C: Survey Question Comments (In the student's own words.)

- It motivates me.
- It makes me more organized and I study everything that will go in the portfolio instead of studying one paper.
- I didn't want to look stupid by going to the Knowledge Portfolio each time so I would make sure to study.
- I study and pay more attention to details.
- I learned to put more effort into my notes and to study each of my notes carefully.
- I start doing all my homework. I focus and explain on my class work and homework.
- I study more and more efficiently.
- I put more details in my work because it pays off for me when I get better scores on my Knowledge Portfolio test.
- With the Knowledge Portfolio I am able to see specific details for my work. I do my homework so that I can use the work on a test.
- I could look at what is on the Knowledge Portfolio test more and then look at other stuff that I think will help.
- I like the way these Knowledge Portfolios are done because I don't usually have to do much studying because as I write the homework, it makes me have to read and understand. I paraphrase it in my own words.
- I noticed that I worked harder to understand the materials covered. The Knowledge Portfolio helps me retain information and I study harder because I know that I have to remember the stuff for the test. I think that the Knowledge Portfolio is an excellent tool for high school students.
- If maybe there is a word I forget or I only know half of the information, it helps because I can go back and refresh or revise what I wrote. I think all tests should be done like this. It gives relief to the students and it makes them not to freak out during the test.
- If I have good details on the Knowledge Portfolio I can get a good grade in the test.
- I love Knowledge Portfolios because they reward us for doing our work with a good test grade.

Note: there were no negative comments.

Appendix D

Teacher Observations

- My informal observations noted that the students were more prepared for their summative assessments after the implementation of the Knowledge portfolio strategy assessments.
- The students said that the Knowledge portfolio strategy assessments were "crazy hard" until they learned to put quality work in their Knowledge Portfolio.
- The students claimed to hate the Knowledge portfolio strategy assessments – I believe because it induced them to improve and enhance their study skills, which takes hard work on the part of the students.

- They also told me verbally that the Knowledge Portfolio helped them improve their scores, put more details in their work and organize their work; this input was reflected in the comments on the surveys (Appendix C).

Appendix E: Letter to students

Dear Students,
I am participating in a LBPP LIA Classroom Action Research program entitled "Sharpening the Saw" during the months of July to September of 2015. We are learning to document the strategies that work in our classrooms. I am writing a paper concerning the knowledge portfolio strategy assessment where the students are allowed to read over their homework and class work during a timed test. I am in the process of collecting data to confirm my findings that this strategy improves study skills. I am not doing anything different in the class or with the students – the purpose of the action research is to find out whether the instructional method is effective. Your child will not be denied any instruction or benefits because of my inquiry.
One of the methods to gather data on this strategy is to distribute a written survey to the students to gather their thoughts about the Knowledge portfolio strategy assessment. The survey questions will focus on whether this has helped them complete their work in a more complete and detailed manner. The students will submit the surveys anonymously. Another method is to look at scores, anonymously, over time.
Please be assured that confidentiality will be maintained. Below is a place for you to sign your name informing me that you do **not** wish to participate. *There is no need to return the letter or contact me if there are no objections.*

Sincerely,

Virdian Sefrizal
LBPP LIA Semarang Candi

I do **not** wish to participate in research conducted during this term by the teacher, Virdian Sefrizal. I understand that if I do not participate, I will not be denied any educational opportunity.

(date)

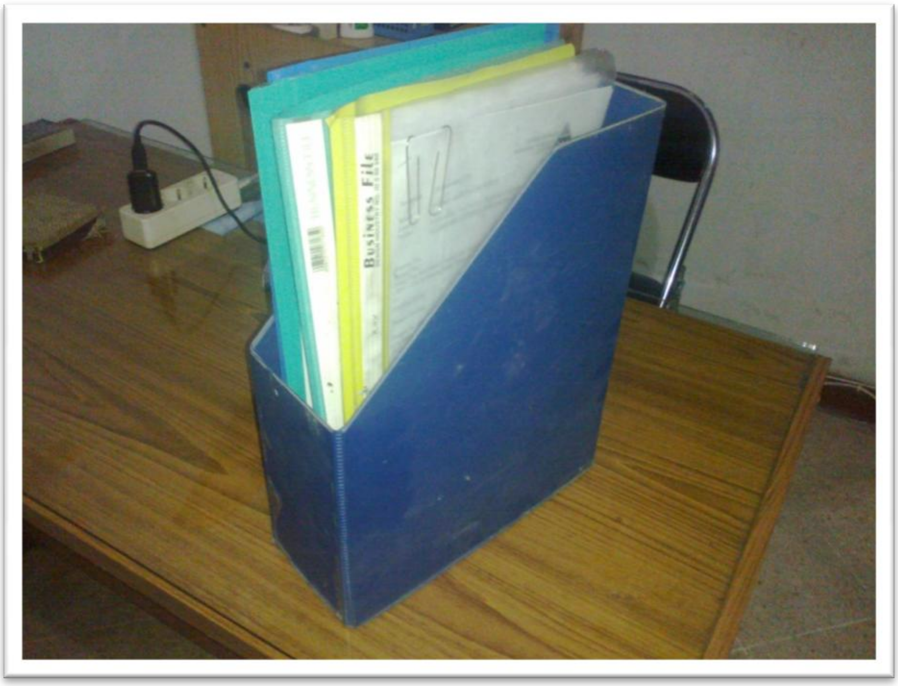
____

(student's signature)

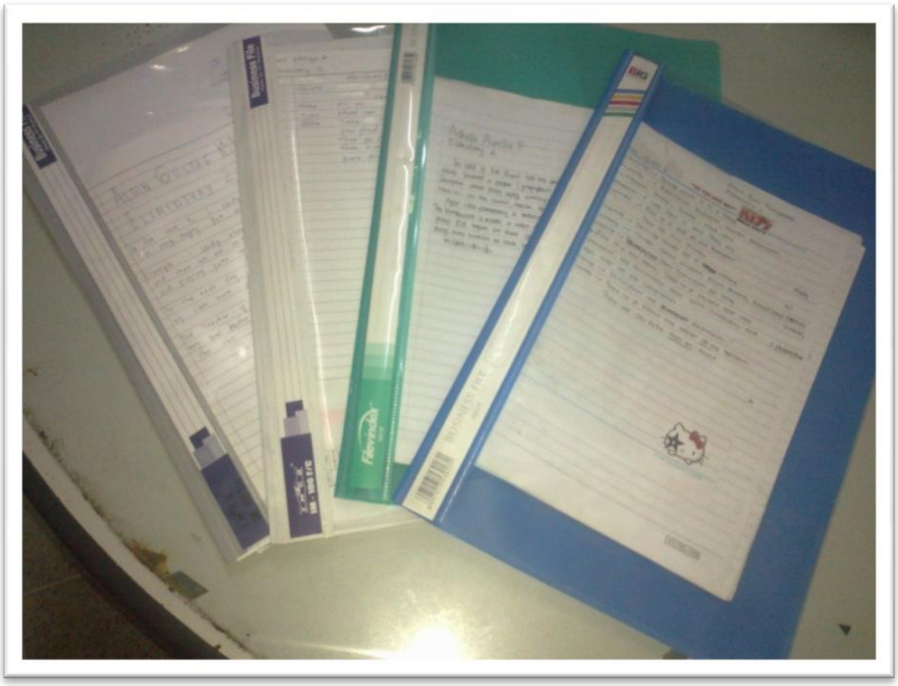
(student's name)

____

Appendix F: Pictures of Knowledge Portfolios



A folder containing students' knowledge portfolios



Students' Knowledge Portfolios

3

Lesson Mapping: A Proactive, Creative and Reflective Method of Planning Effective and Fun Lessons: A Classroom Action Research

Sellyana
LBPP LIA Cibubur

Abstract

Creating lesson plans that are not only effective but also fun has become a challenge for teachers. Teachers often complain of not having enough time, resources and creativity to prepare lessons that achieve effective teaching and learning objectives, not to mention adding fun factors to the lessons. As a result, practices of going to class without a proper lesson plan or preparing lessons daily with minimum preparations have become more common. Cunningham in 2009 noted that some teachers do not complete detailed lesson plans daily and wonder why students do not learn and that years of teaching experiences cannot compare to well-planned lessons. This is where lesson mapping comes as a solution. Lesson mapping method consists of two principles: viewing lessons and all the components involved as objectives, and creating a map to reach the objectives. A lesson map thus covers proper lesson plans for the whole semester and varied activities and teaching and learning resources to make the lessons effective and fun. The classroom action research paper will highlight the principles of creating a lesson map, data collection techniques of anecdotal and checklist observations, teacher's journal, post conference discussion and questionnaire, and suggested ways to involve teachers in collaborative classroom action research. The expected results will show how lesson mapping can help teachers become more proactive, creative, and reflective. Some samples of lesson maps that have been personally researched and practiced and examples of activity modifications, fun activity resources and teaching techniques will be added values of the paper.

Background

There are many responsibilities that a teacher has to carry. One of the responsibilities of a teacher is to ensure that the learning process takes place effectively. Effective learning means that the process happens within the context set by the institution through the use of the text or course books which serve as the guidelines to reach certain objectives. A teacher plays a role as the source and facilitator who guides the students to reach the objectives. Another equally important responsibility is that a teacher must provide a learning environment in which students learn effectively while having a fun, enjoyable time throughout the process of learning.

Throughout my career as a teacher at LBPP LIA, I am always in the state of reflecting on how my teaching affects the way my students learn and how I can help my students reach the objectives of the lessons. From experience I also learn that there are many aspects of my teaching that still need to be improved. My concerns are, among others, time management because I feel that I am always running out of time, lesson planning because I believe in the importance of going to class with an appropriate yet flexible lesson plans but I realize that my time is also divided for other responsibilities, and last but not least, course material handling because there have been changes in the materials used and the materials themselves need to be presented in certain ways so that students get the most learning possible.

Sometime in 2010, I started to try out an idea of creating a thorough lesson plan that covers the whole lessons for the whole term once I get the information about the level that I will get for the following term. The idea is to think ahead of all aspects of a lesson plan such as the topics, the skills focus, the objectives, the activities, and the materials needed to support the activities. It's like creating a map to reach a destination – the lesson objectives. That's how I term my method to lesson planning as lesson mapping.

Theoretical Backgrounds of Keywords

Lesson Plan, Lesson Planning

One of a teacher's responsibilities in ensuring that a class will run smoothly and effectively is creating a lesson plan. Milkova (n.d.) states that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Furthermore, *The Essentials of Language Teaching* states that a key aspect of effective teaching is having a plan for what will happen in the classroom each day and that creating such a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials, and developing activities that will promote learning. According to Barge (2012), a teacher's teaching begins before he or she steps into the classroom. Prior to each lesson, unit, semester, or school year, teachers plan the content of instruction, select teaching materials, design learning activities and grouping methods, decide on the pacing and allocation of instructional time, and identify learning opportunities for students.

Effective, Fun Lesson

According to Barge (2012), because students learn in a variety of ways and at a variety of rates, teachers should deliver their lessons with appropriate variety. Weiss cited in Hoff, D. J. (2003, September 3) explains that differentiation to maximize the learning of individual students is the cornerstone of effective teaching. Celce-Muria (2001) characterizes a good lesson plan as the one which is coherent and smooth, exhibits variety at both the macro and micro level, and is flexible while Ullman (2011) characterizes an effective lesson as a lesson that gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. However, keeping the students' motivation high throughout the lesson is not an easy thing to do. Suzy (2013) states that it's important for students to be aware of learning strategies that are both effective and fun for them and that if teachers and students can stay conscious of improving the learning process on a regular basis, it’s much easier to work together to keep lessons engaging and motivating.

Reflective Teaching

Ullman (2011) states that effective lesson planning requires the teacher to determine three essential components: the objective, the body, and a reflection. One of the ways a teacher can reflect on his teaching is through self-assessment. Airason, P. W. & Gullickson, A. (2006) defines self-assessment as a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement, while Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002) states that when teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.

Aiarasian and Gullickson offered several strategies to enhance teachers’ self-assessment, among others are:

Self-reflection tools: These involve check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.

Media recording and analysis: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher’s performance.

Student feedback: Surveys, journals, and questionnaires can provide a teacher with the students’ perspective. Follman, J. Secondary school students’ ratings of teacher effectiveness. *High School Journal, 75,* 168-178; Stronge, J. H., & Ostrander, L. P. (2006) states that students are the primary consumers of the teacher’s services. They have direct knowledge about classroom practices on a regular basis. Students have the breath, depth, and length of experience with the teacher. They are in the key position to provide information about teacher effectiveness. Driscoll, A., Peterson, K., Browning, M., & Stevens, D. (1990) states that researchers also compared the validity of ratings by students, principals, and the teachers, themselves. **They found students’ ratings were the best predictor of student achievement, thus demonstrating that students provide valid feedback on teacher performance.**

Journaling: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.

Airason, P. W. & Gullickson, A. (2006) emphasizes that self-assessment is a critical component of the evaluation process and is strongly encouraged based on the following advantages:

1. Give teachers more “voice” and control about their professional growth.
2. Make teachers more responsible for demonstrating their own competence.
3. Provide opportunities for teachers to enhance reflection, understanding, and improvement of practices, and make teachers more likely to question their taken-for-granted expectations, norms, beliefs, and practices.

The Classroom Action Research

Research Questions & Hypotheses

As I stated earlier, what spurred me into trying out the idea of creating a thorough, yet flexible lesson plan for the whole term in advance (lesson mapping) was my concerns for my own teaching. The concerns become my research problems and I hypothesize that lesson mapping can address my concerns:

Problem 1

Creating a good lesson plan on a daily basis is troublesome because I have other commitments and responsibilities.

Hypothesis 1

Lesson mapping can be a proactive solution because the time and energy investment planning the lessons can replace the daily process of creating a lesson plan.

Problem 2

I question the effectiveness of my teaching in helping the students learn and achieve the learning objectives set by course materials while still providing ample room for fun learning.

Hypothesis 2

Creating a lesson map helps me see the whole process in advance and thus helps me create lesson plans that involve a variety of activities and strategies that serve as means to reach the objectives and provide fun learning experience.

Problem 3

I still have problems with time management and course-material handling.

Hypothesis 3

Lesson mapping helps me arrange course materials according to the time allotment by allowing me to apply the principles of SARS (Select, Adapt, Reject, Supplement) more comprehensively and creatively, and later reflect on the results.

Preliminary Data

The Classroom Action Research involves two parties: me and my students. I do a full cycle of CAR in HI-2 in the classes that I taught in HI-1. Based on the observations in HI-1 and throughout HI-2 while the research is carried out, here is the profile of the classes:

LEVELS	SLOTS	NUMBER OF STUDENTS	GENERAL DESCRIPTIONS
HI – 2	17 – 19	10	All of the students are high school students. The class atmosphere and dynamics are always positive. Only one of the students needs encouragement to participate more actively because he seems to be a little bit reserved.
HI – 2	19 – 21	13	Eleven students are high school students, one is a college student, and one is pursuing her Master's degree. One student (the post-graduate degree student) is blind, so I need to adjust the lessons to help her learn best. However, she is a very active participant in class. In general, the class atmosphere and dynamics are good, but at certain times some students tell me that they are tired mainly because they study in LIA at 19-21, some students even come still in their school uniform. I need to adjust the activities accordingly.

Scope of Research

The CAR is done in term IV/2015 involving the teacher and the students. The implementations of the lesson map and data collections are done in 12 sessions (sessions 2 – 13) in HI-2 classes in LBPP LIA Cibubur. I focus my research on reflections of my teaching and creating a fun and effective learning for my students.

Research Actions

There are two actions taking place in this research:

1. Creating the lesson map

The principles of creating a lesson map are those of creating a lesson plan. The difference is only the scope. A lesson map is like a compilation of lesson plans created in advance with flexibility to suit different situations.

The process of creating a lesson map is as follows:

  a. Right after I know what level(s) I will teach for the following term, I prepare the course books (Student Book, Teacher's Guide, additional materials like Work Book or Pen Your Ideas book).
  b. I study the course books to learn the topics, skills focus, and more importantly, the objectives of each activity.
  c. After getting a more comprehensive idea of the course materials and what the expected results are, I design the lesson map in the template file I have

created, revised, and adapted since 2011 (see appendix). I go through the course books from the first Unit or Lesson implementing SARS (Select, Adapt, Reject, Supplement) to the materials. The result of this step is activities.

d. I design the lesson plans in the lesson map not only by implementing SARS, but also incorporating the factor of variety and fun in the activities. I go through my existing repertoire of activities and resources, or search for other activities to try out from books, Forum magazines, or websites. Up to this point, I can decide what materials (paper exercises, game equipment, PowerPoint presentations, songs, video clips, etc.) that I need to prepare ahead either by using the existing materials or creating or getting the new ones.
e. I also think ahead on what materials can be assigned as homework because it’s impossible to carry out the whole lessons in 19 sessions. However, I cannot give too much homework because students complain of having enough homework, assignments, and group works from school.
f. The end result of this process is a lesson map (compilation of lesson plans for the whole term). See Appendix 1 for an example.

2. Implementing the lesson map in the two classes

Although I use the same lesson map for the two HI-2 classes, I implement the lesson map with flexibility because the two classes are quite different. Because the lesson map has been ready since the beginning of the term, before each session, I only check my plan for the day to see if I already have the materials ready, and if there is anything I need to adjust depending on how the previous lesson goes.

Data Collections

1. Anecdotal Data: Adaptation of James H. Stronge’s Qualities of Effective Teachers assessment checklist

I use and adapt the Effective Teachers assessment checklist to reflect on my teaching practices. I specifically choose six aspects which can give me feedback on my teaching practices concerning my concerns, and creating a fun and effective learning for my students.

I collect the data after I get home from teaching or at the latest, the next morning.

2. Teacher’s Journal

I keep track of classroom atmosphere, dynamics, and activities as well as how well/not the activities go. For activities that do not go well, I try to analyze the reason(s) and I will think of ways to make up for the shortcomings in the following session.

I keep track of how the students learn generally and individually (if there is an outstanding situation). I define learning as the changes from not knowing to knowing, not aware to being aware, being able to solve problems (grammar, speaking, reading, writing, etc.), being more confident in doing tasks (more confident to speak, to discuss, to ask and answer questions, to write, etc.), or being able to do tasks faster.

I collect the data after I get home from teaching or at the latest, the next morning.

3. Student's Questionnaire for feedback on Fun and Effective learning

I created a questionnaire for the students so they too can reflect on their learning with the help of my teaching. Early in the term I explain to them the way I conduct my lessons and the objectives I want them to achieve. With the questionnaire, I want them to reflect on how the activities make them feel about learning (fun/not fun) and more importantly, how the activities help them learn (effective/not effective). I explain the meaning of learning can be from not knowing to knowing, not aware to being aware, being able to solve problems (grammar, speaking, reading, writing, etc.), being more confident in doing tasks (more confident to speak, to discuss, to ask and answer questions, to write, etc.) or being able to do tasks faster.

I collect the data on the last day of the data collecting period (the 12th session).

4. Student's Discussion for feedback on Fun and Effective learning

I prepare two questions as prompts for students to discuss. I leave the students while they are discussing so that they can express their opinions freely. I tell the students that they should focus their discussions on reflecting on how the activities make them feel about learning (fun/not fun) and more importantly, how the activities help them learn (effective/not effective).

I record the discussion in one of the classes and make a transcript of the discussion. I collect the data on the 11th session.

Note: I also collect the students' writing works to reflect on writing activities.

Data Analysis

1. Effective Teachers assessment checklist and Teacher's Journal

For the Effective Teachers assessment checklist and Teacher's Journal I create an integrated sheet so that I can see the data more comprehensively. I highlight the important pieces of information that can help me the most in reflection on my teaching.

2. Student's Questionnaire

I tally the students' answers from the Student's Questionnaire to find out the percentage of how many students think that an activity is fun and effective or not. On doing the questionnaire, there are two conditions that influence the result of the data: students do not answer because they were absent when the activities were conducted or not all students answer because some of them were absent when the questionnaire was conducted.

3. Student's Discussion

I transcribe the students' discussion and reflect on their responses. Since the discussion is done in a short time, and some responses are not complete, I ask some questions to clarify the incomplete or incomprehensible responses. I highlight the important pieces of information.

Results & Discussions

The end product of my efforts to map the lessons of High Intermediate 2 level before the term starts is a Lesson Map (appendix 1). Lesson mapping clearly proves my hypothesis that it can help me become proactive in solving my problem of not always having the time to create lesson plans on daily basis. Lesson mapping indeed, takes time and energy to do. However, I view the two days spent during the term break to create the lesson map to be some kind of investment. Instead of spending 19 days preparing for 19 sessions (or approximately 10 days for 10 lesson plans each used in two sessions), I only spend no more than 3 days if I have to create or find resources for new activities other than the ones I already have). However, based on my experience, I still have to be flexible with the lesson map. It might look like a set, well-thought grand design, but situations in classes sometimes require me to reapply SARS (Select, Adapt, Reject, or Supplement) during the implementation of the lesson map. As stated by Celce-Muria (2001), a good lesson plan is characterized with flexibility. In my Teacher's Journal (appendix 3, No. 3 and 10), I noted that I should have prepare more exercises for students to practice the lessons that they just got. Sometimes I also have to switch plans because of unprecedented situations (appendix 3, No. 6 and 8). Nevertheless, having the lesson map still helps me greatly in becoming a well-prepared teacher because I can really apply the principle of creating a plan that involves setting realistic goals, deciding how to incorporate course textbooks and other required materials, and developing activities that will promote learning, as stated by *The Essentials of Language Teaching*.

Now that it's clear that lesson mapping can help me in minimizing the time to create lesson plans, the more important aspect of my teaching is how effective is the lesson map in helping my teaching so that the students can achieve the lesson objectives while they also experience enjoyable lessons. In the process of creating the lesson map, I lay the course materials before me. While creating the lesson map, I go through the Student Book, Teacher's Guide, additional materials, and my own resources thoroughly to get not only the big picture of the level, but also the more detailed elements of it. As seen in the lesson map for HI-2 (appendix 1), I have all important elements that can help me to teach and the students to learn more effectively. Furthermore, with lesson mapping, I can implement the principle of effective, fun learning as stated by Barge (2012) by incorporating a variety of activities and strategies so that lessons can be far from being boring and thus students will be more motivated to learn.

The results of the Student's Questionnaire (appendix 2) show that most, if not all, activities are viewed as fun by the students. Not all of the activities are in the form of games or competitions, some of them are discussions or learning strategies. Students view the activities as fun (not boring) because they experience varieties of activities. They are always enthusiastic knowing that the lesson or activity is going to be presented in a new way. They see that the activities show them two things: the activities take creativity to create and the activities mean that their teacher care about their learning. I make it clear to them that I do not always start an idea of an activity, but it takes creativity to adapt the activities to make them fun or different from the original idea.

As a daily practice, I always tell me the objective of the activity and how the activity can help them learn something. Students are aware from the very beginning of an activity or later after the activity is done, that they are learning according to what the book expects them to. They know that the activity has been modified and adapted to make it more fun. They do not complain when they have to do the activity in the book as is, because going by the book does not always happen in class.

The Student's Questionnaire also requires the students to reflect on their own learning experiences in class. I told them the meaning of the word 'Effective' in the questionnaire. I didn't convey the academic definition as stated by Ullman (2011) who characterizes an effective lesson as a lesson that gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. Instead, I explained to them that the activities questioned are effective if they feel that they learn something new, changes -- from not knowing to knowing, from not understanding to understanding more, from not having the confidence to having one-- happen to them, and if they can feel the benefits of the activities in coping with the course materials. The results of the Student's Questionnaire (appendix 2) and the Group Discussion activity (tape script, appendix 4) show that the students think that the activities are mostly effective in helping them learn. As stated by Follman, J. Secondary school students' ratings of teacher effectiveness. *High School Journal, 75,* 168-178; Stronge, J. H., & Ostrander, L. P. (2006) students … They are in the key position to provide information about teacher effectiveness, I can say that my teaching with the help of the lesson map is effective because the students think that the activities that I design for them are effective in helping them learn. My hypothesis that being able to see the whole process in advance while creating the lesson map helps me to incorporate a variety of activities and strategies that serve as means to reach the objectives and provide fun learning experience can be proven.

To address my concern of not being able to be really effective with time management and course-material handling, I create a lesson map so that I can arrange course materials according to the time allotment by allowing me to apply the principles of SARS (Select, Adapt, Reject, Supplement) more comprehensively. By lesson mapping, I can foresee which activities require the most attention and which activities can be modified, simplified, altered, assigned as homework or review, or even skipped so that I can fit the materials in the very limited allotted time (19 sessions including Midterm Test, visiting teacher's time, etc.). The implementation of the lesson map will be more effective and meaningful if I reflect on how it is carried out in class. A simple checklist and note-taking or journaling can help me see where I have to adapt my lesson map according to situation. Examples of Teacher's Checklist are available in books or websites, a teacher can choose and adapt any checklist according to his needs. I adapted the checklist I used in this research from of James H. Stronge's Qualities of Effective

Teachers assessment checklist to focus on only six aspects which I want to reflect on for the moment.

The checklist and journal (appendix 3) show me that in 6 out of 12 (50%) sessions I still spent too much time talking, especially in the beginning of the sessions. Although I can explain that I talk in the beginning of the sessions because my students and I are usually still waiting for the late comers and because many of my students (all in the 17-19 class and some in the 19-21 class) claimed that they like being told stories to, I can reflect that I probably will have to think of a better way to spend the waiting time so that students can benefit from the whole time they are studying at LIA. I consider some activities such as providing light topical prompts like movies, celebrities, school activities, etc. for the students to talk about freely, crossword puzzles or other fun paper exercises, short vocabulary games, or other activities that can be done in 5 to 10 minutes so that students get more opportunity to talk or to add their vocabulary instead of letting the teacher do the talking.

The lesson map also helps me become reflective because I always need to see the flow of my lessons because all aspects of one level's learning are already mapped out that even a slight change needs to be taken into consideration. I have to be flexible in dealing with situations, but the lesson map helps me become flexible because I am aware from the very beginning of the expected results and thus I can be flexible in adapting the activities according to the situations. As shown by the example of what happened in the 11th session of the research (appendix 3), I had to change my plan with the 1st class because of a situation. I went to deal with the change in the next session. I was flexible enough to cancel the reading competition activity because I know that reading competition can be viewed as a variety of presenting the reading material. I can do it later on if time allows, if not I am sure that there are already enough varied activities to present the course materials to make the learning time fun and effective. This can also prove my third hypothesis that creating a lesson map and the lesson map itself helps me reflect on my teaching practices and as a result, I can learn to be a better teacher in managing the time and handling the materials.

Conclusion

This Classroom Action Research is conducted because I want to find validated answers to my questions dealing with my attempts to create a lesson map which I believe can be the solutions to lesson planning and planning effective lessons problems. Based on the results of the data collected and analyzed, I can conclude that:

1. Lesson mapping or creating a lesson map helps me become proactive in dealing with the many aspects of teaching and learning. I become proactive in relating the objectives, activities, and course materials to create more fun and effective lesson plans without going through the time-consuming process of creating lesson plans daily.
2. A lesson map essentially takes creativity and care to produce. Lesson planning helps me explore my creativity either to adapt the already existing ideas for

activities or to really come up with new ideas that suit the situations in my classes. The initial idea to create a lesson map itself can be translated into a teacher's way of caring for the way the students are expected to experience the best learning opportunity possible.

3. Lesson mapping helps me reflect on my teaching and my students' learning on a constant bases because the whole aspects of teaching and learning are already thought of from the very beginning so I need to see how they are implemented. However, no matter how hard I try to create a good lesson map, I still have to deal with unprecedented situations. A lesson map also leaves some room for flexibility. Any changes or adaptations will not disrupt the teaching and learning process because it happens within a flowing process with a clear objective (the lesson map).

Recommendations

Since the idea of creating a compilation of lesson plans for a whole semester of teaching and learning can be daunting in the beginning, I recommend the following ideas to do:

1. Two or three teachers who have the same vision can team up to create a lesson map of the same level. The teaming up is essentially to build a collective cooperation in handling the course materials in order to have fun and effective lessons that help students reach the objectives. The teachers involved can discuss the activities they can use to help students reach the learning objectives. They can brainstorm for ideas that they already have or search together for new ideas that they would like to try out. By working together, creating a lesson map will not be burdensome. Later in the implementation, they can reflect collectively on how the lesson map goes. They might have the same or different results depending on their own situations, but they can always find solutions by thinking together.
2. To start out, a teacher can focus on creating a lesson map for one level (one class or more) or even one class only. After several trials and there is an increase in confidence, the teacher can create lesson maps for other levels.
3. Researching for ideas in books, teaching journals, and the internet can really help a teacher build his repertoire of activities and strategies. The more ideas a teacher has, the easier it is for him to create a lesson map.
4. The process of creating a lesson map is best done during the term break or week-ends before a new term start when a teacher has quite enough time to really think through of what he wants to do with his next classes. Because of this reason, it is advisable that the Academic sections inform teachers the classes they will have to teach during the term break or at least days before the new term starts so that the teachers can have time to create a lesson map if they decide to.

References

Airason, P. W. & Gullickson, A. (2006). Teacher self-evaluation. In J. H. Stronge. (Ed.). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed.) (pp. 187-211). Thousand Oaks, CA: Corwin. in Barge, John. D. (2012). *Making Education Work for All Georgians*. Retrieved from TKES Fact Sheets 7-11-2012.pdf

Barge, John. D. (2012). *Making Education Work for All Georgians*. Retrieved from TKES Fact Sheets 7-11-2012.pdf

Cunningham, Gini (2009). *New Teacher's Companion*. Retrieved from http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx

Marianne Celce-Murcia, Editor. (2001). Teaching English as a Second or Foreign Language.
University of California, Los Angeles. Boston, MA: Heinle & Heinle.

Milkova, Stiliana (n.d.). *Strategies For Effective Lesson Planning*. Retrieved from http://www.crlt.umich.edu/gsis/p2_5

Stronge, James. H. *Qualities of Effective Teachers*. Retrieved from http://www.uni.edu/~eastk/017/qualefft.pdf

Stronge, James. H. Teacher. Teacher Skills Assessment Checklist. Retrieved from http://sbeacares.org/files/2015/05/stronge-checklist.pdf

Suzy. 2013. 5 Strategies to Make Learning Fun. Retrieved from http://resource.takelessons.com/5-strategies-to-make-learning-fun/

Ullman, Ellen (2010). *How to Plan Effective Lesson*. Retrieved from http://www.ascd.org/publications/newsletters/education-update/oct11/vol53/num10/How-To-Plan-Effective-Lessons.aspx

Weiss cited in Hoff, D. J. (2003, September 3). Large-scale study finds poor math, science instruction. *Education Week, 23* (1), p. 8. in Barge, John. D. (2012). *Making Education Work for All Georgians*. Retrieved from TKES Fact Sheets 7-11-2012.pdf

Appendices

Appendix 1	High Intermediate 2 Lesson Map
Appendix 2	Students Questionnaire Recap Sheet
Appendix 3	Teacher's Assessment Checklist & Journal Recap Sheet
Appendix 4	Tape script of Students' Group Discussion
Appendix 5	Sample of tried out Lesson Map: High Intermediate 3
Appendix 6	Sample of tried out Lesson Map: High Intermediate 1
Appendix 7	Sample of tried out Lesson Map: Intermediate 3

Appendix 1

High Intermediate 2 Lesson Map

UNITS / TOPICS	SKILLS/OBJECTIVES	ACTIVITIES	MATERIALS	ASSIGNMENTS
Unit 1 Listening /Speaking **What can we learn from success and failure?**	Motivating Ss talk about what success means to them & what they can learn from failure	Show video clip(s) of what success mean to some people	YouTube	Review the lessons at home
		Discussions	p. 45-46	
		Success means Noun/Gerund phrase	YouTube	
	Listening 1 Ss learn the principles of success	Vocabulary: Matching Word Bubbles	Listening 1 & 2 pp.47 & 52	
		Pre-Listening: Previewing questions	pp. 48-49	
		Listening	Recording	
		Comprehension: Quick Reply Competition	Prepared Questions	
	Review	Ss discuss what they've learned		Review the lessons at home
	Listening 2 Ss learn what they can learn from failures	Show video clip of 26 people who failed before they succeeded	YouTube	
		Fun game about the 26 people in the video clip	Prepared Questions	
		Pre-Listening: Previewing questions	pp. 52-53	
		Listening: BTB	Recording	
	Vocabulary Skills Ss learn & use prefixes	Motivating: Whiteboard matching competition	Prepared whiteboard caption of prefixes & possible words to match	Paper exercise
		Presentation: review of prefixes from HI1 (POS) & BTB	p. 54	
	Grammar Ss learn & use Gerund/To-infinitive	Motivating: T asks ss what their hobbies are	pp. 55-56 Paper exercise	Review the lessons at home
		Presentation: explain from ss' answers about hobbies (like vs enjoy), BTB		
	Speaking Skills Asking for & giving clarifications Ss learn to use the expressions	Presentation: BTB	p. 57	p. 58
		Let's learn from each other	Student A's & B's worksheets	
	Speaking	BTB	p. 61	Review the lessons at home

UNITS / TOPICS	SKILLS/OBJECTIVES	ACTIVITIES	MATERIALS	ASSIGNMENTS
Unit 2 Listening /Speaking **Is Change Good or Bad?**	Motivating Ss talk about things that have changed in their lives & things that they can/cannot change easily	Jumbled letters: Things that we can change easily/not	Flash cards of jumbled letters	Paper exercise: Simple Past & Present Perfect Review the lesson at home
		Students do survey	p. 66	
	Vocabulary	Listening 1 & 2 Missing Letters	Missing Letters on PowerPoint pp. 67 & 71	
	Listening	Listening 1 & 2	T/F/M Forks Competition	
		T-chart to help comprehension		
	Grammar Ss learn & use The Simple Past & Present Perfect Tense	Motivating: Rearranging pictures of a song	Have I told you lately (Rod Steward) song & pictures	
		Presentation: Explanations		
		Practice: Board Game to contrast the two tenses	Board Game p. 77	
	Speaking: Asking for & Giving Reasons	Tic Tac Toe: Ss play the game to practice giving reasons for situations	Tic Tac Toe prepared situations pp. 79-80	
Unit 3 Listening/ Speaking **Are we responsible for the world we live in?**	Motivating Ss talk about their personal responsibilities	Personal responsibilities word puzzle Watch CSR videos	pp. 85-86 YouTube	
	Vocabulary	Listening 1 & 2: All Spelled Backwards	Paper exercise	
	Listening 1	Comprehension: Test Like	Prepared exercise pp. 88-89, 92	
	Listening 2	BTB		
	Using dictionary	Ss use the dictionary to identify word meaning.	Dictionary pp. 93-94	
	Grammar Ss learn & use Tag Questions with correct intonations	T explains tag questions Ss play tag questions bingo Ss complete tag questions Ss practice saying tag questions with the correct intonations	pp. 95-97 Tag Questions bingo sheet Tag Questions flash cards	
Unit 1	Motivating	Motivating: How much do you watch TV Quick Reply	Prepared Questions	Review the lessons at

UNITS / TOPICS	SKILLS/OBJECTIVES	ACTIVITIES	MATERIALS	ASSIGNMENTS
Reading/ Writing **How has technology affected your life?**	Ss talk about changes that happen due to technology	game		home
		Ss do survey	p. 68	
		Discussions		
	Vocabulary	Reading 1 & 2: Word Snail	Word Snail	
	Reading 1 Ss comprehend the text & able to discuss changes due to technology (online life game)	Pre-Reading: Video clips of Second Life	YouTube	
		Reading in groups	pp. 71-72	
		Reading comprehension		
		Post –Reading: Ss discuss the answers of T's questions	Prepared questions leading to Writing a summary	
	Writing Ss able to write summary & opinion paragraphs	T reviews paragraph writing & explain summary paragraph. Ss write the answers to T's prepared questions (main ideas of the text) to compose a summary.	Prepared questions of main ideas pp. 81-82	Review the text at home
Unit 1 Reading/ Writing **How has technology affected your life?**	Writing Ss able to write summary & opinion paragraphs	T reviews opinion/argumentative paragraph writing. Ss write an opinion paragraph as personal response to the text (Second Life)	pp. 84-85	
	Reading 2 Ss comprehend the text & able to discuss about social experiments	Pre-Reading: Discussions on social experiments	YouTube	Social experiment: five days without (or less) watching TV & social media
		Reading in groups	pp. 76-77	
		Reading comprehension: Head-to-Head competition	Prepared material p. 77-78	
		Post –Reading: Post –Reading: Ss discuss the social experiment of not watching TV and not using social media for four days.		
	Vocabulary Skills Ss understand the importance of improving vocabulary from synonyms of words	Vocabulary game: Crazy bingo	Prepared Crazy Bingo board game pp. 79 - 80	Review the lessons at home
	Grammar Ss learn & use Parallel Construction	T explains the concept of Parallelism Ss practice through grammar game & sentence production	PowerPoint Presentation PowerPoint Grammar game pp. 83-84	
Unit 2	Motivating	Motivating: Ss talk about the reasons why we help each	pp. 89-90	Ss read text on pp. 93-94 at

UNITS / TOPICS	SKILLS/OBJECTIVES	ACTIVITIES	MATERIALS	ASSIGNMENTS
Reading/ Writing **Why do people help each other?**		other.		home
	Vocabulary	Reading 1 & 2: Laser It	Prepared cards with target vocabulary & synonyms/explanations	
	Reading 1 (Modified) Reading Skills: Using a graphic organizer to help with text about research data.	Ss rearrange a text about a simple research.	Prepared reading text	
		T explains about graphic organizer.	pp. 96-97	
		Ss create graphic organizer about the text.		
	Reading 2 Ss comprehend the text	Reading for pronunciation (Group competition)	pp. 100-103	
		Reading comprehension		
	Vocabulary skills Ss able to use phrasal verbs	T explains the concept of Phrasal Verbs Picture game to produce phrasal verbs	Pictures of action verbs pp. 103-104	
	Writing	Ss write a paragraph of reasons and examples.	pp. 105-106	
	Grammar	Review gerunds & to-infinitives	Paper exercise	

Appendix 2

LESSON MAPPING CLASSROOM ACTION RESEARCH

STUDENTS QUESTIONNAIRE

Put a checkmark on the most appropriate column according to your situations.

Number of students doing the questionnaire: 17-19 (7 students), 19-21 (10 students)

Vocabulary

ACTIVITIES	17 – 19				19 – 21			
	FUN (%)		EFFECTIVE(%)		FUN (%)		EFFECTIVE(%)	
	YES	NO	YES	NO	YES	NO	YES	NO
Matching: Match A and B	100	0	100	0	80	20	90	10
Matching: Word bubbles	71	29	100	0	90	10	100	0
Matching: Swat It	86	14	71	29	100	0	100	0
Matching: Sticky Ball	100	0	86	14	100	0	100	0
Matching: Laser It	100	0	100	0	100	0	100	0
Matching: Head-to-Head Bingo	86	14	86	14	100	0	100	0
Word Play: Puzzle	86	14	100	0	100	0	100	0
Word Play: Snail	100	0	71	29	82	18	100	0
Word Play: Jumbled Letters	100	0	100	0	100	0	100	0
Word Play: All Spelled Backwards	86	14	100	0	100	0	100	0
Word Play: Missing Letters	100	0	86	14	100	0	100	0

Grammar

ACTIVITIES	17 – 19				19 – 21			
	FUN		EFFECTIVE		FUN		EFFECTIVE	
	YES	NO	YES	NO	YES	NO	YES	NO
Whiteboard Matching	100	0	86	14	100	0	100	0
Board Game Sentence Production	100	0	100	0	90	10	100	0
Bingo	100	0	100	0	100	0	100	0
Tic Tac Toe Sentence Production	100	0	100	0	100	0	100	0
Cue Cards Sentence Production	100	0	100	0	100	0	100	0
Power Point Presentation	86	14	86	14	100	0	100	0
Power Point Grammar Competition	100	0	86	14	100	0	100	0
Pictures/Illustrations	86	14	86	14	100	0	100	0

Listening Comprehension

ACTIVITIES	17 – 19				19 – 21			
	FUN		EFFECTIVE		FUN		EFFECTIVE	
	YES	NO	YES	NO	YES	NO	YES	NO
T/F/NM Forks					100	0	100	0
T/F/NM Head-to-Head Competition	100	0	100	0	100	0	100	0
Quick Reply	100	0	100	0	100	0	100	0
T-Charting	86	14	100	0	100	0	100	0
My Space Bingo								
Test-like Exercise	57	43	100	0	100	0	100	0

Reading Comprehension

ACTIVITIES	17 – 19				19 – 21			
	FUN		EFFECTIVE		FUN		EFFECTIVE	
	YES	NO	YES	NO	YES	NO	YES	NO
Reading for Pronunciation* Competition 1					100	0	100	0
T/F/NM Forks					100	0	100	0
T/F/NM Head-to-Head Competition	100	0	100	0	100	0	100	0
Quick Reply	100	0	100	0	100	0	100	0
Test-like Exercise	67	33	100	0	80	20	100	0

Speaking & Discussion

ACTIVITIES	17 – 19				19 – 21			
	FUN		EFFECTIVE		FUN (%)		EFFECTIVE(%)	
	YES	NO	YES	NO	YES	NO	YES	NO
What do you know about 1	100	0	100	0	100	0	100	0
Teacher-Students	100	0	100	0	100	0	100	0
Student-Student	86	14	86	14	100	0	100	0
Let's Learn from Each Other	100	0	86	14	100	0	100	0
Mini Presentation/Talk	86	14	100	0	100	0	100	0

Appendix 3

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
1	Thu 15/10	7 V,A,I,H, T,R,W 13 TFRDAD2 WSEA2 T2NA3	Motivating Ss talk about what success means to them & what they can learn from failure	Show video clip(s) of what success mean to some people	+	+	+	+	+	+/-	In both classes the discussions went well. In the beginning ss were not aware of how to express what success means to them. Some still used fragments like "success it means.. ", successful I want.." I explained the keywords: success, succeed, successful, successfully. Later on, after viewing the video clips & the presentation, ss can use the keywords better and they can use the noun and gerund phrase to answer the question "What does success mean to you?" Ss did the vocabulary activities fast (less than 5 minutes) after the bubble matching activity. **I still talked about other things in the beginning of the sessions (15 minutes).**
			Listening 1 Ss learn the principles of success	Discussions							
				Success means Noun/Gerund phrase							
				Vocabulary: Matching Word Bubbles							
				Pre-Listening: Previewing questions							
2	Tue 20/10	7 I,H,T, K,W,L,P 12 TRDAD2 WSEA2 T2NA3	Listening 1 Ss learn the principles of success	Listening	+	+	+	+	+	+/-	In both classes I started the session by reviewing what success means to the ss. All of them could use the noun/gerund phrases correctly only two ss needed to be reminded in the beginning. Ss did the listening activities with ease after Listening to the recording and doing the Quick Reply competition. **T-ss interaction or ss-ss interactions went equally well in the 17-19 class**, but **ss-ss interactions went better than T-ss interactions in 19-21 class**. **Ss in 19-21 responded better to their peers**. If asked by the T, 7 ss responded voluntarily, 6 only when encouraged. **I think my talking time in the beginning of the session was still high (15 minutes).**
				Comprehension: Quick Reply Competition							
			review	Ss discuss what they've learned							
3	Thu 22/10	10 V,A,I,H, T,R,K,	Listening 2 Ss learn what they can learn from	Show video clip of 26 people who failed before they succeeded	+	+	+	+	+	+	In both classes I started by asking ss what they can learn from failures. The 1st class could come up with 4 answers, the 2nd with 5 because I challenged them

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
		W,L,P 12 TFRDAD2 WSE T2NA3	failures	Fun game about the 26 people in the video clip							to outdo the 1st class. Most students said they enjoyed learning from the video clips & the Quick & Smart game about the people who failed first . Ss did Listening 2 activities with ease because they already learned the vocabulary & got the idea from the pre-listening activities. **I think I should find a slightly shorter video clip or I should edit the video clip so there will only be 20 people**.
				Pre-Listening: Previewing questions							
				Listening: BTB							
4	Tue 27/10	10 V,A,I,H, T,R,K, W,L,P 12 TRDAD2 WSEA2 T2NA3	Vocabulary Skills Ss learn & use prefixes	Motivating: Whiteboard matching competition	+	+	+	+/-	+	+/-	In both classes I started by reviewing the lesson. Ss could answer review questions about failures well. The whiteboard matching game went well. Ss said the game was fun. Ss did the prefixes in the book with ease, but I should have prepared another exercise to let them practice more. However, ss could use prefixes in their own sentences. The lesson about gerunds & infinitives went well. Ss could do the activities in the book with ease. Some ss still had to see their notes to do the paper exercise. **I think my talking time in the beginning of the session was still high (15 minutes).**
				Presentation: review of prefixes from HI1 (POS) & BTB							
			Grammar Ss learn & use Gerund/To-infinitive	Motivating: T asks ss what their hobbies are							
				Presentation: explain from ss' answers about hobbies (like vs enjoy), BTB							
				Presentation: BTB							
5	Thu 29/10	10 V,A,I,H, T,R,K, W,L,P 8 TFA WSA2 T2A3	Speaking Skills Asking for & giving clarifications Ss learn to use the expressions	Let's learn from each other	+	+	+	+	+	+/-	The activity Let's learn from each other went well. Ss really used the expressions of asking for giving information & clarification. In the follow-up activity, which was a Quick Reply game, one student in 19-21 class was a little bit passive she said because she couldn't hear her partner well during the information gap activity. Ss could do the wrap-up speaking activity well. They could talk about an example of their own success/failure and what they could learn from it well. I still needed to address some grammatical errors like the use of the 4
			Speaking	BTB							
			Motivating Ss talk about things that have changed in their lives & things that they can/cannot	Jumbled letters: Things that we can change easily/not							
				Students do survey							

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
			change easily								keywords and use of modals. Ss said they enjoyed the jumbled letters activity. They responded actively when asked about what things they would like to change about themselves. **The discussion of the survey went well with T-Ss in 17-19, ss-ss in 19-21. I didn't start on time at 19-21 because we waited for students who finally didn't show up**.

EFFECTIVENESS: 1. Carefully links learning objectives and activities 2. Organizes content for effective presentation 3. Varies instructional strategies, types of assignments, and activities 4. Prepares materials in advance; ready to use
5. Monitors and assesses student progress 6. Limit disruption and interruptions

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
6	Tue 03/11	9 V,I,H, T,R,K, W,L,P 12 TFRDAD2 WEA2 T2NA3	Vocabulary	Listening 1 & 2 Missing Letters	+	+	+	+/-	+	+/-	The vocabulary game of missing letters went well. Ss enjoyed the Popquiz icon game for turns and the missing letter game as much. Listening 1 and the follow up activities went well. I did the T/F/NM Forks comprehension game with 19-21, but not with **17-19 because we started late because some students came late (due to school activities), and technical problems with the equipment.** Ss to the Listening 1 activities in the book with ease, they could make the T-chart. I skipped Listening 2 because of time, but I will use it for Listening practice before the final test. The Simple Past & Present Perfect tense activities went well. Ss said they enjoyed the board game, but **it had to be cut short because of time**.
			Listening	Listening 1 & 2							
				T-chart to help comprehension							
			Grammar Ss learn & use The Simple Past & Present Perfect Tense	Motivating: Rearranging pictures of a song							
				Presentation: Explanations							
				Practice: Board Game to contrast the two tenses							
7	Thu 5/11	9 V,I,H,	Speaking: Asking for & Giving Reasons	Tic Tac Toe: Ss play the game to practice giving reasons for	+	+	+	+	+	+	I started the session by reviewing. Ss could talk about things they did and have done earlier. The

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
		T,R,K, W,L,P 13 TFRDAD2 WSEA2 T2NA3		situations							Tic Tac Toe game for asking & giving reasons went well. Ss said they enjoyed the Trivia game for turns and Tic Tac Toe as much. The TV Quick Reply game also went well. Ss could discuss about changes that happen due to technology well with their friends. Ss said they liked the Word Snail activity. They could do the vocabulary activities in the book with ease (it took only up to 7 minutes).
			Motivating Ss talk about changes that happen due to technology	Motivating: How much do you watch TV Quick Reply game							
				Ss do survey							
				Discussions							
			Vocabulary	Reading 1 & 2: Word Snail							
8	Tue 10/11	10 V,A,I,H, T,R,K, W,L,P 11 TFRDA WSE T2NA3	Reading 1 Ss comprehend the text & able to discuss changes due to technology (online life game)	Pre-Reading: Video clips of Second Life	+	+	+	+/-	+	+	The discussions about life-like internet games went well between T-ss in the first class, I even learned the Sims from the ss. **The second class T-ss discussion didn't go as well as the previous, I should've let the ss discuss with each other. I spent much time preparing the equipment because of technical problems in the new building. I had to borrow a student's notebook. I didn't play the video clips in the 2nd class because nobody brought a notebook.** The reading in groups & follow-up activities went well. The activities of writing a summary went very well, could write a summary paragraph with ease. I still have to check the accuracy & give feedback to ss' writing.
				Reading in groups							
				Reading comprehension							
				Post –Reading: Ss discuss the answers of T's questions							
			Writing Ss able to write summary & opinion paragraphs	T reviews paragraph writing & explain summary paragraph. Ss write the answers to T's prepared questions (main ideas of the text) to compose a summary.							
9	Thu 12/11	9 V,A,I,H, R,K, W,L,P 12 TFRDAD2 WEA2	Writing Ss able to write summary & opinion paragraphs	T reviews opinion/argumentative paragraph writing. Ss write an opinion paragraph as personal response to the text (Second Life)	+	+	+	+	+	+/-	Ss could do the opinion paragraph activity with a little help. I still have to check the accuracy & give feedback to ss' writing. **I talked a bit too much about the social experiments, I talked about TV social experiment programs that none of the ss watch. As a result, especially in the 2nd class, some ss seemed to lose interests.** The reading
			Reading 2	Pre-Reading: Discussions on							

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
		T2NA3	Ss comprehend the text & able to discuss the social experiment case	social experiments							activities went well. Ss said they enjoyed the head-to-head competition. All of the ss in the 1st class were willing to participate in the experiment, only four ss in the 2nd class were willing to participate. They told me the reasons why they didn't want to participate.
				Reading in groups							
				Reading comprehension: Head-to-Head competition							
				Post –Reading: Ss discuss the social experiment of not watching TV and not using social media for four days.							
10	Tue 17/11	9 V,A,I,H, R,K, W,L,P 12 TFRDAD2 WSEA2 T2A3	Vocabulary Skills Ss understand the importance of improving vocabulary from synonyms of words	Vocabulary game: Crazy bingo	+/-	+	+	+	+	+	We started the session by listening to ss reporting how the experiment went. Ss in the 1st class reported that they could minimize TV watching time, but not social media time. The four ss in the 2nd class reported they could minimize both TV watching and social media time. The synonyms activities went well. The Parallelism activities also went well. Ss said they enjoyed the Trivia game for turns and the grammar competition as much. Ss could individually use parallelism in their own sentences, only two students reported that they still got confused. I reviewed my explanations briefly. **I should've prepared another exercise to check individual's progress with the parallelism.**
			Grammar Ss learn & use Parallel Construction	T explains the concept of Parallelism Ss practice through grammar game & sentence production							

EFFECTIVENESS: 1. Carefully links learning objectives and activities 2. Organizes content for effective presentation 3. Varies instructional strategies, types of assignments, and activities 4. Prepares materials in advance; ready to use
5. Monitors and assesses student progress 6. Limit disruption and interruptions

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
11	Thu 19/11	9 V,A,I,H,	Motivating	Motivating: Ss talk about the reasons why we help each	+	+	+	+	+	+	I modified the motivating strategy by adding a jumbled letters game about world's philanthropists to

NO	D/DT	STDS	SKILLS/OBJECTIVES	ACTIVITIES	TEACHING EFFECTIVENESS CHECKLIST						JOURNAL
					1	2	3	4	5	6	
		R,K, W,L,P 11 FRAD2 WSEA2 T2NA3		other.							lead ss to the reasons why people help. The game went well. Ss could come up with 9 reasons why people help each other. As usual, some ss voluntarily responded, some needed encouragement to respond. The Laser it game went well. Ss said they enjoyed it. The reading activities went quite well in the 2nd class, the only problem was the fact that some students reported that they were very tired. **I didn't come to the graphic organizer part in the 1st class because there was a visiting teacher. I will discuss it later.**
			Vocabulary	Reading 1 & 2: Laser It							
			Reading 1 (Modified) Reading Skills: Using a graphic organizer to help with text about research data.	Ss rearrange a text about a simple research.							
				T explains about graphic organizer.							
				Ss create graphic organizer about the text.							
12	Tue 24/11	7 V,I, R,K, W,L,P 11 TFRDAD2 WEA2 T2N	Reading 2 Ss comprehend the text about the biological reasons why people help.	Reading for pronunciation (Group competition)	+	+	+	+	+	+	I started by reviewing the reasons why people help each other. **I didn't do the reading competition in the 1st class because I have to catch up with graphic organizer.** The reading competition went well in the 2nd class. Ss really learned from each other to improve their pronunciation. This is shown during the practice time and the competition time. Ss could do the follow-up activities in the book with ease. The phrasal verbs activities went well. Ss responded well by participating in the game using pictures of action verbs.
				Reading comprehension							
			Vocabulary skills Ss able to use phrasal verbs	T explains the concept of Phrasal Verbs Picture game to produce phrasal verbs							

EFFECTIVENESS: 1. Carefully links learning objectives and activities 2. Organizes content for effective presentation 3. Varies instructional strategies, types of assignments, and activities 4. Prepares materials in advance; ready to use
5. Monitors and assesses student progress 6. Limit disruption and interruptions

Appendix 4

HI 2 FGD TAPESCRIPT

Together : What's your opinion about the sessions so far, in terms of A. variety of activities, B. effectiveness of learning. So?

Leandra : For the variety of activities, there are many….

Rizky : There are so many, so fun

Via : So fun, they make us concern with the

Rizky : Not boring

Via : Not boring

Rizky : Not boring at all

Via : And we can learn many things

Risky : We can learn not only from the book, but from the games very, very much. We can learn something that was not from the book.

Via : Fun, and effective for us.

Risky : Very effective for me.

Background : For us, too.

Together : How has the way the teacher carries out the lessons affected your learning process?

Together : I don't know..

Kania : I don't know, the lessons just *masuk otak*

Risky : C'm on

Leandra : Usually, other teachers just told these games, but with our teacher, she uses games (and exercises), and it's easier for us to..

Kania : To concern with the activities…

Post script Questions to clarify incomprehensible answers:

1. What do you mean by make us/to concern with the activities?

   Concern: be aware of or focus on the lesson/the activities

2. Can you give examples of the many things that you have learned in class this term?

   Vocabulary, grammar, listening, reading, writing, speaking

3. What do you mean by the lessons just *masuk otak*?

   It means that the students understand and remember the lessons taught.

4. Can you explain further how the games and exercises make it easier for you to…

   The games and other activities help the students understand and remember the lessons.

5. What's your opinion Wulan, Icha, Hanif, Abi and Tama, about the lessons so far?

   They agree with the other students whose opinions are already expressed in the group discussion.

Appendix 5

HIGH INTERMEDIATE 3 LESSON MAP

SESSION	UNIT	UNIT / SKILLS	ACTIVITIES		MATERIALS	TIME	ASSIGNMENTS
1	Unit 1 Listening /Speaking	Introduction	Teacher’s number data		Small pieces of paper	45 minutes	Review at home
			Rule setting		Rule poster / abbreviation game		
		Motivating	Show funny advertisement clips		Youtube	10 minutes	
			Short discussion		p. 105	10 minutes	
			Short survey		p. 106	10 minutes	
		Listening 1	Vocabulary: BTB		pp. 107 - 108	5 minutes	
			Listening: BTB		pp. 108 - 109	25 minutes	
2		Review	Teacher asks questions			5 minutes	Reading/Writing p. 119 -120 (Facts or Opinio)
		Identifying fact and opinion	Teacher gives sample statements			15 minutes	
			Listening: BTB		p. 110		
		Listening 2	Vocabulary	Paper throws	Small pieces of paper	10 minutes	
				BTB	p. 111	10 minutes	
			Listening: BTB		pp. 112 - 113	30 minutes	
		Speaking	Group discussion: modified		p. 114	15 minutes	
			Intonation Part 1		p. 117	15 minutes	
			Intonation Part 2		p. 118		
3		Vocabulary	Teacher shows some captions		Captions from HI-1	15 minutes	
			BTB		p. 114 - 115		
		Speaking	modals	Show funny ad clip using monkeys & ask questions using target modals	Youtube	15 minutes	
				BTB	p. 116		
			Giving a short presentation about giving opinions		pp. 119 - 121	60 minutes	
	Unit 1 Reading /Writing	Motivating	Teacher shows PP of advertisements to elicit purposes of advertisements		Powerpoint slides		
			BTB modified		p. 113-114	15 minutes	
4		Motivating	Teacher plays a funny ad & ask questions		Youtube, p. 119	10 minutes	Reading 2 pp. 121 – 122
		Reading	Reading 1: BTB		pp. 117 - 118	30 minutes	

SESSION	UNIT	UNIT / SKILLS	ACTIVITIES	MATERIALS	TIME	ASSIGNMENTS
		Vocabulary	Parts of Speech from FORM modified	p. 124	45 minutes	+ Modified exercise for details*
			Compound sentences modified	pp. 127 - 128	20 minutes	
5		Writing an essay	Introduction/review to an essay	Powerpoint slides	1 session	
			Opinion paragraph: BTB	pp. 125 – 126, PYI		
			Writing an opinion paragraph			

SESSION	UNIT	UNIT / SKILLS	ACTIVITIES	MATERIALS	TIME	ASSIGNMENTS
6	Unit 2 Listening /Speaking	Motivating	Teacher plays some clips about people taking risks / dangerous sports, jobs, etc. and ask Unit questions	Youtube, p. 125	20 minutes	Listening exercises pp. 128 - 129
			Students do survey	p. 126		
		Vocabulary	Listening 1 & 2 Word Snail	Word snail	15 minutes	
		Listening	Listening 1: Main ideas & details modified	T/F/NM	50 minutes	
			Cardinal & Ordinal numbers modified	Numbers Bingo, pp. 130 - 132	20 minutes	
7		Listening	Teacher shows images about the Lochness monster	Powerpoint slides		
			Listening 2: BTB			
		Grammar	Parts of Speech from functions	Whispering game for parts of speech p. 136		
8		Grammar	Past Perfect: Teacher explains through a song?	Blank filling, pp. 137 - 138		
			Contraction of had: BTB	pp. 139 -140		
		Speaking: Giving a short presentation	Teacher plays some clips about do’s and dont’s in giving a presentation	Youtube clips		
			Teacher explains the parts of a presentation &			

			expressions			
			Students prepare their presentation			
9		Speaking	Students give presentations			
		Midterm Test				
10	Unit 2 Reading /Writing	Motivating	Scrambled words for dangerous sports, jobs,etc.	Scrambled words, p. 134		
		Reading				

4

Integrating 4Cs into Methods Applied in Teaching Conversation Class: A Class Action Research to Develop a Model

Kuscahyo Budi Prayogo
LBPP_LIA_Cabang_Semarang_Imam Bonjol

Abstract

The concept of four Cs (critical thinking, creativity, collaboration, and communication) integrated into teaching methods of conversation class has been acknowledged as a supportive approach to develop students' competence; however, a model that might serve as an effective tool to improve students' skills is still in progress. This paper attempts to investigate a model of four Cs inserted into a holistic class management. Therefore, the aim of the action research was to design a teaching-learning model that put emphasis on the implementation of the four Cs to transform knowledge to competence of the students taking conversation class (CV) 4. Class observation and survey were applied to gather data, which were tabulated and analyzed using descriptive quantitative approach. The class action research was conducted during the class session of term 1 and 2, 2015, each of which five students of CV4 were participated. The result showed that each element of 4Cs contributes to the internalization process of every stages of a subject taught. Meanwhile, the arrangement of the 4Cs should be organized by putting the critical thinking as a center of a cycle and the communication as an exit strategy that reflects the real competence to be adopted by students (diamond-shape model). This model is effective to encourage students to explore their background knowledge to be integrated into the subject being taught. However, this approach is likely needs to be furthered in order to analyze other possibilities of development.

Key word; 4Cs, teaching model, knowledge, competence, CV4

I. Background

Being a teacher in LIA means having an opportunity to acquire and develop skills and knowledge by teaching and learning the complexity of the education process. The complexity occurs as there are five aspects (students, teacher, method, material, and environment) involve in the educational process at the same time and interact interchangeably. When students are to be considered the center of the process, then, teacher, method, material, and environment will become the supporting system. In this interdependent cycle, the achievement of one aspect relies on the degree of the contribution of others. Therefore, carefully arrangement in allocating the focus of attention in conducting the teaching-learning process has to be planned and prepared. For example, LIA students' differences in educational background, purpose, and objective need to be well examined, so that the arrangement of the five aspects can be organized properly and suitably. Every teacher has a major responsibility and an on-going concern to manage the learning environment (Good and Brophy, 2002), the students' expectation, and teacher's development (Cohran-Smith & Fries, 2005)

In specific case, students taking conversation (CV) 4 class and joining in this class action research (CAR) are students of Diponegoro University whose objective of studying English are either continuing studying or getting a job. At the same time, the materials taught in CV4 class have a specific purpose that not all materials might accommodate the students' purposes. Therefore, teaching CV4 in LIA Semarang Imam Bonjol Tembalang needs a creative but productive approach that would help students understand the materials taught as most lessons in CV4 book discuses about job related setting; while, all students did not have experiences in doing professional job (Prayogo, 2015).

Meanwhile, LIA introduces 4Cs (critical thinking, creativity, collaboration, and communication) as integrative components within the teaching – learning concept aimed to equip students with English competence. Although the implementation of 4Cs has to be furthered, its potential advantages to bridge between the stated objective of CV4 book and the students' goal to learn is clearly established.

Therefore, the incorporation of 4Cs to CV4 materials provides room for students to generate their real experiences to be attached to lessons taught. For example, lesson 2 of CV4 book teaches students how to develop a conversation based on a specific responsibility related jobs. As the material discusses about a description of an obligation and its responsibility, students have an opportunity to link them to their real situation, for instance, as students, children, member of university organization, or even human beings.

By putting the critical thinking of 4Cs into practice; students might focus on investigating a related idea, adopt the lesson learnt, and put their own idea and lesson learnt into a new configuration. Furthermore, the creativity and the collaboration will direct students to formulate the previous new idea into a complete form as it is developed within a group of students. Lastly, the individual competence in presenting the product is part of the communication component.

This baseline formulation underlay an inquiry to find a suitable construction of 4Cs in helping students understand and adopt the materials of CV4 book, so that by the end of the session students will have been able to accomplish a certain degree of competence in conversation. Therefore, the aim of the study was to investigate a model of 4Cs to be incorporated within the CV4 materials in order to equip students with conversation competence. The aim of this study was formulated based on a research question; what is the best configuration of 4Cs that suitable to accommodate the materials in CV4 book?

The present paper presents a model that describes the configuration of 4Cs incorporated within CV4 book. This model was verified by the achievement of the students who voluntarily joined in this CAR. It is understandable that this study has not completed yet; although, its result proves to be effective in providing students with English conversation competence.

II. Theoretical Framework

Among obligations LIA teachers should carry out is taking students to be competence in using English as an integral part of his/her life. In carrying out this task, methods, approaches, and techniques are available. Therefore, teachers should always upgrade their teaching competence in order to deal with the recent changes and development.

This personal development that should be taken into account by teachers covers a wide range of dimension ranging from capable of doing to capable of exploring. The ground reason is that dynamic changes are taking place resulted in the changes of many aspect of life. For example, university students are in need of studying English that directly provides a real impact that support them in the future. As a consequence, teachers should always keep up with new approaches that will accommodate students' needs, such as conducting class action research.

One issue that needs to be embraced is integrating 4Cs (critical thinking, creativity, collaboration, and communication) to an existing method that has been implemented. Therefore, carefully arrangement of them has to be prioritized in order to generate an effective and efficient product that helps students get the best result.

The 4Cs is a complex system in which every component interacts and influences one to other to form an end product. For example, the result of critical thinking upon a phenomenon can be considered a starting point before putting it into detail in the next stages (creativity, collaboration, and communication).

Critical thinking, according to experts in this field, is a complex skill that students should master. Critical thinking, according to Tittle (2011) has element of micro skills consisting of comparing and contrasting ideals with actual practice, using critical vocabulary, noting significant similarities and difference, examining or evaluating assumption, giving reasons and evaluating evidence and alleged facts, recognition contradiction, and exploring implication and consequences.

For students, having an ability to do critical thinking helps them to be alert to environmental changes, including in class session. Paul and Elder (2002) stated that critical thinking provide students the tools of mind to think everything requires thought in studying, work, and all parts of life. From difference perspective, Browne and Keeley (2007) proposed that critical thinking should be preceded with critical question that will assist students to react critically to evidence, judge the quality of the evidence, form arguments, and participate in class. In short, critical thinking consists of an awareness of a set of interrelated critical questions, plus the ability and willingness to ask and answer them at appropriate times.

In the implementation level, creative thinking might take the form of formulating reasoning. By having this skill, a reason-result based conversation will be developed using a logical explanation to respond to a problem. The result is that the construction of the conversation covers three aspects of English competence, analytical content, and constructive organization. Reasoning is the process to advance existing knowledge and understanding to new ones that belong to higher-thinking order (Butterworth and Thwaites, 2013). He further explained that higher orders of thinking apply knowledge, and adapt it to different purposes that require initiative and independence on the part of the thinker.

III. Data Analysis

1. *Participants*

The number of participants sampled was10 students joining in the 1th and 2nd term of 2015. All of them are students of Diponegoro University.

2. *Intervention*

2.1. Students were taught materials of CV4 book.
2.2. Students were introduced to the concept of 4Cs (critical thinking, creativity, collaboration, and communication) and the techniques to apply 4Cs in a contextual development related to students' personal experiences.
2.3. In particular, students were introduced techniques to develop argumentative based conversation

3. *Procedure and Process*

3.1 . The procedure was conducted as follows:
3.1.1. Lecturing the concept of 4Cs and the techniques to apply 4Cs in relation to the material taught in CV4 book
3.1.2. Discussion to achieve in-depth understanding of the materials taught
3.1.3. Exercises to achieve internalization
3.1.4. Practice (pair work)
3.1.5. Acting out (pair work)
3.1.6. Assessment

3.2. The class action research process was conducted as follows:

3.2.1. Knowledge Internalization

Students were divided into a group consisting of 2 or 3 members

a. Each group should work together to complete tasks given
b. Practice and acting out a conversation based on a given situation
c. Assessment was conducted by other groups and teacher
d. Discussion and explanation

3.2.2. Competence Implementation

a. Students were divided into a group consisting of 2 or 3 members
b. Each group should work together to complete tasks given
c. Developing and acting out a conversation based on a given topic
d. Developing and acting out a conversation in responding to other student's opinion upon an idea
e. Assessment was conducted by other students and teacher
f. Discussion and explanation

4. *Assessment*

Students' performance was graded based on five criteria; topic-based development, argumentation, detailed description, organization feature, and expressions. Students' progress and performance were observed and analyze in two stages. The first one was textual based conversation when students were assigned to complete a task of conversation. The second stage was contextual-based conversation when students were assigned to develop a conversation based on real experiences. Each student completed a self-assessment survey after he/she participated in this action research.

IV. Result and Discussion

1. The Model of 4Cs

Having been tested in two occasions to CV4 students, the configuration of 4Cs followed an arrangement based on its importance and implication. The importance of every element of 4Cs was determined by its function to arouse students' background knowledge to be integrated to the lesson being taught. For example, lesson 4 of CV4 book, *What Should I do?,* explains the main idea of having a problem and asking someone to help solve the problem. After being taught this subject, every element of 4Cs was observed to identify its role in triggering students' motivation to integrate their previous knowledge to the subject.

Meanwhile, the implication was characterized by the effect of the 4Cs to students' learning process and the degree of influences an element has to others. For example, using critical thinking to analyze a topic developed students' competence individually. Moreover, the product of critical thinking influenced the achievement of other elements. Table 1 shows the importance and the implication of 4Cs.

Table 1: The Importance and the Implication of 4Cs

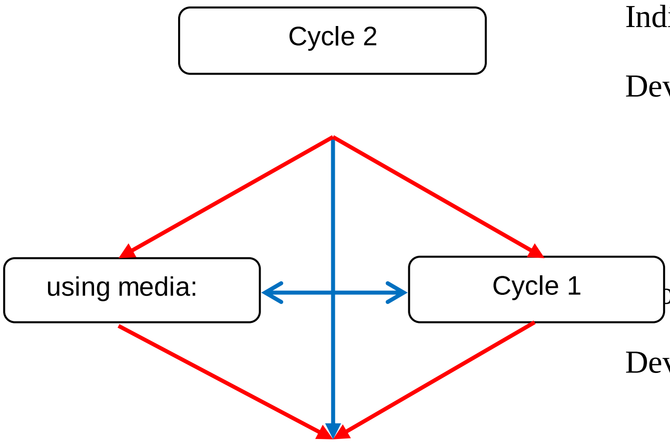
Aspect	Critical Thinking	Creativity	Collaboration	Communication
The Importance	√√√	√	√	√√
The Implication	√√√	√	√	√√

Table 1 exhibits the importance and the implication of 4Cs to students' learning process. The critical thinking and the communication highly correlated to either the importance or the implication. Meanwhile, creativity and collaboration relatively have the same degree of correlation to the importance and the implication.

It is importance to be noted that the main problems CV4 students encountered in carrying out a conversation were the content-based improvisation that reflected the quality of the idea. The degree of the quality was assessed based on students' ability in presenting a logical construction of the organization from which the argumentative composition was taken into account as the major consideration. Figure1 exhibits the configuration of 4Cs to be embedded within CV4 materials

Figure 1: T

he Model of 4Cs
The Importance Learning Cycle The implication



Internal

Individual

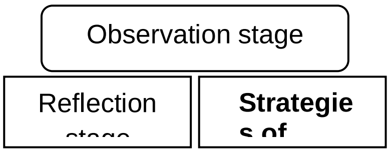
Inquiries

Development

Concept/Idea to be promoted

up

Development



Concept/Idea to be delivered

Individual

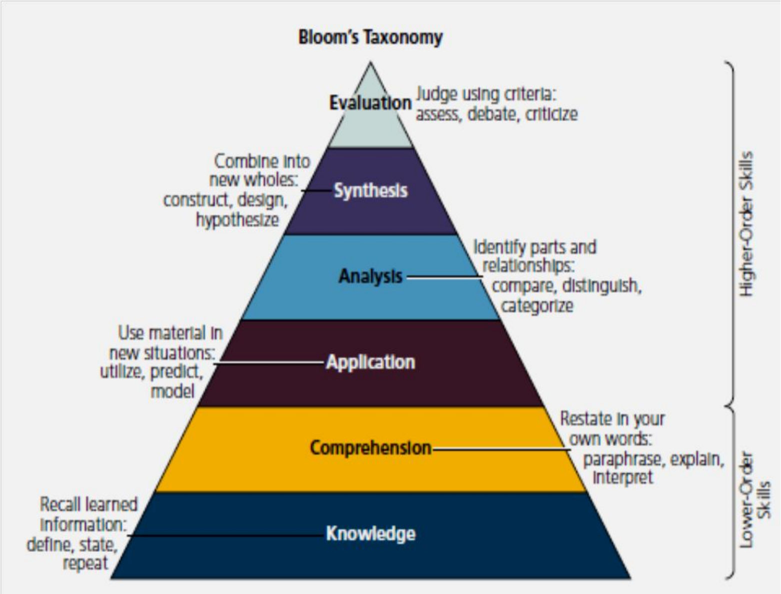
Competence

Figure 1 explains the construction and the relationship among 4Cs. The critical thinking is positioned as the initiation stage and followed by the second stage of learning cycle: creativity and/or collaboration. In the last stage, communication is functioned as an exit strategy that may take the form of writing and speaking.

Figure 1 also describes the advantages of each stage to the importance and the implication. In the critical thinking stage, the internal inquiry process takes place that implicate to individual development. In the second stage, when collaboration and creativity are in the process, concepts or ideas and creativity promoted by every student within a group will be discussed, analyzed, and agreed upon as a group’s finding. As a result, as every member of the group adopts skill and knowledge discussed, a new understanding upon a new idea will develop for the benefit of the group. Meanwhile, in the last stage, the finding discussed in the group has to be delivered following a certain rule of either written or spoken form. As an exit strategy, communication combines all related aspects and characteristic of delivering system performed by a student. Therefore, individual competence will be processed and achieved.

The fact shown in table 1 and figure 1 can be interpreted that the use of critical thinking to respond to a lesson being taught will trigger students’ eagerness to present their knowledge related to the topic. Bassham, et.al (2011) claimed that as critical thinking focuses on higher-order thinking, students can improve their classroom performance by thinking more carefully, clearly, and logically, and avoid making foolish decision. Other scholar, Robert Ennis quoted in Hunter (2014) identified critical thinking as reasonable, reflective thinking that is aimed at deciding what to believe or what to do. Meanwhile, Lau (2011) defines critical thinking as thinking clearly, rationally, precisely, and systematically following the rules of logic and scientific reasoning.

The skills of university students to employ critical thinking to respond to a phenomenon in this case a particular lesson being taught have to be accommodated. Jackson and Newberry (2012) identified the higher-order thinking of students that correlated to Bloom’s Taxonomy as shown in picture 1.


Bloom's Taxonomy
Evaluation
Judge using criteria: assess, debate, criticize
Combine into new wholes: construct, design, hypothesize
Synthesis
Analysis
Identify parts and relationships: compare, distinguish, categorize
Use material in new situations: utilize, predict, model
Application
Comprehension
Restate in your own words: paraphrase, explain, interpret
Recall learned information: define, state, repeat
Knowledge
Higher-Order Skills
Lower-Order Skills

Therefore, encouraging students to integrate their critical thinking ability to understand every lesson will help students achieve competence level of development. This development may occur because critical thinking is skills that include understanding an arguments and beliefs of others, critically evaluating those arguments and beliefs, and developing and defending well-supported arguments and beliefs (Bassham, et al, 2011). In the process of achieving its objective, Cook (1999) provides 7 steps to be carried out in the class consisted of (1) establish a purpose, (2) establish ground rules, (3) keep focused, (4) avoid monologue, (5) speak clearly and simply, (6) pay attention to the issue being discussed, and (7) stay open to new idea. Students learn when they are able to make sense of their environment and when they are engaged (Lumsden, 1994), and if they can relate learning to prior knowledge, they will be more inclined to engage in the learning process (Hirai et.all., 2010).

Furthermore, in order to achieve the competence level of development, creativity and collaboration should be established. In the process of internalizing the product of critical thinking, creativity was needed to be integrated as creativity played equally important as critical thinking. If critical thinking is a form of reasonable and reflective one (Hunter, 2014), creativity is defined as coming up with new and useful ideas that generate alternative possibilities (Lau, 2011). Creativity was needed to generated ideas to solve problem and at the same time critical thinking played its role to evaluate and improve these ideas.

In the meantime, collaboration created a forum in which students were encouraged to help each other by contributing ideas. In this forum of a small group or bigger one, every student had an equal opportunity to propose his/her ideas to be discussed and accepted as group's finding. In finding the conformity of the proposed ideas, the interaction that took the form of student – student, student – students, and teacher –

students occurred. In this case, Christian (1983) reported that relationship of educator to learners and among learners should be considered essential.

As an exit strategy, communication has to be considered the accumulated lesson learnt to be expressed individually. Since students were given opportunity to promote a contextual topic processed in the second stage, their belief to deliver it had improved. Cameron (2001) pointed out that language is used in a context and develops as a result of contextualized.

2. Tool Implementation

When the model of 4Cs was applied, the enthusiasm of the students in responding to the material of CV4 was higher than that of before. Every student promoted his/her idea to be taken into account either in a small or class group. As a result, the intensity of a discussion in a group took place in a dynamic setting. Moreover, students promoted themselves to take part in every occasion given to perform a conversation. Occasionally, spontaneous conversation among students occurred in responding to an ongoing dialogue when they disagreed with ideas being discussed.

In addition, the 4Cs model provided students a “path” of what should be done and focused when their time came in session. For example, after discussing and practicing lesson 3 – *I am sorry to hear that* – and students were assigned to develop a topic related to their real experiences, they knew what to do. First, individually, every student promoted a personal experience-based topic (critical thinking). Second, in a group, every student tried to argue his/her topic to be accepted through an argumentative discussion until they reached an agreement (collaboration). Next, group came up with a creative construction of the conversation (creativity). Fourth, they performed their conversation in a very natural way of dialogue (communication).Table 2 exhibits the learning process dynamic.

Table 2: The Dynamic of the Learning Process

Components	Description	Product	Assessment
CRITICAL THINKING	- Individual inquiries - Personal judgments - Personal responsibility	An argument to respond to an idea	- Logical framework of the argument - The impact to developing conversation

CREATIVITY	- Individual/group exploration - Personal judgments - Personal/group responsibility	New approach to conduct a situational-based conversation	The uniqueness of the approach
COLLABORATION	- Group adjustment - Group judgments - Group responsibility	New agreement upon an idea discussed	A well structured organization of conversational setting
COMMUNICATION	- Individual decision - Personal responsibility	Competence in delivering an idea	- Self confidence - Controllable - Clarity - Appropriate use of English expressions, usage, and grammar

Table 2 describes the dynamic of the learning process taking place in a class. Every component of 4Cs is defined based on its description, product resulted, and element to be assessed. It can be observed from the table that each component has its specific characteristic in relation with an internal process of learning.

The critical thinking as a reflective effort to link the previous understanding to the recent occurrence is characterized by the appearance of strong arguments. Rainbolt and Dwyer (2012) define argument as an attempt to provide reasons for thinking that some belief is true. Moreover, argument also deal with using reason to support a point of view, so that know or unknown audiences may be persuaded to agree (Cotrell, 2005).

In attempting to develop a critical thinking to a topic, students were encouraged to do exploration personally before bringing it to a group discussion. Cotrell (2015) suggested that students are expected to develop critical thinking skills to dig deeper below the surface subject they are studying and engage in critical dialogue. The involvement of students to subject taught was assessed from its logical framework of argument.

When promoting a creative way of conducting an idea in a group, students' enthusiasm and egoism appeared although it would be subsided once they reached an agreement. Every student wanted to be acknowledged as the initiator of the idea being discussed. As a result, everyone in a group presented a set of reasoning to support his/her idea. Occasionally, when students were busy presenting their argument, the real and natural conversation had already been taken place in a very natural way.

In this collaboration stage, students learnt how to present an idea, to accept or reject an idea, and to be a logical person. Discussion worked in multidirectional process especially when a group consisted of three or more students. Personal barrier of speaking in English disappeared as each member delivered his/her idea in English. In addition, during the interaction the content delivered was formed in a well organized structure.

In the communication stage, the result showed that students made progress in two major aspects covering content-based construction and self-reliance. The accumulation product generated from previous three stages resulted in a well structured and controllable set of conversation. The idea was arranged in logical and analytical sequences. As a result, whenever students presented their topic in front of the class, their conversation run smoothly without any hesitation.

Another finding showed that the pattern of the conversation was developed in an argumentative construction that put emphasis on providing reasons to an opinion. For example, when students were assigned to create a conversation based on the topic of lesson 4 of CV4, every pair of students produced problem-solving exchanges developed from their real experiences. Every suggestion offered was followed by logical and acceptable reasons.

Their improvement proved that students were able to convert knowledge acquired during learning process into a certain degree of competence. In this case, they were assigned to develop a spontaneous conversation; without preparation. Two or more students were given a topic and conducted a conversation at once.

V. Conclusion

1. The integration of 4Cs into teaching-learning process of CV4 class creates a new atmosphere that allow students to demonstrate their competence in conducting a conversation by associating the lesson learnt in the class into the real setting.
2. The critical thinking stage plays an important role in developing the other components of 4Cs. The process can be summarized into inquiry, exploration, confirmation, and decision.

3. The communication component as an exit strategy describes the accomplishment of the other three components of 4Cs has.
4. Providing students to speak freely encourage their self confidence in delivering any topic they encountered.

VI. Future Action

It is one of my obligations as LIA teacher to do class action research as part of my personal development. Therefore, I dedicate the finding of this CAR to my institution. However, I do realize that the exploration about this topic needs to be continued as there are several 4Cs related issues that must be clarified further. Therefore, I am willing to share any related issues to teachers and educators who have similar perspective to do in-depth study. I believe that by exchanging ideas among colleagues, the possibilities to produce valuable thought for the benefit of education will be realized.

This action might take time and effort; however, I convince that if this action research result can be taken into account as an initial inquiry, the possibility will always be possible.

VII. Reflection

The complexity to integrate 4Cs into the lesson plan developed by LIA should be taken into account not only as a challenge to be explored, but most importantly as an opportunity to be discovered in order to produce the best teaching-learning method. The challenges and opportunities during completing this CAR has taught me and developed my new perspective about the need of doing more class action research about 4Cs. The more I explore the concept of 4Cs, the more challenges I discover, but the more opportunity are open to be invented.

Therefore, as a LIA teacher, I expect that the finding presented in this paper may motivate my colleagues to do more profound inquiries by doing further action that contribute to LBPP LIA. I realize that this CAR might be considered a preliminary study; however, I hope it will give, even only a little, a contribution to whoever may concern and to be willing to respond accordingly.

Lastly, I would like to deliver my appreciation to my students, colleagues, and institution.

I. References

Bassham, G., Irwin, William., Nardone, Henry., Wallace, James M. *Critical Thinking. A Student's Inroduction*. McGraw-Hill, New York, 2011.

Cameron, Lynne. *Teaching Language to Young Learners.* Cambridge University Press, 2001.

Cohran, Smith M., and Fries, K. *Research teacher education in changing time: Politics and Paradigm.* In M.Cohran-Smith & K.Zeichner (eds), *Studying teacher education: The report of the AERA Panel on Research on Teacher Education*, 2005.

Cook, Marshal. J. *Effective Coaching*, Mc Graw-Hill, 1999.

Cristian, A C. *A Comparative Study of the Andragogical-Pedagogical Orientation of Military and Civilian Personnel*. Doctoral Dissertation, Oklahoma State University, 1983.

Debra, L Cook Hirai., Irene Borrego., Emilio Garza., Carl T. Kloock. *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*, Routledge 270 Madison Ave, New York, NY 10016, 2010

Good, T., and Brophy, J. *Looking in Classroom*, 9th edition. Boston: Allyn and Bacon, 2002

Hunter, David. A., *A Practical Guide to Critical Thinking: Deciding What to Do and Believe.* John Wiley & Sons, Inc, 2014.

Jackson, Debra., and Newberry, Paul. *Critical Thinking: A User's Manual*. Wadsworth Cengage Learning, 2012.

Butterworth, John., and Thwaites, Geoff. Thinking Skills: *Critical Thinking and Problem Solving*. Cambridge University Press, 2013

Lau, Joe Y E. *An Introduction to Critical Thinking and Creativity*. John Wiley & Sons, Inc, 2011.

Lumsden, L. *Student Motivation to Learn*. 1994.

Paul, Richard W., and Elder, Linda. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life.* Pearson Education Inc., 2002.

Tittle, Peg. *Critical Thinking: An Appeal to Reason*. Routledge Taylor & Francis Group, 2011.

Prayogo, K B and Amanda, YAP, *The approach to Transform Knowledge to Competence for University Students Taking English Conversation Class 2 by Integrating Lesson 2, 3, and 5 of Conversation Book 2 Published by LIA; a Class Action Research,* Journal LIA International Conference; Teaching English in the 21st Century, LBPP LIA, volume 8 number 1, 2015.

5

Retrieve and Recycle: Maximizing the Use of Academic Vocabulary in Higher Intermediate Students' Writing

Rahmila Murtiana
LBPP LIA Banjarmasin

Abstract

In higher intermediate levels students of LBPP LIA are exposed to a set of academic vocabulary, which expectedly could be applied in both receptive and productive skills. Based on my previous experience teaching Higher Intermediate levels, it has been identified that many students still tend to use colloquial language when speaking or writing and seem to forget the words they have learned in each unit. The problem of retrieving previously learned words apparently occur because students do not have long-term memory, besides academic words are not part of everyday language.

In order to reinforce the use of academic vocabulary in students' writing, I conducted a classroom action research at HI-1 class LBPP LIA Banjarmasin during term III/2015. The intervention adapted 5R (receiving, recognizing, retaining, retrieving, and recycling) model proposed by Brown and Payne (1994, as cited in Shen 2003), with more emphasis on retrieving and recycling stage. The treatment started from receptive tasks, i.e. gap-fill exercises, then moved towards a more productive tasks, i.e. sentence and text creation tasks. The results were compiled and analyzed qualitatively at the end of the term with the focus on the students' final composition, i.e. an opinion paragraph, to find out whether academic words were used sufficiently and appropriately.

The finding reveals that academic vocabulary can be retained and retrieved if the words are continuously recycled. The result of the opinion paragraphs proves that the students are able use academic vocabulary at productive stage, i.e. writing. However, it is also found that students still have some problems in applying the words accurately. The error made by the students in using academic words implies that the students need to be given more practice in constructing sentences using the right word form. Thus, in teaching academic vocabulary, beside meaning, form also needs to be paid more attention so that students can produce writing text containing academic vocabulary correctly.

.**Key words**: vocabulary, academic words, writing

Background

Vocabulary development plays important role in second language learning. Learners need a sufficient number of vocabulary in order to be able to communicate effectively either in oral or written communication. The linguist David Wilkins once stated that 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Thornbury, 2002, p.13). This implies the importance of vocabulary acquisition for language learners. Today many course books for English language learners have acknowledged the importance of vocabulary and pay more attention to it by including special section on vocabulary skills and exercises.

One of the course books that give special attention to vocabulary development is *Q: Skills for Success* published by Oxford University Press. This course book has been used by LBPP LIA for Higher Intermediate (HI) levels. *Q: Skills for Success* has two strands: Reading and Writing, and Listening and Speaking. Unlike the book used for Elementary and Intermediate levels, that is *Smart Choice* which contains general English vocabulary, *Q: Skills for Success* series expose students to a more academic language both for receptive skills and productive skills. As stated on its back cover, the *Q: Skills for Success* series aim to empower students with the skills needed to achieve academic success. Among the key features of *Q: Skills for Success* are listening and reading texts that cover a range of academic subjects such as economy, psychology, health, and technology, explicit learning skills that help students develop important academic skills such as scanning a text, listening for a gist, and using dictionary, and learning outcomes which are clearly stated at the beginning and end of each unit. In each unit there is also a list of vocabulary that students should master. Some of these words are marked as Oxford 3000 words and AWL (Academic Word List).

Oxford 3000 is a list of words that have been compiled by language experts as the most important and useful words to learn in English. It is based on a comprehensive analysis of The Oxford English Corpus and extensive research by language experts (Santamaria, 2011). The words include the most frequent words used in English, words that are frequent across a range of different types of text, or used in a variety of different context. It also includes the words that are very familiar to most of English users although they are not used frequently, such as words used in travel or words used for explaining what we mean when we don’t know how the exact word for something (http://www.smartcom.vn/the_oxford_3000.pdf). In dictionary, the words of the Oxford 3000 are marked with a key symbol.

Meanwhile, Academic Word List (AWL) is list of academic words developed by Averil Coxhead, a researcher from New Zealand. AWL consists of 570 word families, which mostly occur in academic texts (Santamaria, 2011). Academic words are essential for students when they study at university where they will encounter academic texts. Academic words can be found in textbooks, journals, lecture handouts, papers, or essays.

Students need to know a wide range of vocabulary including academic vocabulary in order to be successful in their study. Antonacci et al (2014) argued that students with limited vocabulary are likely to have low achievement, not only in literacy but also in content area studies. If students are still in elementary levels, having less extensive vocabulary might not be an issue. However, when students move up to intermediate or higher levels, it is necessary for them to develop their vocabulary. Mastering academic vocabulary cannot be done simply through a natural, effortless process; instead, students have to be active in order to acquire the vocabulary, and the role of teacher is to help students build strong academic vocabulary and guide them to actively work with the words.

Q: Skills for Success actually has a section in each unit for vocabulary skills such as using the dictionary in unit 1, using context to understand word in unit 2, and collocation in unit 3. The vocabulary exercises include matching, completion, or finding the meaning, but these exercises seem insufficient if the vocabulary is meant to be used actively by the students. Based on my previous experience teaching Higher Intermediate levels, when I evaluated the student performance using the self-assessment checklist at the end of each unit, one of the learning outcomes that cannot be achieved is the use of vocabulary from the unit, either in speaking or writing assignment. Students still tend to use colloquial language when speaking or writing and seem to forget the words they have learned in each unit. In other words, students are only able to understand the targeted vocabulary at receptive stage, not at productive stage.

My assumption was first, students are not into the habit of writing using academic words since they are still teenagers who like to use colloquial language. Second, academic words are not the kind of words that are easy to recall because they are low frequency words which are seldom used. Third, the rare use of these words make students do not keep this words in their long term memory. In other words, the problem of retrieving previously learned words occurs because students do not have long term memory and they do not sufficiently ‘recycle’ the words.

In order to maximize the use of academic vocabulary and improve students’ ability in retrieving the vocabulary particularly in writing, I conducted this classroom action research. I adopted 5R model for vocabulary teaching proposed by Shen (2003). The 5R stands for *receive, recognize, retain, retrieve*, and *recycle*. With the focus on the last two stages, I set a terminal objective that by the end of the term students will be able to write a paragraph using at least 5 academic words appropriately. The research questions are formulated as follows:

1. What are the impacts of retrieve and recycle strategy to the student writing? Will the retrieve and recycle strategy help students recall previously learned academic words?
2. Will the retrieve and recycle strategy help students use academic vocabulary sufficiently and appropriately in their writing?

The theoretical review in the next section will discuss types of vocabulary, vocabulary learning and teaching, and 5R model in more details.

Theoretical Framework

Types of Vocabulary

Nation (2001) divided vocabulary into four major groups based on word frequency and range.

1. **High frequency words**: words that are used mostly in daily life whether in speaking or writing. These words cover 80% of running words in a text. The classic list of high frequency words is *General Service List of English Words* developed by Michael West in 1953. The list consists of 2,000 words families, and 165 word families in the list are function words such *as a, some, two, to, did, were, has, because,* as well as content words (nouns, verbs, adjectives, or adverbs).

2. **Academic words**: words that are common in academic texts from a wide variety of disciplines and not in the most frequent 2,000 words. As explained in the previous section, the well-known list of this word is Academic Word List (AWL) developed by Averil Coxhead in 2000, which consists of 570 word families. The lists cover around 8.5% of the running words in a wide variety of academic texts from 28 subject areas which are distributed into four divisions: Commerce, Law, Science, and Arts (Wang & Nation, 2004). Examples of academic words are *abstract, affect, margin, phase, policy, sustain,* and *technology*.

There are 10 sublists based on the frequency of occurrence of the words in the Academic Corpus. Each sublist consists of 60 word families, except sublist 10 which only consists of 30 word families. The example of the word family *analyse* includes the regular inflections of the verb, *analysed, analysing, analyses* and the derivations of the word, *analysis, analyst, analysts, analytical, analytically* etc., and the American spelling, *analyze, analyzed, analyzes, analyzing.* Sublist 1 contains the most common words in the AWL, sublist 2 contains the next most common words, and so on.

3. **Technical words**: words that consist of high frequency words and words from AWL. They have narrow meaning in special subject areas such as *cost* and *price* in economics, *agree* and *subject* in grammar, or *beech* and *timber* in forestry. Technical usually has its own dictionary which consists of about 1,000 entries.

4. **Low frequency words**: words that are not in high frequency, academic, words, or technical words for a particular subject. They consist of technical words for

other subject areas, proper nouns, and words that are rarely met in our use of language, such as *aired, condemn, pioneering, pastoral, zoned,* and *perpetuity*.

Meanwhile, Beck, McKeown, and Kucan (2002, as cited in Sibold, 2011) divided vocabulary into three categories as displayed in the following table.

Tier 1	**Tier 2**	**Tier 3**
Basic Words	**General Academic Words**	**Specific Content Words**
- Sight words - Function words - Words that name objects	- important to understand text - words with several meanings	- usage in specific field - not part of everyday use

Table 1. Three Tier Model of Vocabulary

As seen in the table, Tier 1 consists of basic words or general words, such as words that name objects, for example: *butterfly, dog, table, car, uncle, family, swim*. Tier 1 words can be taught by simple explanation, showing pictures, or direct translation into L1 since most of the words in Tier 1 do not have multiple meanings. Tier 1 words are common in spoken or everyday language.

Tier 2 consists of words that are more complex and more abstract than Tier 1, appear in grade level text, some with multiple meaning, such as *set, bat, trunk, base,* and *check*. Tier 2 words are also used in discussions, assignments or tests, such as *analyze, compare,* and *conclusion.* Tier 2 words are not so common in everyday language, but they are essential for understanding a text.

Tier 3 comprises of specific content words which are not used in everyday communication. They are low frequency words that are found in content books in upper grade and used in specific field such as *centimeter, kilogram,* and *deciliter* in science and mathematics, or *abolitionist, emancipation* and *secession* in history. Most of Tier 3 words are very difficult to demonstrate, and students often struggle to define the meaning, thus these vocab need to be taught explicitly (Sibold, 2011). Words in AWL and Oxford 3000 can be found some in Tier 2 and some in Tier 3.

Vocabulary learning and teaching

Unlike grammar which is a system of rules, vocabulary is largely a collection of items. Introducing new language items can be done by defining the meaning, comparing the meaning with L1, followed by the practice of these items such as drill or oral repetition. However, vocabulary for productive use is more demanding because it implies retrieval and production of words. Productive recall is more difficult because new words need to be integrated into learners' existing knowledge of word association called 'mental lexicon', and in order to ensure long-term retention and recall, words need to be placed in 'working memory' (Thornbury, 2002).

Experts agree that vocabulary acquisition is mostly from reading because reading involves activities which activate students' schemata and students can infer meaning from contextual clues (Shen, 2003). However, guessing meaning from context can be ineffective for vocabulary retention. Besides, inaccurate guessing may endanger remembering and mislead students when using the words. That is why, vocabulary teaching should be directed toward a more productive use and meaningful activities in which students can recognize the words, restore them in their long term memory, and use them appropriately in the four language skills

Seal (1991, as cited in Shen 2003) classified vocabulary teaching strategies into planned and unplanned activities in classrooms. The unplanned strategies refer to occasions when words are learned incidentally and accidentally in class, for example when students ask for particular meanings of the word, or when the teacher becomes aware of any relevant words that students need to know. Compared to planned vocabulary teaching strategies, unplanned vocabulary activities occupy less time. In planned activities teachers normally prepare teaching materials in advance or use a published textbook, including a listing of the target words, and these words will be allocated more class teaching time (Hatch and Brown 1995, as cited in Shen 2003).

Since planned activities need more time, teachers often neglect this kind of instruction and just teach vocabulary as part of teaching reading, for example let students find the meaning themselves from dictionary or guessing from context. Actually, explicit instruction of vocabulary is necessary, particularly academic words (Sibold, 2011), otherwise student will not remember the words or have difficulty in using the words later. Robertson (2006) suggested that there are important things to keep in mind regarding teaching academic vocabulary, that is, academic vocabulary must be introduced and then reinforced, and it is important to create assessments that measure learners' knowledge in a meaningful way.

Oxford and Crookall (1990, as cited in Shen 2003) classified common techniques in vocabulary teaching into a range from decontextual to contextual as shown in the following figure. *Decontextualising* activities include making word lists, flashcards, and dictionary use. Between decontextual and contextual there is *semi-contextualising*, which involves activities such as word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping. Meanwhile, *fully contextualizing* activities are applied through reading, listening, speaking, and writing.

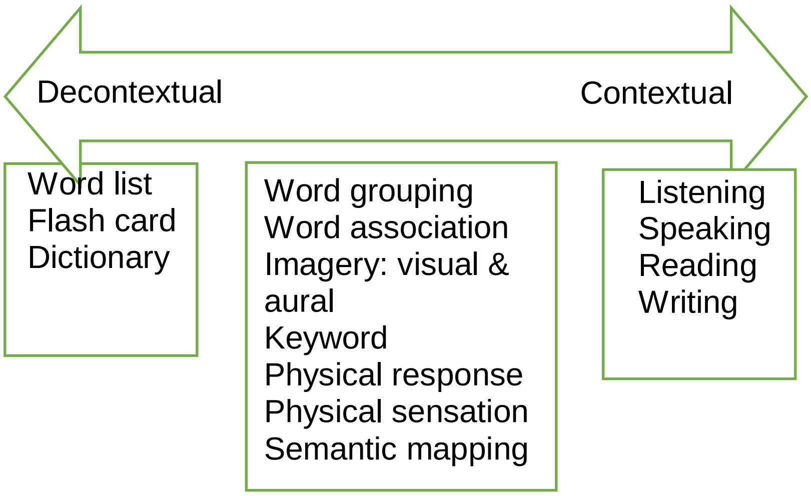


Figure 1. Range of techniques in vocabulary teaching

Researchers argue that using word lists, or looking up words in dictionaries, will lead students to encounter disadvantages for a long-term vocabulary learning. Oxford and Crookall (1990), for example, claimed that word lists, especially with mother-tongue equivalent, are not very useful because learners might not be able to use the new words in communicative way. Simply looking at a wordlist in a textbook or notebook also does not necessarily tell how the students use such lists in their minds (Shen, 2003). In this light, Antonacci et al (2014) suggested some principles in teaching academic vocabulary, among them is provide systematic vocabulary instruction that focuses on deep understanding of the words, and offer frequent, varied, and extensive practice.

A five-step model for vocabulary learning has been developed by Brown and Payne (1994, as cited in Shen 2003). Those steps are: encountering new words, getting the word form, getting a clear image, learning the meaning of the words, and using the words. Shen (2003) renamed these steps into 5R: *receive, recognize, retain, retrieve, recycle*. *Receive* is when learners encounter and identify new words, either intentionally through learning in the class from a teacher, or incidentally through books, magazines, or movies. *Recognize* is the process of identifying the forms of the words, as well as guessing or analyzing the meaning of words through conscious or subconscious efforts. *Retain* is to keep the word in our mind, or store it in our long term memory. *Retrieve* is the process of getting it back from memory. The term recall, or remember what has been learned in the past, can also be used interchangeably with retrieve. Retain and retrieve can be done by associating and creating an image of the new words from the sound or form (which is called mental efforts), and can also be done by using aids such as dictionary or ask others. If the new words are not met or used frequently, the process of retrieval will be hard to take place. Therefore, the step of *recycle* is very essential in vocabulary learning.

Recycle is when learners are able to use or apply the words in four language skills. It can be through a review activity from a course book, classroom tasks designed by the teacher, or through test. Testing can be seen as part of recycling of vocabulary because testing makes learners motivated to review the vocabulary in preparation for the test (Thornbury, 2002). Recycle is a very important activity because the more frequent a word is being repeated, the more chance it is for learners to retain the word in their memory. As Alharthi (2014) stated, "repetition, whether verbal or written, as one of the cognitive strategies is important because repeated words strengthen the path linking form and meaning and strengthen the word's retention." Furthermore, he quoted from Nation (1990), "if recycling is neglected, many partially-known words will be forgotten, wasting all the effort already put into learning them" (Alharthi, 2014, p.45).

Nation (2005) emphasized the importance of repetition by suggesting that words need to be met again and again to ensure that they are learned, preferably within a few days, and later meeting can be widely spaced with several weeks between each meeting. Milton (2009, as cited in Alharthi, 2014) supported this notion by stating that, "the general principle that lies behind the repetition of new words should be that they are repeated right after being initially studied, before too much forgetting occurs, and then followed by spaced rehearsals at further intervals." This is named by Thornbury (2002) as spacing, in which students are taught a new set of words by presenting a few items, then go back and test these, then present some more, then backtrack again, and so on. This implies that repeating or recycling words should be done intensively in order to ensure that the words have been acquired by learners. Furthermore, Nation suggested that one way to measure vocabulary size and growth is through learners' written composition.

The next section describes the method of data collection and data analysis of the application of retrieve and recycle strategy for maximizing learners in using academic words in writing.

Data Analysis

This action research was conducted at LBPP LIA Banjarmasin. The participants were Higher Intermediate (HI)-1 students of Tuesday-Thursday afternoon class. There are 12 students in the class with the demographic background 9 males, 3 females, all of them are high school students, two students in grade 10, and 8 students in grade 11. Their age ranges from 15 to 16. Some of them have been LIA students since elementary school, others started when they were in junior high school. Their language competence is good as they are confident to speak actively during the class.

Data are mainly collected through documents (compilation of students' works). This technique of collecting data is called archival data (Freeman, 1998). Teaching logs are also used to support the documents. Teaching logs record what has happened in the classroom and provide a retrospect account (Freeman, 1998). It is useful to compare the teacher's expectation with what actually happened.

The data collection and analysis were conducted during term III (July – September 2015). I followed an action research cycle: *plan, act, observe,* and *reflect*, as suggested by Burns (2010). The more detailed cycle was implemented as follows:

1. *Plan*: the identified problem based on preliminary observation was the students' inability to recall the vocabulary that has been learned in previous unit, and very minimum use of targeted vocabulary in each unit. Therefore, I decided that the reinforcement of vocabulary is necessary. My plan was to add more exercises on vocabulary, not just merely doing exercise as it is written in the course book.
2. *Act/Treatment*: The intervention in my HI-1 class was by using the 5R model, with the emphasis on retrieve and recycle stage. In order to implement the retrieve and recycle stage, I designed a series of vocabulary reinforcement exercises which started more intensely at week 6 of the term.
    a. Week 6 (Aug 18) : At the beginning of the lesson I asked the students to list down new learned words from previous meeting as many as they can remember. The topic of the lesson was about Food and Nutrition. At the end of the lesson, I assigned students to close their book then list down new words they learned today. The purpose of this activity was simply to review words that are related to the topic and to see how many words students could recall. It was also to make students aware the importance of recalling the vocabulary. Doing this activity, the student tried to make longer list than their friends.
    b. Week 7 (Aug 25): At the end of the lesson I assigned the students to create sentences using the academic words learned today such as *complex, occasionally, trend, estimate, flavor, texture, distinguish*. Using new words in written sentence is believed to help learners for future recall (Thornbury, 2002, p. 24)
    c. Week 7 (Aug 27) : I created gap-fill exercise that students must fill in the blank using the words listed (see appendix 1). Gap-fill exercise requires learners to recall words from memory in order to complete a sentence, thus they produce a word rather than simply recognize it as in multiple choice exercise. In this meeting I also started to introduce collocation to the students, with the form of adjective – noun collocation.
    d. Week 8 (Sept 1): For collocation review, I created a word pair race game, where students are put in groups and each group should pair the adjective with the noun as many as they can from the words I put in two clusters. Although collocation is not the main focus of this action research, the teaching of collocation is part of the syllabus in HI-1, and the use of

collocation is to related to the appropriateness and the fluency of student in writing later on.

e. Week 8 (Sept 3): I assigned the students again to write sentences using new words learned. The topic of the lesson is about Success and the targeted academic words are: *assure, image, invest, expansion*, and *stability*

f. Week 9 (Sept 8): I created another gap-filled exercise but this time without list words. I only provided the initial and end letter as the clue, and for the rest the students had to use their memory to write the complete words (see appendix 2).

g. Week 9 (Sept 10): I designed a paraphrasing exercise in which the students were assigned to rewrite sentences from academic words to general terms and vice versa (see appendix 3)

h. For the final writing task at the end of the term, I asked the students to write an opinion paragraph using selected academic words (see appendix 4). According to Thornbury (2002), this type of writing task can assess the productive, contextualized word knowledge, and it is valid to know the learner's command of vocabulary. To score the result, marks can be given based on correct form and appropriate use of the words.

3. *Observe*: At this stage, I analyzed the results of the students' writing and assessed the use of vocabulary in their paragraphs. I decided to refer to the unit assignment rubric taken from Unit 3 *Q: Skills for Success Reading and Writing Teacher's Handbook* with some modification. The rubric from the book is as follows:

Opinion paragraph	20 points	15 points	10 points	0 point
Student used correct punctuation and spelling				
Paragraph included vocabulary form the unit				
Students clearly expressed an opinion about success and provided reasons and examples to support it				
Adjective + preposition collocations are used correctly				
Subject – verb agreement is used correctly				

Table 2. Unit assignment rubric

20 points = paragraph element was completely successful (90 %)
15 points = paragraph element was mostly successful (70 %)
10 points = paragraph element was partly successful (50%)
0 points = paragraph element was not successful

Since this action research focused on the use of academic vocabulary, I only analyzed the students' writing using one aspects from the rubric, that is, paragraph included vocabulary form the unit and I extended the criteria, not just vocabulary from the unit, but any academic vocabulary learned in HI-1 book. I also did not use points, but only gave some remarks regarding the use of each word. As additional criteria, I modifed the other aspects into paragraph development and organization.

4. *Reflect*: At this stage, I make reflection on what has been achieved by the students, whether academic words are used sufficiently and accurately. From this reflection, I draw out some implications and recommendations for further practice on the teaching of academic vocabulary.

Results and Discussion

As stated earlier, the 5R model which was applied in this action research focused more on the retrieve and recycle stage. These two stages are closely related, as to be able to retrieve or recall the meaning of words, students should recycle it or use it repeatedly, or the other way around. Also, as it is not linear stage but rather as a loop or circulatory process, words should be recycled frequently in particular skills, in this case, in the form of writing, and in the writing process students will try to retrieve or recall the word from their memory.

First is the result of retrieve and recycle through gap-fill exercises which were conducted in two-week interval, that is week 7 and week 9. The result of gap-fill exercise 1 revealed that all students could recall the words learned in previous meeting. The topic of the lesson is about Food and Nutrition, and among the academic vocabulary that students must master are *balanced, consume, mood, concentration, calories*, and *rely on*. It is not surprising since the topic of food is quite familiar and the targeted words are relatively easy for the students to remember.

For gap-fill exercise 2 which asked students to complete the blank with the help of initial and end letter revealed that almost all students could recall the targeted words: *assured, profit, dependable, image, stability, and expansion*. Only one student made mistake by writing *extension*, instead of *expansion.* Recycle activity done in previous week (week 8) through creating own sentence exercise has benefited the students in retrieving the words.

Second is the result of creating own sentences. Due to the time constraint, for the first sentence writing practice in week 7, I only assigned the students to pick 2 different words from the words learned and write 2 sentences. Below are some of the students' writings:

No	Word	Sentence created by students
1	complex	- *My relationship is very complex* - *When you cook rendang, it's so complex and difficult to cook*
2	distinguish	- *It's very easy to distinguish between onion and garlic* - *There is a distinguish between rice and fried rice*
3	estimate	- *I estimate my profit is around 90%* - *I estimate Kanaan will win versus Don Bosco*
4	occasionally	- *I don't cook much, but occasionally I cook something if my mom doesn't cook because of her work* - *I drink coffee occasionally*
5	trend	- *Fashion trend is different in the past* - *I'm following the new trend* - *Everyone is following the new trend in this world*
6	keep an eye	- *The teacher keep an eye on me because I am cheating* - *Could you keep an eye on the apple? I don't want it getting lost*

The sentences above show that students understand the meaning of the words and are able to use them different context despite some problems of usage (word form) such as in the word *distinguish* and subject-verb agreement such as in '*the teacher keep an eye'*. For the next sentence creation task which was conducted in week 8, I assigned the students to write 5 sentences using the targeted academic words: *assure, image, invest, expansion, stability*. Below are among the students' sentences:

No	Word	Sentence created by students
1	Assure	- *If I study hard, I can assure that I can get high score* - *I can't assure my neighbor to keep my little sister* - *They assure me about the project* - *I can be assured that dollars will grow financially and globally in 2050* - *We will be assured that our company will be success* - *I can assure that you can be manager of this company*
2	Image	- *Your image is the most important thing in the first impression* - *Image is important when you are in public* - *Keep your image in front of journalist*

No	Word	Sentence created by students
		- *You must keep your image from now* - *We must keep our company's image as a success company* - *A good guy must have a good image*
3	Invest	- *I ask my mom to invest her money* - *My father invest his money for some companies* - *They invest millions of dollars to company* - *When you invest $10 million, you'll get higher profit*
4	expansion	- *From year to year, there is always expansion in the number of criminal case in Indonesia* - *My house's expansion took a long time to finish* - *Eriko makes an expansion for his company*
5	Stability	- *You should keep the stability between studying and playing* - *You should keep your physical's stability* - *The stability of this company is going down*

Among academic words above, some words are used inappropriately. For example in the sentence "*From year to year, there is always expansion in the number of criminal case in Indonesia'* , the appropriate word should be 'increase', and in the sentence "*You should keep the stability between studying and playing,* it seems that student mistakenly used the word 'stability' instead of 'balance'. The word *assure* is also used in inaccurate form such as in "*If I study hard, I can assure that I can get high score*. The correct form should be "…*I can be assured*…"

Next is the result of rewriting. Rewriting or paraphrasing exercise consists of two parts (see appendix 3). Part 1 asked students to rewrite the sentences by changing the academic word into general words that have the same meaning, while part 2 asked the students to rewrite from sentences with general words into sentences with academic words. The academic words are already provided for each number.

Students do not seem to have problem with part 1 because the targeted academic words are written in italics, so students just simply replace them with another words, although some of them need to open their book to check again the meaning of the word in the vocab list of the unit. For instance, for sentence no.1 "*Sponsoring a team will show the financial stability of your company, and also will improve your company's image as a business that is global minded*", some students just replace the word *stability* with *strength*, some with *consistently*. The latter word is actually inappropriate. One female student tried vary the sentence by writing "*Supporting a team can increase your company's appearance as a business that is famous in the world and it can show the financial strength of your company*".

For sentence no.2 "*According to experts, between 30 and 50 percent of youth sports injuries are due to overuse*" the students just replace the words *due to* with *because of*. Some students alternated the beginning of the sentence by rewriting *"according to experts"* into *"experts say/said that."*

For sentence no. 3 *"Competitive athletes must have dedication because it takes a lot of time and hard work to be successful in sports*", most of the students simply replace the word dedication with *commitment.* The three female students who are quite outstanding in class are able to create better paraphrase, which can be seen from the following sentences:

- *Commitment of competitive athletes is needed because it takes a lot of time and hard work if they want to be successful in sport*
- *It takes a lot of time to be successful in sports, so competitive athletes must have commitment and be a hard worker*
- *To be successful, it needs a lot of time and hard work, so competitive athletes must have commitment in sports*

This shows that the students tried to make some variation in their writing, despite some dangling form as in the last sentence.

For part 2, it turned out that some students have difficulty in transforming the sentence into a new version correctly. For example, for sentence number 1 *"The company will open a new branch in Malaysia"*, the students rewrite into:

- *The new expansion of the company will open in Malaysia*
- *They will expansion their company in Malaysia*
- *The company will open a new expansion in Malaysia*
- *The company will open expansion a new branch in Malaysia*

For sentence number 2 "*Some students feel stressed because of too much schoolwork"*, the results of rewriting are:

- *The schoolwork are demanding to do that can make some students feel stressed*
- *The demanding school work makes some students feel stressed*
- *Some students feel stressed because of too much demanding school work*

For sentence number 3 "How can you be so sure about the result of the test?", the result of rewriting is quite interesting because the students rewrite the sentence into a statement instead of a question as in its original sentence.

- *I'm not assured about the result of the test because I didn't study*
- *Last night I didn't study for the test, so I'm not assured about the result of the test*

However, the correct usage of the word *assured* shows an improvement, as in previous exercise of creating own sentences, most of the students have problem in using the word *assure* and *assured* accurately.

For sentence number 4, *"As the oldest child, Nina is very responsible and helps her parents take care of her younger siblings",* the students rewrite:

- *Nina is very responsible, so she dependable to take care of her younger sibling*
- *Nina is very dependable and helps her parents take care of her younger siblings because she is the oldest child*
- *As the oldest child, Nina is very responsible and dependable to helps her parents take care of her younger siblings*

The incorrect usage shows that students still have problem in placing the word accurately according to its function whether it is as adjective or verb, and some of their sentences tend to be redundant.

For sentence number 5, *"Kevin is not permitted to play soccer before he gets better from his injury",* most of the students do not have problems with the word meaning and can rewrite the sentence correctly such as "*Before Kevin recover from his injury, he isn't permitted to play soccer"*

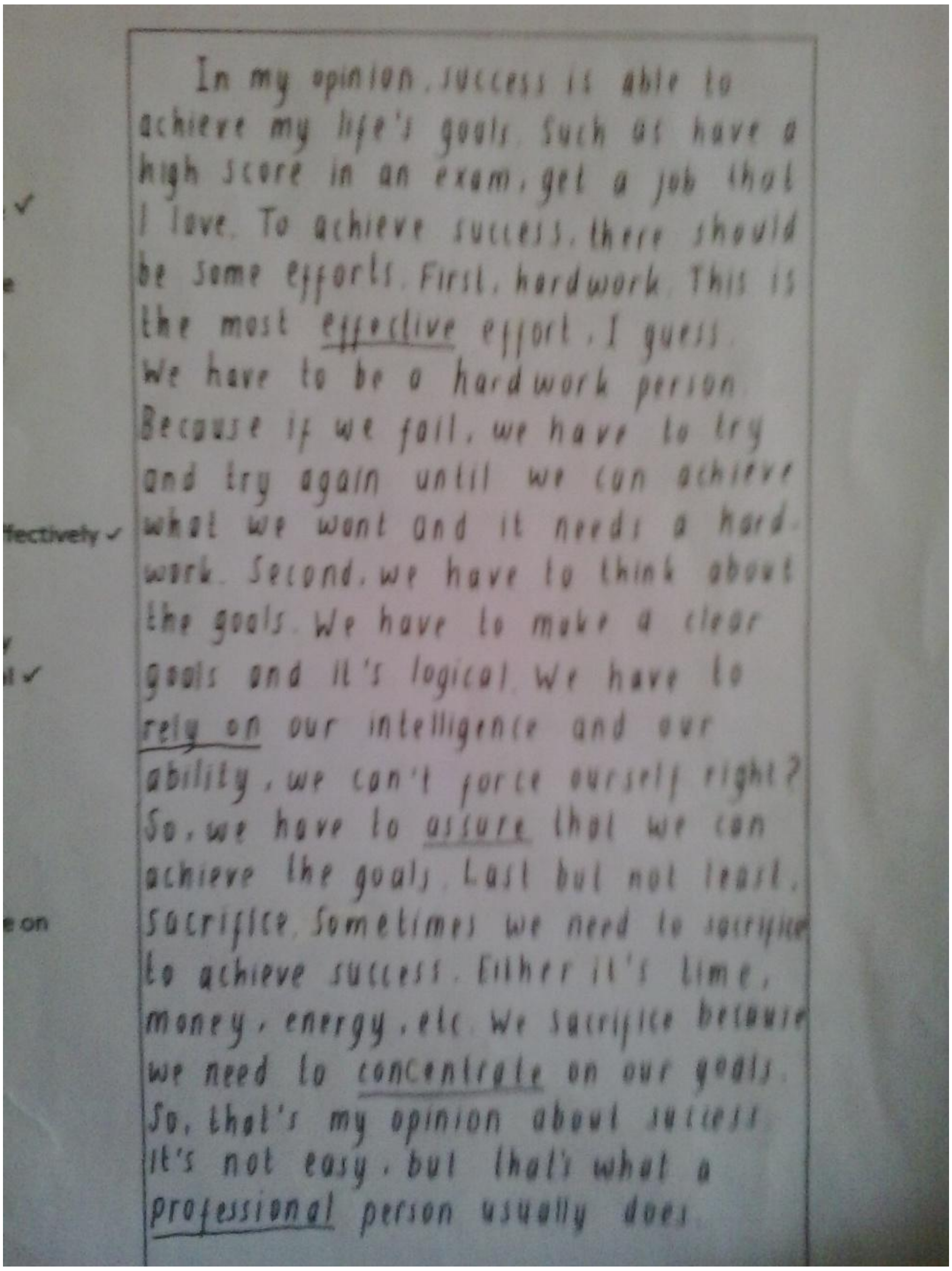
All in all, the rewriting exercise from academic language to general language is easier for students than rewriting sentences form general language to academic language, if seen from the correct sentences they made.

Finally, the result of the final task, i.e. writing an opinion paragraph, is overall satisfactory. The students are asked to write a 100-word paragraph with the topic "What does it take to be successful", and they are required to use at least five words form the list (see appendix 4). As 2 students did not attend, only 10 students participated in this final task. Referring to the criteria explained in the data analysis section, the results of the opinion paragraph and the use of academic vocabulary are as follows:

No	**Student nick name**	**Paragraph development & organization**	**Academic words use in the paragraph**	**Remark on academic words**
1	Adit	Well developed paragraph, opinion clearly expressed, but a lot of redundancies	*dedication, effective, balanced, professional, recover, keep an eye on*	Inaccurate use of *effective* and *keep an eye on*
2	Aldy	Topic sentence and supporting details rather irrelevant; style tends to be informal	*assure, appreciate, dependable, image, distinguish, rely on*	Inaccurate use of *assure* and *rely on*
3	Aqib	Paragraph short, less elaboration	*balance, effectively, professional, image, invest*	Inaccurate use of *professional*

No	Student nick name	Paragraph development & organization	Academic words use in the paragraph	Remark on academic words
4	Dika	Quite well-organized but rather short	*assure, appreciate, invest, balanced, professional, recover*	Inaccurate use of *assure balanced, professional*
5	Eriko	Quite elaborate with some grammatical problems	*consume, due to, rely on, keep an eye on, stability*	Sufficient use; inappropriate use of *consume* and *stability*
6	Kiky	Ideas quite well developed with some informal style	*assure, appreciate, assume, dependable, consume, keep an eye on, rely on, encounter*	Wide range use of academic words; inappropriate use of *consume*
7	Lori	Good paragraph development, but no clear conclusion	*dedication, assure, professional, rely on, concentrate, dependable, encounter*	Sufficient use of academic words, except for the word *assure*
8	Rara	Well organized paragraph, opinion clearly expressed	*effective, rely on, assure, concentrate, professional*	Good of academic words, except for the word *assure*
9	Stefan	Good paragraph development but rather careless with form and mechanics	*dedication, assure, professional, keep an eye on, effectively, recover, rely on, invest*	Wide range use of academic words; incorrect form of *assure* and *dedication*
10	Tika	Ideas quite well-developed, with some grammatical problems	*assured, invest, balanced, research, concentrate, rely on*	Incorrect use of *assured* and *balanced*

Among the ten students, the most successful paragraph in terms of paragraph development and the accurate use of academic words is written by Rara. As usual, she is always careful in expressing her ideas in writing. The only word that she inaccurately used is *assure*, which is a transitive verb, but she wrote ‘*So, we have to assure that we can achieve the goals”*. It would be better if she used the word as an adjective, so the sentence becomes ‘*so we have to be assured that we can achieve the goals*”. The following is Rara’s whole paragraph.


ffectively ✓
e on

In my opinion, success is able to achieve my life's goals. Such as have a high score in an exam, get a job that I love. To achieve success, there should be some efforts. First, hardwork. This is the most effective effort, I guess. We have to be a hardwork person. Because if we fail, we have to try and try again until we can achieve what we want and it needs a hard-work. Second, we have to think about the goals. We have to make a clear goals and it's logical. We have to rely on our intelligence and our ability, we can't force ourself right? So, we have to assure that we can achieve the goals. Last but not least, sacrifice. Sometimes we need to sacrifice to achieve success. Either it's time, money, energy, etc. We sacrifice because we need to concentrate on our goals. So, that's my opinion about success. It's not easy, but that's what a professional person usually does.

The word *assure* is the most frequent word chosen by the students in their writing. It was chosen by 7 students; unfortunately, only one student used the word correctly as seen in the following sentences:

- *First, you must assure yourself that you can appreciate yourself…* (Kiky)
- *We have to assure that we can achieve our goa*l (Rara)
- *You have to assure that if you want to reach your success, you should sacrifice your family, friends or your private time* (Lori)
- *You must to assured your ability* (Tika)
- *You must be assure on your target* (Dika)
- *We must assure that we can be success* (Aldy)
- *To take a successful person we must assure to ourself…* (Stefan)

In terms of the number of academic words used, the students that can use the words beyond requirement are Kiky (9 words), Stefan (8 words), and Lori (7 words). It can be seen from the following paragraph:

"To be successful means you've achieved your life goals, cause success is a dream for everyone. What is life without success, right? So what does it take to be successful? First, you must assure yourself that you can appreciate yourself and you need to keep an eye on your behaviour. Don't behave bad. People will assume you're not dependable and bad person. And successful consume your time due to your busy schedule to become successful, and sometime people rely on time and luck to be successful, and when you encounter problems you need to face it like a man. Remember, failure is the beginning of success and you need experience to become success" (Kiky)

The paragraph above can be considered a successful one in using the targeted academic words, despite its being brief, the informal tone at the beginning, and the student's confusion of the word *successful* and *success*. Meanwhile, the next paragraph by Stefan is more well-developed although the first and second point seem to contradict each other. He also has problem with form, as he makes error in the word *assure* and *dedication*, and some other words in his sentences.

"To take a successful person, we must assure to ourself and we must dedication to our luck. First, trying to hardwork and sacrifice to get your goal or your achievement. Second, be a professional person and we can get a support by our family. Keep an eye on your job to be a successful person. Don't trying to hardwork because it can make you stress. Hang out with your friends but you must invest your time and you must learn something to get more experience. Finally you must get your activity effectively, because if you tired you will be not getting success. In brief, you must recover from your fail if you had fail don't rely on your fail and assure to your goal to get a successful person" (Stefan)

The paragraph written by Lori is also more elaborate, except there is no conclusion at the end of the paragraph. Adding about her personal goal only makes this paragraph lack of unity as this idea should be written in separate paragraph.

"In my opinion, success is like if you can achieve your goals and you can live happily of your dedication in whole life. To achieve success, there should be some efforts. First, hardworking is the one of important thing to reach success. If you working hard and professional, you can easily reach your success. Second is luck and opportunity. Luck and opportunity are also the important things. If you always working hard, but if there are no luck and opportunity, you cannot reach your success. Third is sacrifice. You have to assure that if you want to reach your success, you should sacrifice your family, friends, or your private time. Because you have to stay focus and concentrate on your success. The last thing is support from your relatives. Even if it's financial or

motivation. But you have to be *dependable**. You cannot always* *rely on* *them. My life goals are to be an interior designer that can work in a famous company and also can encounter* *professional* *famous interior designer around the world. And then I also want to stay and live in London, because I love that city so much, I love the buildings, and also the vintage vibes of London"* (Lori)

Other academic vocabulary which students choose to use are *balanced, professional, rely on,* and *keep an eye on.* These words are chosen by 4 students in their paragraph. However, some students do not use the correct form.

"In my opinion success is achieve your goal, have a good relationship, get a good job, healthy, and being happy. To achieve your goal or success, there should be some efforts. First, you must study hard or hard work, but don't push too hard. Stay *balance* *and do it* *effectively**. Second, to get a good job or great post on job, you must work with* *professional* *and you must keep your* *image* *good. Third, support. With support you can keep going, and make you happy. In brief, there are many ways to get success. For example you can* *invest* *your time and energy to get your goal. That's all.*" (Aqib)

In this paragraph it seems that the student meant to use the word *professional* as an adverb, not as a noun, so he wrote '*with professional'*, while the correct form should be *professionally*. This is commonly found in student writing as a result of L1 influence where in Indonesian language the word *dengan (= with)* is a way to use adverb, whereas in English adverb is simply made by adding 'ly' after an adjective.

The next paragraph also shows the incorrect form of *professional*. The student meant to put the word as a predicate of the sentence, but he forgot to apply the rule that 'be' should be added before an adjective. He also used the word *assure* and *balanced* incorrectly. *Balance* is a verb, while *balanced* is an adjective. Whereas, in the following paragraph *balanced* is meant to be used as a verb, but the student did not change the word into *balance.*

"What does it take to be successful? I think success is when you make your family proud and happy for you. First, if you want to be success, you must be *assure* *on your target. If you reach your target I think people will appreciate you. Second,* *invest.* *If you ask what I mean, I mean invest your time by study hard. Next is balanced. You must* *balanced* *your time study and hang out. If you study hard you can be frustrated. Don't push yourself too hard. Finally, you must* *professional* *in your work, study time. If you get a failure you must* *recover* *and try again until you reach your success*. (Dika)

Analyzing these results reminded me of Nation's statement that "being able to know a word means able to write it in correct spelling, able to construct it using the right word parts in their appropriate forms, able to produce the word to express the meaning, able to produce the word in different context to express the range of meaning, and able to produce the word that commonly occur with it (collocation)" (Rojas, 2008, p.28). The students in my HI -1 class are able to grasp the meaning, but some of them fail to produce the right form. The error made by the students in using academic words such as *assured, balanced,* or *professional* implies that the students need to be given more practice in constructing sentences using the right word form.

Conclusion

Referring back to the first research question about the impact of retrieve and recycle strategy on student academic vocabulary knowledge, it can be concluded that academic words that are recycled more often can stay longer in students' memory, and students are able to recall, retrieve, and use the words in their writing later on. After about 5 week interval the students can maximize the use of academic vocabulary they have learned from unit 1-3 of the *Q: Skills for Success* book in their opinion paragraph task. The results of their writing is overall satisfactory. The sentences in the paragraph flow quite smoothly and academic words inserted make the paragraph sound more formal, no longer colloquial.

As to the second research question whether the retrieve and recycle strategy help students use academic vocabulary appropriately and sufficiently in their writing, it can be claimed that there is sufficient use academic vocabulary. However, despite their effort in using academic words in their writing, it is evident that the students still have problem in using the words accurately. The inaccurate use of some academic words implies that students' weakness is in word form, not in meaning.

One word that most students still have difficulty in using is *assured*. In their writings most of the students mistakenly used the word *assure* for *assured*. It seem the students are not aware that *assure* is verb while *assured* is adjective. The students also do not know that *assure* is transitive verb that needs an object. In the reading text in unit 3 of *Q: Skills for Success*, the word *assured* is meant to be used as adjective, but I did not go into further detail to discuss about that in class. In the vocabulary exercise in the book, the students are only asked to find the word with similar meaning, and in the options the word *assured* is equivalent with *sure*. Then during sentenced creation task as well as paraphrasing exercise, I simply reminded the students that the meaning of *assured* is similar to *sure* or *certain*.

The limitation of this action research occurs because I did not give enough feedback and follow-up for the students especially on word form and derivation. In Academic Word List (AWL), the word *assure* is in sublist 9 and actually can be made into *assurance, assurances, assured, assuredly, assures,* and *assuring.* The students should have been taught more on the different use of *assure* and *assured, balance* and *balanced, dedicate* and *dedication*, or *expand* and expansion, so that the errors in the final task can be avoided. Another limitation is the final task of opinion paragraph is written on the spot, meaning that there is neither pre-writing activity such as outlining, nor post writing like revising and editing.

My final reflection is, having the right amount and suitable vocabulary is still a big challenge for every learner. As Rojas (2008) stated, “vocabulary acquisition is a continuum so there are always new demands to be fulfilled” (p.31). Considering that the students are still teenagers, it makes sense if they do not immediately grasp the whole idea of using academic words because they are abstract concepts which need long-term, continuous practice for retention. Planned vocabulary activities is indeed time consuming but it is worth applying in order to help students enhance their vocabulary.

Various techniques should be tried throughout higher intermediate levels, so by the time the students finish the highest level in LIA (HI-4), they will have ample academic vocabulary repertoire which they can use actively in oral and written communication. Vocabulary development is necessary even though the students are still in high school. It will be very beneficial later when students continue their study to higher education where they will find academic words in academic texts. If they can do more than just understanding reading text, but can also write academic text, it will be a plus point for them.

References

Alharthi, Thamer. “Role of Vocabulary Learning Strategies in EFL Learners’ Word Attrition.” *International Journal of English Language and Linguistics Research* Vol. 2 No.3, 2014: 13-28.

Antonacci, Patricia A, Catherine M. O’Callaghan, and Esther Berkowitz. *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*. California: SAGE Publication Inc., 2014.

Burns, Anne. *Doing Action Research in English Language Teaching*. New York: Routledge, 2010.

Freeman, Donald. *Doing Teacher Research: from Inquiry to Understanding*. Pacific Grove, Canada: Heinle & Heinle Publishers, 1998.

Finley, Todd. “8 Strategies for Teaching Academic Language”. Accessed 9 September 2015; available from http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley

Gramer, Margot F., and Colin S. Ward. *Q: Skills for Success.* Oxford: Oxford University Press

Nation, Paul. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2001.

Nation, Paul. “Vocabulary”. In D. Nunan. (ed.) *Practical English Language Teaching*. New York: McGraw Hill, 2003: 129-15

Nation, Paul. “Teaching Vocabulary.” *Asian EFL Journal* Vol. 7 no. 3, September 2005: 47-54

Robertson, Kristina. *Increasing Academic Language Knowledge for English Language Learner Success*. 2006. Accessed 9 September 2015; available from http://www.colorincolorado.org/article/13347/

Rojas, Monika M.F. “Exploring Vocabulary Acquisition Strategies for EFL Advanced Learners”. MA Thesis, SIT Graduate Institute Vermont, 2008

Santamaria ,Jenni Currie. *Q Skills for Success Reading and Writing Teacher’s Handbook*. Oxford: Oxford University Press, 2011

Sharpling, Gerard. “Academic vocabulary and academic word lists (AWL)”. Accessed 9 September 2015; available from http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/voc/academic_words/

Shen, Wei-Wei.“Current Trends of Vocabulary Teaching and Learning Strategies for EFL Setting.” *Feng Chia Journal of Humanities and Social Sciences* No.7, 2003:187-224.

Sibold, Claire. “Building English Language Learners’ Academic Vocabulary: Strategies and Tips.” *Multicultural Education*, 2011: 24-28

“Sublist Families of the Academic Word List”. Accessed 26 October 2015; available from http://www.victoria.ac.nz/lals/resources/academicwordlist/sublists.

Thornbury, Scott. *How to Teach Vocabulary*. Harlow: Pearson Education Limited, 2002.

“The Oxford 3000”. Accessed 18 October 2015; available from http://www.smartcom.vn/the_oxford_3000.pdf

Wang Ming-Tzu, Karen, and Paul Nation. ” Word meaning in Academic English: Homography in the Academic Word List.” *Applied Linguistics* Vol. 25 No. 3, 2004: 291-314.

Appendix 1

Complete the sentences using the words below:

spicy	**nutritious**	**wise**	**consume**	**mood**
mix	**concentrate**	**rely on**	**balanced**	**calories**

1. Because Jack didn’t study last night, he will ______ his friends during the tests.
2. I can’t ______ on my lesson because my little brother is crying loudly.
3. Foreigners might not be used to the taste of Padang food, which is very _______
4. We usually ask our grandfather for advice because he is a _____ man.
5. _______ food is very important for our health.
6. Oil and water don’t _____
7. Don’t try to talk to Jenny for the time being. She is still having a bad ______
8. Junk food has high ______ but less nutrition.
9. We should lead a _______ life. Manage our time between studying and having fun.
10. The children were taken to the hospital after they ______ food containing poison

Appendix 2

Direction: Complete the blank with the correct words. Use the first letter and the last letter as the clue

1. When you choose to sponsor a team, you can a________d that your company will grow financially and globally

2. Investments in the sports can bring companies huge p______t

3. Companies that invest in race teams show that they are powerful and d________e

4. Sponsoring a team will not only bring a company profit but also will improve the company i______e

5. Political s________y of a country will usually influence the economic condition

6. The company is planning an e__________n to Asian market by opening new branches in big cities in Asia.

Appendix 3

PARAPHRASING EXERCISE

Paraphrasing is rewriting a sentence in a different way but still has the same meaning. You may use different words that have the same meaning, or change the sentence patterns

Example:

1. Business, including banks, hotels, and telecommunication companies, invest tens of millions of dollars every year to *sponsor* race teams.

= Businesses such as banks, hotels, and telecommunication companies, spend a large amount of money to *support* race teams

2. Cars race around the track with company *logos* stuck to the doors, hood, and trunk, and people notice.

= While watching the race, people can see the company *symbols* which are stuck to the doors, hood, and trunk of race cars.

Exercise 1: Rewrite the sentences below by changing the italics words or changing the sentence pattern

1. Sponsoring a team will show the financial *stability* of your company, and also will improve your company's *image* as a business that is global minded.

=

2. According to experts, between 30 and 50 percent of youth sports injuries are *due to* overuse

=

3. Competitive athletes must have *dedication* because it takes a lot of time and hard work to be successful in sports.

=

Exercise 2: Rewrite the sentences below by using the words in brackets

1. The company will open a new branch in Malaysia (expansion)
2. Some students feel stressed because of too much schoolwork (demanding)
3. How can you be so sure about the result of the test? (assured)
4. As the oldest child, Nina is very responsible and helps her parents take care of her younger siblings (dependable)
5. Kevin is not permitted to play soccer before he gets better from his injury (recover)

Appendix 4

WRITING TASK

Write an opinion paragraph with the topic **“What does it take to be successful?**

Start you paragraph with a topic sentence, followed by supporting details, and end your paragraph with a concluding sentence. Include at least 5 words from the list below:

- assure/assured
- appreciate
- assume
- complex
- concentrate
- demonstrate
- dedication
- dependable
- distinguish
- encounter
- expansion
- estimate
- effective/effectively
- image
- invest
- occasionally
- professional
- recover
- research
- stability
- trend
- due to
- rely on
- keep an eye on

Optimizing Language Learning on EC-4A Students by Using Brain based Teaching Techniques

Rika Amelia
LBPP LIA Padang

Abstract

Children as the unique learning targets has some specialties which distinct them from teenagers and adults. In order to achieve the learning objectives determined before the teaching and learning process, teacher has to consider some characteristics of children as young learners. There are some important characteristics of children that need to be considered. First, children have abundance of focuses which make them have high curiosity. Next, children have short attention span as they cannot easily stay focus in the same thing for such a long period of time. Besides, they also have limited ability to process abstract input. As the consequence, teacher has to make some analogies of abstract concept into the concrete one as an attempt to enable the children to understand the concept.

Brain development is another issue that is closely related to teaching children. This is due to the fact that children ranged from 4-10 years old are still developing their brain system. Thus, Brain based teaching approach is designed to facilitate the brain development phase of the children. Teaching English to Children in this recent 21st century trends undeniably raise some problems. Based on brain based teaching approach, the children has to be facilitated with colorful media, input, pen, handwriting, and so on in order to enable the brain to understand the language input better. Brain also loves music. That's why teaching children has to deal with music, rhyme, or jazz chants.

Another thing that children love is movement in which it also accommodates the needs of kinesthetic children. These concepts of brain based teaching have been conducted generally by most of EC Class in LBPP LIA. However, there are still some problems dealing with this concept. Firstly, students tend to enjoy the Visual Audio Kinesthetic activities as games and commonly forget the essential pars of learning itself. As the matter of fact, some of children in EC class are eager to request what so they called 'games' to their teachers. Secondly, because they were born as 21st century children who are highly attained to gadget, it is pretty difficult for teacher to enable the students to get their attention during teaching and learning unless the teacher has made the deal not to use gadgets in the classroom at the beginning of the semester. Thirdly, as children have short spam memory, a lot of students of EC classes tend to fail to remember the vocabularies they've learned in a semester.

Brain based teaching might not solve all of the problems previously mentioned. However, there are several games in Brain-based teaching that could be used by the teachers in order to make teaching and learning process for children more meaningful, more fun, yet still useful to enable students to learn the lesson more fun and effective.

This Classroom Action research is aimed at Optimizing EC4A students' language learning by using Brain Based Teaching Techniques. The participants of this Classroom Action Research will be EC4A students registered in Term III 2015. The instruments used was daily quiz which will enable the researcher to see students' progress in learning. The quiz was in form of written quiz. There were 2 cycles of this Classroom action research to see the improvement of EC4A students' language learning. The improvement was seen based on students' score and grade to answer the Classroom Action Research questions. The data were analyzed to be further presented in written report of Classroom Action Research.

Background

Teaching language to young learners is obviously different from teaching language to adults and adolescents. As young learners have some characteristics other language learners don't have, it is important for teachers to notice the different concept of teaching young learners. The main point is young learners' enthusiasm. Young learners are more enthusiastic and lively as learners. They commonly want to please the teacher rather than their peer group. Most of the young learners will do any activity assigned by their teachers even when they don't quite understand why or how. However, it is important to give a meaningful task for young learners as well in order to promote meaningful learning activity. Differ from adults or adolescents who has longer span of attention, young learners can lose interest more quickly and are less able to keep themselves motivated on tasks they are working on. In other words, they can be easily distracted due to this short span of attention they have.

Young learners, those attending preschool and kindergarten, will normally have no personal reason for studying English. It is simply another subject that they have to study at school or that their parents have told them they need to learn. At this point in their lives, they may not know or comprehend how important these classes can be. They might view your classes as simply another fun daily activity and that is just fine. Even at this early age, you can encourage them to develop an interest in learning English which will stay with them long after they have finished your classes. Due to this considerations, teaching language to young learners and get their attention are the challenge faced by English teachers.

This is in line with the theories derived from Scott and Ytreberg (1990) who list down some characteristics of young learners. Firstly, they understand situations more quickly than they understand the language used. Secondly, they have understanding which comes through hands and eyes and ears. Thirdly, they have a very short attention and concentration span. Fourthly, young children have difficulty in distinguish fact and fiction. Lastly, young learners love to play, and learn best when they are enjoying themselves.

Due to those characteristics, young learners' teachers need to pay serious attention to some facts. Phillips (1993) states primary language teachers have a much wider responsibility than the ere teaching of language system. Moreover, young learners' teachers need to bear in their mind the education of the whole child when planning their teaching program. Moreover, she elaborates some suggested activities that work well with students. They are games and songs with actions, total physical response activities, tasks that involve coloring, cutting and sticking, simple activities, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value.

In relation with the previous explanation from Phillips, Read (2007) presents the concept of C-wheels in teaching children. The C-wheels concept elaborates eight principal segments showing a range of factors which contribute to create optimal conditions for children's language learning. The principles of teaching children based on C-wheels are Context, Connections, Coherence, Challenge, Curiosity, Care, Community, and creativity. These principles were adjusted with the curriculum, evaluation, teacher, methodology, materials, education and cultural context. Following is the illustration of C-Wheels:

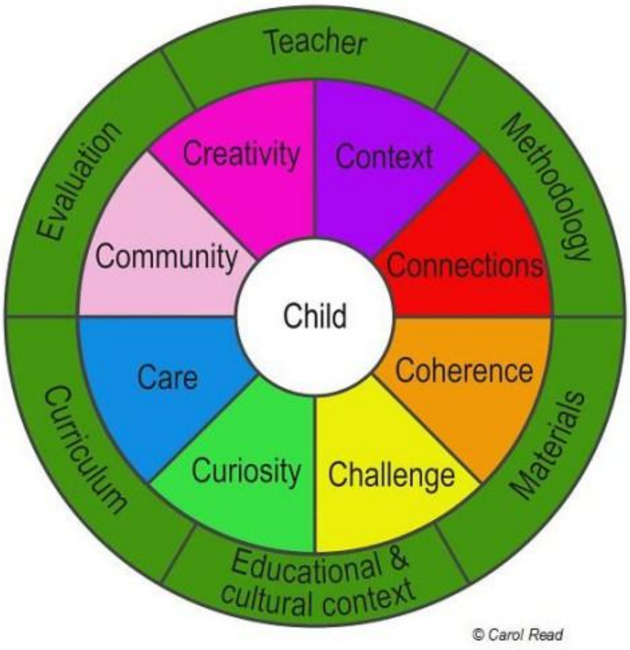

Teacher
Methodology
Materials
Educational & cultural context
Curriculum
Evaluation
Creativity
Context
Connections
Coherence
Challenge
Curiosity
Care
Community
Child
© Carol Read

Figure1.
The C-Wheel

Teaching English to *English for Children* level in LBPP LIA Padang is also a unique challenge for teachers in Padang branch. Based on the informal interview conducted to the students, who are categorized as young learners, they come to course just to follow their parents desire to enable their children to speak English. Some students enjoy the lesson as they like English and have no pressure from other course. However, some others feel bored as they take too many courses other than English, such as piano, violin, math, swimming, Quran, singing, and other courses their parents wish them to follow. As the result, this group of learners tend to come to English course looking for fun activity and getting addicted to the games offered by teachers without really care about the lesson. They are mostly characterized as easily distracted learners who has really short span of attention toward the lesson.

A number of attempts has been conducted by English teachers in LBPP LIA Padang to solve this problem and create fun and meaningful activities for the learners. In fact, teachers have applied bloom taxonomy to group the lesson along with task based on the level of difficulty. Moreover, teachers also use games to increase students' motivation in warming up phase. In addition, there are many other teaching technique as well as varied interesting media used by English teachers to create meaningful learning. However, there are still some problems occurred with the group of learners who are mainly discouraged due to the pressure they get from other courses. First, EC4A students in the researcher's class tend to be easily distracted as they are commonly from schools which have tight schedule from Monday up to Friday. Secondly, students get bored easily with regular activity and games. Thirdly, from teachers' point of view, it was seen that teachers tend to have lack of idea in keeping the students away from boredom. Due to these problems, researcher as class teacher tried to find a solution in bringing a new way of fun teaching. At the end, researcher found a number of strategies under the theory of brain based teaching approach.

Connell (2005) gives a basic description about brain based teaching concept. She states that learning is about making connections. Brain-based research demonstrates that in order for teachers to have the fullest impact on their students, they must connect with students on two separate but overlapping levels: academic (content at grade level) and emotional (effective interpersonal interactions).

Sprenger (2010) elaborates some experiences that need to be involved in learning process to develop the maximal use of brain. The experiences are multisensory input, rewards and motivation, memory, prior knowledge, from concrete to abstract concept, practice, stories, and computers and other forms of technology.

In more detailed way, Retzer and Jaeger (2015) explains more specified activities that can activate brain functions. They claimed that Inquiry learning and project-based learning are powerful essentially because they are brain based. There are some correlations between inquiry and brain-based learning. They are building of background knowledge, big ideas, and vocabulary of the discipline, tapping of prior knowledge and prior attitude, building strong real-world scenarios, making personal choices, investigating experientially, using multiple resources in many formats, coaching and feedback at point of need, making emotional connections, interacting socially, constructing meaning, focusing on connections, ongoing questioning, reflecting on metacognition, seeking and evaluating information, forging patterns, relationships, as well as building big ideas, wondering and curiosity that engages the learner

Brain based teaching approach is designed to facilitate the brain development phase of the children. Based on the concept of brain based teaching, students' brain is seen as a developed tool which is best suited with unique way of learning. In fact, the children have to be facilitated with colorful media, input, pen, handwriting, and so on in order to enable the brain to understand the language input better. Brain also loves music. That's why teaching children has to deal with music, rhyme, or jazz chants. Brain also loves movement. Thus, it is better for teachers to use brain gym as motivating strategy.

Due to this considerations, researcher thought that brain based teaching would be beneficial for teachers to develop more fun teaching way and minimize students' boredom in the classroom. This classroom action research is aimed at optimizing language learning in EC4A students through the use of Brain Based Teaching techniques

Methods

This research was conducted as Classroom Action Research. This Classroom Action Research was conducted in two cycles in term III of 2015. Each of the cycle was conducted during one lesson which was approximately 8 meetings. The first cycle was started when the second lesson begun. At the end of each session, students were assessed generally. The first lesson was lesson 2 "It's About Time" while the second lesson was "At the worlds' Table"

1. Cycle 1 (8 meetings)

Following are the activity done by the researchers in every session;
Session 1: Vocabulary of House Chores
Session 2: Reviewing Vocabulary of House Chores
Session 3: Reading about House Chores
Session 4: Presenting Simple Present Tense and frequency
Session 5: Talking about daily activities
Session 6: Read a passage about chores and free activities
Session 7: Listening and Story Telling
Session 8: Class project and Unit Test (Post Test)

a. Plan

1) Preparing the materials and media
2) Teaching procedures:
    a. Greet the students
    b. Check students' attendance
    c. Motivating students by using brain based game
    d. Teacher explain the materials
    e. Teacher gives students exercise which involved song, color, and movement

b. Action

1) R does the teaching and learning process
2) Looking at Ss attention
3) Checking on students' exercise
4) Making the classroom atmosphere better
5) Guiding the Ss to come to the lesson

c. Observation

CT observes on students' attention during learning process as well as students' score in doing the exercise on the book as well as extended exercise.

d. Reflection

a. R lists some of the important point of brain based teaching techniques application in language learning of EC4A students. The main important point was that the children was getting too excited on the brain activity which they regard as game
b. Making conclusions
c. Explaining the factors influenced the result of the test
d. Discussing the weaknesses found and how to overcome the problems and make revised plan for the next cycle. The strategies to overcome the aforementioned problem for the next cycle is by stating the agreement with the students.

2. **Cycle 2 (4 meetings)**

Following are the activity done by the researchers in every session;

a. Session 1: Vocabulary of Foods from around the world
b. Session 2: Reviewing Vocabulary food and introducing expressions of ordering food
c. Session 3: Reading passage about from around the world
d. Session 4: presenting would like, count/uncount along with some/any
e. Session 5: making order based on the menu
f. Session 6: Read a passage about food facts

g. Session 7: Listening and story telling
h. Session 8: Class project (simulation) and Unit Test

a. Plan

- Preparing the materials and pictures
- Planning to ‘insert’ brain based technique once in two main activities. It means, after doing two activities or exercise, students will be asked to join brain based activity to get their attention back.
- Preparing the teaching procedures as follow:
  a. Greet the students
  b. Check students’ attendance
  c. Motivating students to “listen and catch” games
  d. Teacher presents the vocabulary and target grammar
  e. Teacher gives fun brain based techniques once in 15 minutes to maintain students’ attention.

b. Action

1) R does the teaching and learning process
2) Looking at Ss attention
3) Checking Ss’ exercise
4) Making the classroom atmosphere better

c. Observation

Researcher observes on students’ performance and attitude towards learning process

d. Reflection

a. Researcher noted down some important points related to the techniques used
b. Making conclusions
c. Explaining the factors influenced the result of the test
d. Discussing the weaknesses found and how to overcome the problems and writing them down in reported report as well as presenting students’ performance during the two cycles.

Data Analysis

Before and after the cycles or the treatment was given, the data needed for this research was collected. The data of this research was students’ scores throughout the units. The data of students’ score were gathered from the unit test 1 which was regarded as pre-test and unit test 3 as the post-test Students’ score then will be converted into grading system. Following is the grade used as the score conversion.

Table 1.
Conversion of Students' Score

No.	Score	Predicate	Descriptions
1.	More than 4.2	A	Able to use English learnt at ease, orally and in written form
2.	3.6 - 4.1	B	Able to use English learnt at ease, orally and in written form. With some help from teachers
3.	2.5 – 3.5	C	Able to use English learnt orally and in written form, with help from teachers
4.	Less than 2.4	D	Still need efforts and much help from teachers to be able to use English learnt orally and in written form

After converting the students' score on pretest into grades, the data were presented in the form of the table as follow.

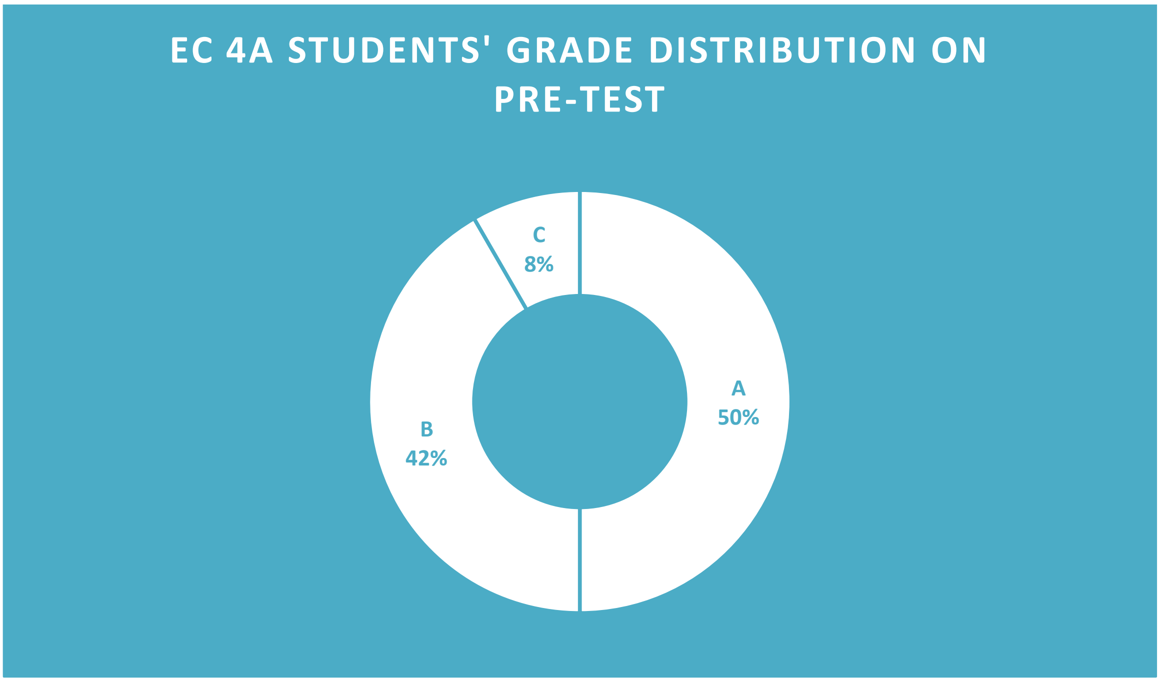
Table 2.
The Students' Score on Pre-Test

No.	Students Code	Score	Predicate
1	S01	4.4	A
2	S02	4.4	A
3	S03	4.3	A
4	S04	4.4	A
5	S05	3.8	B
6	S06	4.0	B
7	S07	3.9	B
8	S08	3.5	C
9	S09	3.6	B
10	S10	4.1	A
11	S11	4.1	A
12	S12	3.7	**B**
Average		4.0	

From the table it could be seen that from totally 12 students in EC4A students, there were 6 students who A as the predicate. It means that these six students could use English learnt at ease both orally and in written form. Meanwhile, there were 5 students who got predicate 'B'. It means these five students could use English learnt at ease but with some help from the teachers. Lastly, there was only one student who got predicate

‘C’ which means that this student was able to use English learnt orally and written but with the sufficient help from the teachers. The average score of the whole class was 4.0.

The aforementioned data of students’ score which were converted into grades can be visualized in the following graph. The graph is presented to better comprehend the previous data.



Graph 1. EC 4A Students' Grade Distribution on Pre-Test

From graph 1, it could be seen the percentages of students who got A, B , and C. The main percentage was 50% for students who got A. Meanwhile, 42% of the students got B. The rest 8% got C.

After conducting Unit Test Lesson 1 (Friends Old and New), the treatment of Brain Based Teaching Technique was given in two cycles. At the end of lesson 3 which was treated as cycle 2, Unit Test 3 was given as the Post Test for the students. The result of the post test can be seen in the following table.

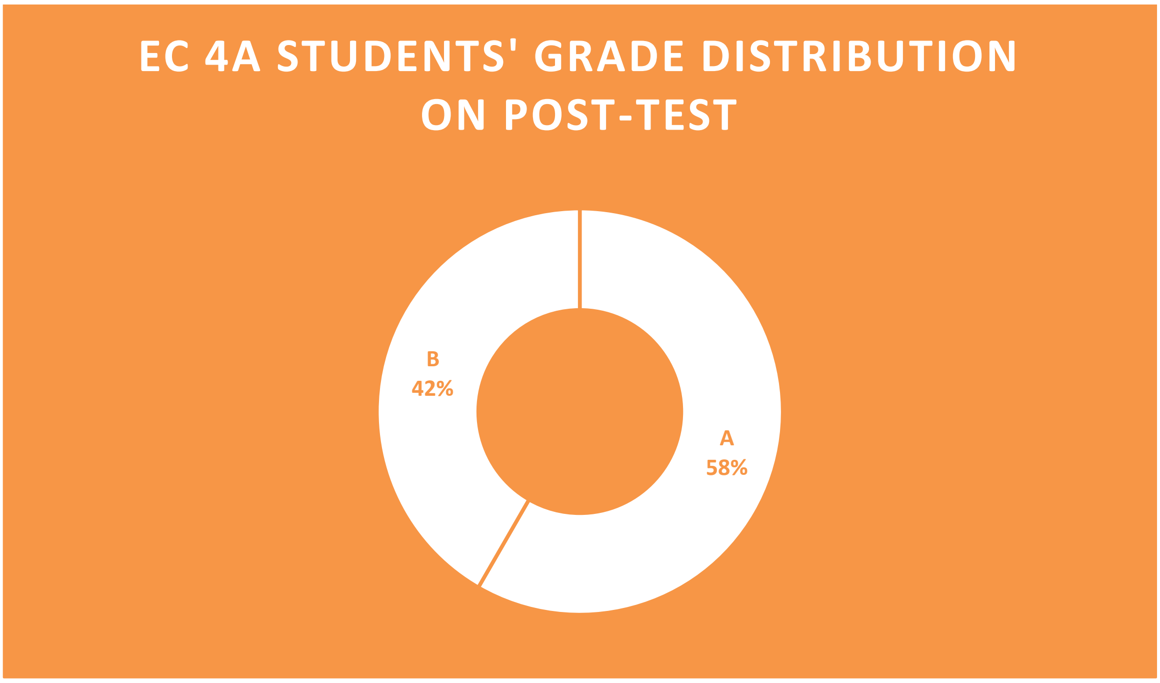
Table 4.
The Students’ Score on Post-Test

No	Students Code	Score	Predicate
1	S01	4.8	A
2	S02	4.8	A
3	S03	4.4	A
4	S04	4.8	A
5	S05	4.0	B

No	Students Code	Score	Predicate
6	S06	4.3	A
7	S07	4.1	B
8	S08	3.6	B
9	S09	3.8	B
10	S10	4.6	A
11	S11	5.0	A
12	S12	3.8	**B**
Average		4.3	

From table 4 it could be seen that from totally 12 students in EC4A students, there were 7 students who got A predicate ‘A’. It means that these seven students could use English learnt at ease both orally and in written form. Meanwhile, there were 5 students who got predicate ‘B’. It means these five students could use English learnt at ease but with some help from the teachers. Lastly, there was no student who got predicate ‘C’. Comparing to the data from pre test score, there were more students who got predicate ‘A’ while there was completely no student who got predicate C anymore. The average score of the whole class was increased from 4.0 to 4.3.

The aforementioned data of students score which were converted into grades can be visualized in the following graph. The graph is presented to better comprehend the previous data.



Graph 2. EC 4A Students' Grade Distribution on Post-Test

From graph 2 presented above, it could be implied that the students' score has increased quite significant. As the matter of fact, 58% of the students got A as their predicate on the post test. Meanwhile, the rest 42% got B on their post test result. The further explanation on the comparison between pre-test and post test is discussed in the next sections.

Result and Discussion

After analyzing the data, it was found that students score was increased individually. Meanwhile, in the classroom scope it was also found that the grade distribution was getting better compared to the data of the post test. The general data on the predicate distributions of pre-test compared to post test can be seen in the following chart.

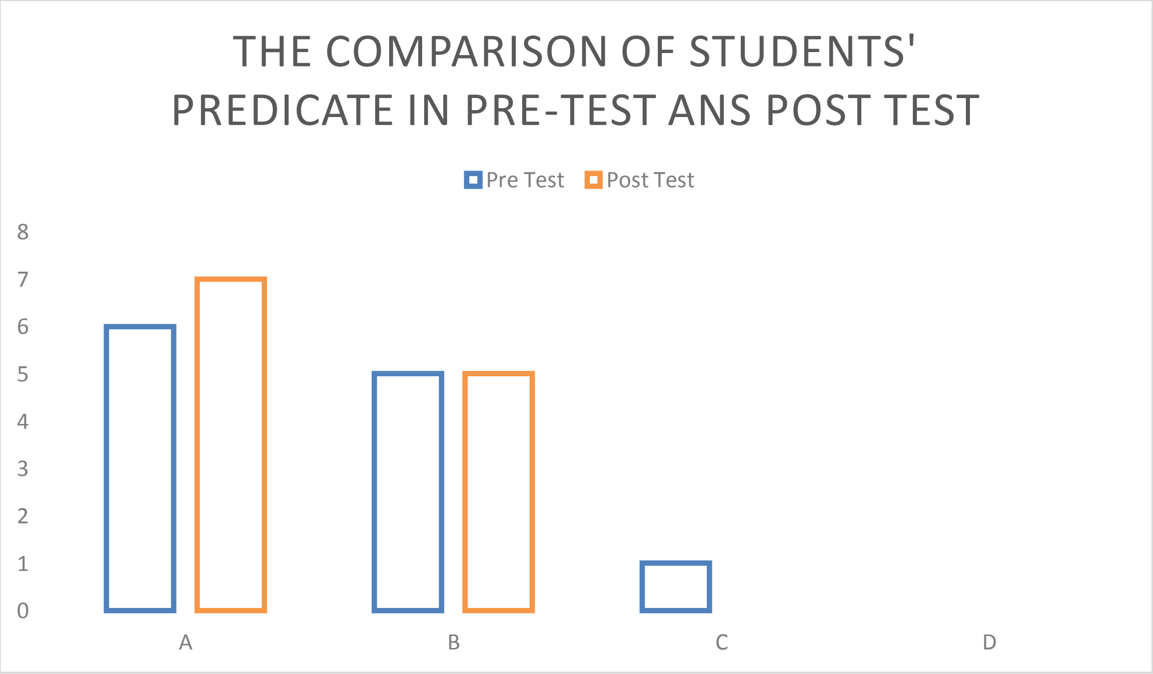
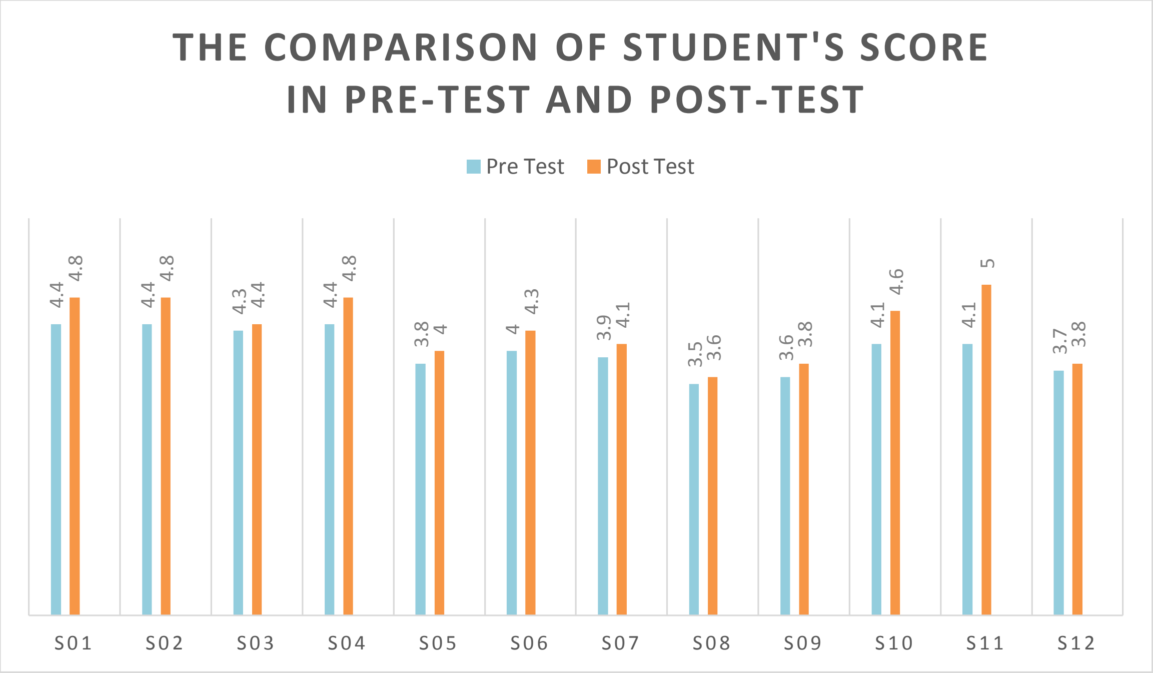


Figure 4. The Comparison of Students' Predicate in Pre Test and Post Test

From the previous graph, it can be explained that there were no students who got predicate 'D' both in pre-test and post-test. However, there was one students who got predicate 'C' on the pre-test but there was no single student who got C. In other words, the number of students who got predicate 'C' was decreased significantly. Meanwhile, the number of students who got predicate 'B' was static. There was no change on this predicate. The improvement was seen from the number of students who got predicate 'A' from the pre-test to the post test.

In more specific way, the improvement was also seen in the students' individual score from pre-test to post-test. The comparison data were presented in the following graph.



The previous graph displays that each of the students made improvement on their score before and after the treatment was given. It could be seen that the most significant improvement was performed by students 11. Meanwhile, the slightly improved student was student 12.

Based on these results, there are several main points that are necessarily important to be further discussed in this research. Firstly, it is proven that the use of brain based teaching techniques can be used to optimize the learning process in EC4A class. Secondly, it was also found that students' attention can be drawn more easily through the use of brain games and activities which involved song, color and movement in the middle of the learning process.

The first finding of the result was about the effectiveness of using brain based teaching techniques in English for children classroom. As the basic principals of brain based teaching is quite similar with the principles of teaching children, the application of brain based teaching perfectly suit the children's needs. This argument is in line with the research result conducted by Kiedinger (2011) who found that brain based learning could give improvement on elementary students' outcome. Specifically, she focused on reading outcome. Another related findings toward this research result was conducted by Ozden and Gultekin (2008). They had an experiment research about brain based learning. They found that there was a significant difference between the groups favoring brain-based learning. To wrap up, the use of brain based teaching can positively influence students' development in learning, especially children.

The fact that brain based teaching was beneficial in learning process is proven by knowing several usages of it. At the most, it facilitates young learners' needs. Then, as brain based teaching involves song, color, and movement, it can be served as a way to accommodate students’ learning style. This is supported by Bonnema (2009) who found that teachers’ responses relating to existing knowledge of brain learning were varied, but commonalities included the features of addressing multiple learning styles, varying instructional delivery methods, and emphasizing student to student interaction.

Besides improving students’ outcome in term of learning mastery, brain based teaching was also successful in getting the distracted students back into alpha zone (the brain zone in which brain is ready to absorb the information). Based on the researcher as well as teacher observation towards students’ attention, it was also found that students’ can be focused more after being given some brain-related activities. By having the brain ready to absorb the lesson, it will enable students to remember the input better than before. This is suitable with the statement from Roekel (2002) who stated that brain based learning strategies do not only encourage an intrinsic motivation for learning, but they aid children in stimulating brain activity that will help them remember and make connections in the future.

In a nutshell, the implementation of brain based teaching approach in the classroom was not originally the new things done by teachers. This approach just gives the scientific reason underlying the fun activities in the children classroom which is totally less traditional. It was also proven that the techniques under brain-based teaching concept can be modified into any language activities for children. Moreover, it is also effective in maximizing children learning outcome along with the attention drawn during the lesson.

Conclusion

Teaching English to young learners or children has been a challenging task to be done by almost every teacher. This is due to several factors. However, the most common problems deal with students’ attention. It is undeniable that children have very short attention span due to their brain development that won’t enable them to stay focus on the lesson for a very long time. It is their nature to get distracted easily. This challenge can be solved by providing the students with fun activities that can facilitate their boredom. One of the technique which can be used is brain based teaching technique. This technique was assumed to enable the students to stay focus on lesson in order to get better learning result. This research was done to see the implementation of brain based teaching techniques in teaching EC4A students. It was found that the teachers get better learning result after being treated with brain-based teaching technique. This technique was proven to be effective in increasing students learning result as well as maintaining students’ performance during the lesson. Due to the result of the classroom action research, it is suggested for teachers, especially those who deal with children, to maximize the students’ brain development by creating brain based teaching activities in the classroom. Moreover, it is also suggested for either teenagers or adult teachers to apply this as well in their classroom. However, the number and types of activities given during one sessions might be different. Next, these techniques can also be implemented to any other subjects other than English as brain based teaching approach is not specifically related to language teaching. In fact, this is the extended theory of Quantum Learning as basic learning theory.

References

Bonnema, Ted, R. 2009. Enhancing Student Learning with Brain-Based Research. (online). Retrieved from www.fileseric.ed.gov on December 2nd 2015 at 15:35

Connell, J. Diane, Ed. 2005. Brain based Strategies to Reach Every Learners. New York: Scholastic teaching Resources

Ozden, Muhammet and mehmet Gultekin. 2008. The Effect of Brain-based learning on Academic Achievement and Retention of Knowledge in Science Course. (online). Retrieved from www.esje.soutwestern.edu on December 2nd at 14.46.

Phillips, Sarah. 1993. Young Learners. Oxford: Oxford University Press.

Read, Carol. 2007. 500 Activities for the Primary Classroom. Oxford: Macmillan

Retzer, Mary Boyd and Paige Jaeger. 2015. Brain Based Learning Standards. California: Libraries Unlimited

Roekel, Brenda Van. 2002. Brain Based Learning: Implications for the Elementary Classroom. Master of Education Theses. Paper 72.

Scaddan, Michael A. 2009. 40 Engaging Brain Based Tools for the Classroom. California: Corwin Press.

Scott, Wendy A. Ytreberg, Lisbet H. 1990. Teaching English to Children Series. Editor: Neville Grant, Longman Keys to Language Teaching. Essex: Longman

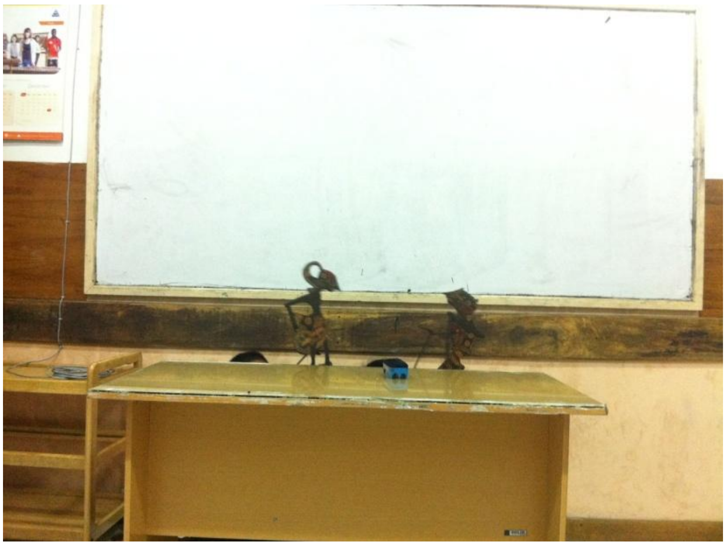
Sprenger, Marilee. 2010. Brain-Based Teaching in the Digital Era. Alexandria: ASCD

APPENDICES

APPENDIX 1

Students' Activities Photos

"catch the chicken" Concentration game



Story Telling Activity

A jar of
cookies

A glass
of milk

“Memorizing” game

7

Utilizing CARD Technique to Propagate Descriptive Writing of Elementary Adult 4 Learners of LIA Surakarta in the Year of 2015

Ahmad Dadang Pramusinta
LIA Surakarta

Abstract

The research began with problems of propagating ideas of writing self description andlack of micro skills such as a)vocabularies; b) grammar includes spelling and punctuation; and c) sentences in paragraphs. The research subject was twenty learners of Elementary Adult (EL) 4 LIA Surakarta at term III 2015. The solution was the teacher used CARD technique (Compose, Arrange, Revise, dan Display)with color cards media.The research data was gathered from September to November 2015 by field records, questionnaire, interview, colleagues opinion and reference.The results of both cycle 1 and 2showed that there werelearners' progress in expressing ideas, arranging sentences and paragraphs, and using correct grammar in terms of correct spelling and punctuation. The development in the learners'self description could be seen as the average score was always rising up. The mean from initial condition, cycle 1,and cycle 2 are increasing from 2,87 to 3,06.In the initial condition there were 10 learners who have not got minimum requirement scores yet.In cycle 2there were 17learners got scores more than the passing grade, 3,00.On the issue of developing ideas of describing self,there were 3 learners who could not work on them in writing. There were 7 learners who made mistakes in grammar and 8 persons were for spelling error and punctuation error.There were also one learners could notarrange paragraphs in good manner. All in all only 3 learners who still remained their progress of writing.

Key words: technique, propagate, descriptive, media

Background

When the researcher wished to teach writing skills, he found a surprising result. Of the 20 learners of ElementaryAdult (EL)4 class at term III 2015, many of them were confused what to write. Even at that time he offered a topic of describing self. The confusion was triggered by; 1) lack of ideas; 2) limited vocabulary; 3) incorrect grammar with spelling and punctuation mistakes; and 4) incapability to organize sentences into a paragraph. In brief, the problems are related with expressing ideas in writingand also skills to write them.

To overcame the problem, the first thing to do is to help them getting more ideas. Learnershave more ideas if they are closely related with theirselves. Therefore in describing theirselves, it starts with enriching vocabularies related to them. Then by revealing their hands line and choices of favorite colors, learners can come up easily with their own ideas. The next thing to do is to check out the chains of the vocabularies into sentences with regard to grammar and mechanic of writing. A ll these strategies are plunged into a teaching technique that will be fostering learners' ideas and developing their writing skills.

A teaching technique in regard with problems of ideas and skills of writing above is CARD (Compose, Arrange, Revise, and Display).In Compose step, learners are exposed to ideas of describing self through interactive powerpoint media. Then they choose colour cardsbased on their preference without being affected toaesthetic value. Next in Arrangestep, learners intepret the arranged colors referred to a book or internet sources. Theyarrange their description sentences into good paragraphs.After that inRevise step,learners revise sentences and paragraphs from grammar, spelling and punctuation mistakes. The revision is done using a gallery walk model. Last in step of Display, students finalizetheir drafts of their writing and show them to class.

This technique is considered effective asithelps learners reveal their description. So when talking about themselves, theyeasily find ideas and are able to put it in writing with familar vocabularies rather than presented with a topic that is not necessarily well understood. This method is applied easily as it follows steps of composing, arranging, revising, and displaying of writing. It enables learners to avoid grammatical mistakes includes mechanic of writing and organize words and sentences logically because learners write in four stages to make them perfect.

Thus, based on the problems above the aims of the research are:1) to describe how CARD technique foster the learners of Elementary Adult4 LIA Surakarta at term III in the year of 2015 to propagatemore ideasof writing in describing self; compose vocabularies to sentences; arrange sentences to paragraphs, and to revise grammatical, spelling, and punctuation mistakes; and 2) to develop paragraphs of describing physical appearance and personality trait into logical sequences.

The practical benefit of this study is the first for teachers, can try out this technique in class in accordance with the existing problems. The second for the learners, they get proper learning models to develop their writing skills and increasing learning achievements associated with self description. The third for the course, this research becomes a collection of intellectual property stored in the course library for the purpose of scientific discussions and teachers' workshops. While for the theoretical benefits, this research result is as one of a reference for other researchers to develop the techniques better.

Theoretical Framework

Nature of Writing Skills

Syafi'ie (1998: 45) argues writing is expressing ideas, opinions, feelings, wishes, and wants into writing. Not only that, Anneahira in Sri Mulyani (2012) adds it is to convey information to others. While according to Tarin (1986: 3) writing is a language skill that is used to communicate indirectly. Because it is not directly, then the ideas that thoughts or feelings are communicated to readers must be easy to understand.Quote to Keraf's (2004: 36),"writing must contain effective sentences that can give the same idea to the reader." So it can be concluded writing is an activity of conveying feelings, thoughts, and experiences to others using understandable sentences throughout paragraphs which are logically arranged.

In order to obtain good writing skills, it takes practice repeatedly. Tarin (1993: 1) confirms the skills can only be acquired and mastered by way of practice and a lot of practice. With a lot of practice the students become aware of what is wrong and what is right. Similar stated by Buryne in Pramusinta (2010: 36),"Skills can not be acquired instantly. They need to be trained and practiced anyway. They need process beginning from basic to advanced levels, from poor to excellent ones. "Practice makes perfect" is applicable in this way to produce consistent performance as skills refer to the ability to perform a task or activity consistently over period of time."

Hastuti (1997: 9) further said that good writing skill is the ability to express the form of written language by; 1) collecting ideas; 2) using vocabulary that is necessary, 3) arranging the phrase clearly and effectively; 4) fixing the writing techniques such as spelling and punctuation; and 5) arranging them in a logical paragraph. Bell and Burnaby in Nunan(1989:36)alsostatesthat:"Writing skill is a complex cognitive activity variables where the writer arranges the sentences which covers the content and structure of sentence, vocabulary, spelling, punctuation, word forming, arrangement and combination of sentences into coherent paragraphs."

Furthermore Estaire (1994: 16) sayswriting skills are divided into micro skills that include aspects of language and skills macro that includes communicative aspects. Micro skills as described Brown (2004: 221) are skills to: a) produce writing at an efficient rate of speed to suit the purpose; b) use acceptable grammatical systems, such as tense, agreement, pluralization, pattern and rules; c) express a particular meaning in different grammatical forms, d) produce graphemes and orthographic patterns of English; and e) produce an acceptable corewith appropriate use of words and word order patterns. "

Further Brown declared macro skills include:"... a) conveying links and connection between events, and Communicate such relations as the main idea, supporting ideas, new information, given information, generalization and exemplification; b) developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, c) using prewriting devices, writing the fluency in the first drafts, d) using paraphrases and synonyms, soliciting peer and instructor feedback, and e) using feedback for revising and editing. "

Teaching Writing Skills

Teaching is a mechanical skill that can be understood and learned through several stages. Tompkins (1994) and Ellis et al. (1989) outlines four stages of writing, namely drafting, repairing, editing, and publishing. While Mc Crimmon, (1983) arranging ranging from composing-drafting-revising-editing. These stages can be sorted into learning techniques, ranging from Compose, Arrange, Revise, and Display (CARD). At drafting (compose), learners are guided expressing ideas in designing the original writing. In step arrangement (Arrange), students rearrange the draft that has been prepared. Learners can ask for help teachers and classmates for help and consider the ideas put forward. In step repair and editing (Revise), learners are trained to improve the mechanical aspects (spelling, punctuation, word choice, and sentence structure) that is not in accordance with the rules of writing. In step publication (Display), learners showed writing to classmates to ask for input so they can share their writing to be perfect.

CARD teaching technique uses a humanistic approach as teachers teach human, not materials. Thus, learning will be more meaningful if the materials come from the learners or around themselves that have been recognized (personalized learning). Eggen and Kauchak (1996: 376) confirm; "Personalized learning is meaningful when it attempts to make-topics which are mentally or emotionally familiar". Research also shows that learners engagement and motivation are increased when the teacher teaches meaningful materials as it pertains to the learners'memory and life (Lemke, 1982).

Learning Media

Daryanto (2007: 4) defines the media as an intermediary for learning. Endah (2012: 23) also says that the media is a physical device that can present the message and stimulate students to learn. Haryanto (2006: 245) adds the media function is to clarify the presentation of the message in orderto be more concrete in the learners' perception. One kind of the media cheap, simple and not time-consuming is color cards. Color cards are created by dr. Luscher in helping patients identify themselves psychologically (Luscher, 1984. 17). The cards consist of eight colors namely blue (1), green (2), red ((3), yellow (4), purple (5), chocolate (6), black (7), and gray (8) . In the study, these cards can be used to describe themselves as combination of these colors give specific meaning of learners' personality and preference.

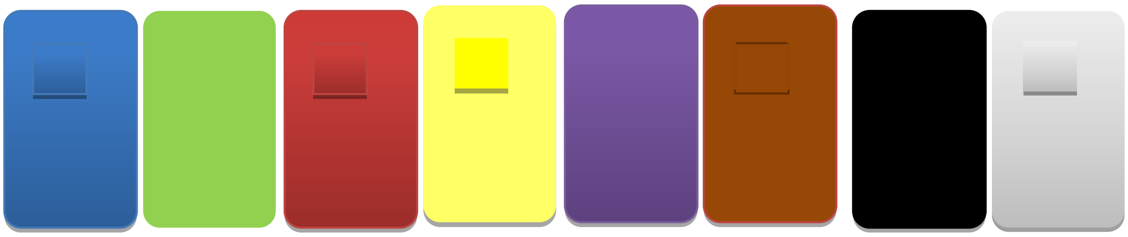


Figure 1: Card color as a medium of self-description writing

Conceptual Framework

Writing is the most difficult language skills which should be considered. Teaching it certainly requires more efforts than that had already existed at class. Teachers who only give the topic and give their learners assignments of writing seemthat they have already taught writing. But it is not entirely appropriate for leaving learners in a quandary because they have no idea or difficulties in writing related to language such as vocabulary, grammar, spelling and punctuation, and arrangement of logical sentences into a paragraph.

Those Learning problems in writing are then handled by the application of a teaching technique called CARD (Compose, Arrange, Revise, and Display). In step of Compose, students choose a favorite color without being affected favorite aesthetic value. Then they write the words related to them in terms of personality traits and preference. In step of Arrange, the learners were told to analyze their own preference of colors they choose to refer to the references from books or internets. Then they arrange the words ingood sentences. In step of Revise, learners correct spelling, grammar, and punctuation based input and correction from teachers. The final step is Display, shows the results of learners'writing to the teacher and the class. This technique utilizes the color card media in learning sourced from learners' selves (personalized learning). There are eight colors: blue with code 1, green with code 2, red with code 3, yellow with code 4, violet with code 5, brown with code 6, black with code 7, and grey is marked with number 8. After sequencing of colors ranging from the most up unfavorites, the learners then write the code that each of the two numbers marked +, x, =, and -. After that the learners look for themselves the meaning of a combination of two colors together in meanings reference both psychologically and physiologically.

Then they should arrange the initial idea of self-description by finding vocabulary, assemble them into sentences to form a logical paragraph. Once is enough, the result was shown as a model of a good and logical paragraphwriting. For more details can be seen from the following figure:

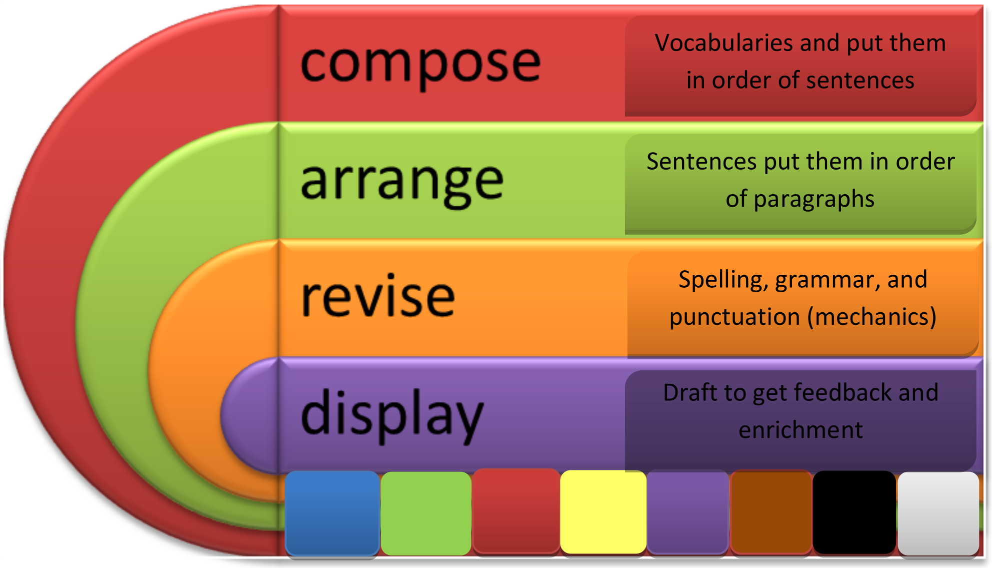

compose
Vocabularies and put them in order of sentences
arrange
Sentences put them in order of paragraphs
revise
Spelling, grammar, and punctuation (mechanics)
display
Draft to get feedback and enrichment

Figure 2. CARD Technique Steps in teaching writing

This technique makes the learners are actively involved in all stages of the writing starts from composing, arranging, revising and displaying. When determining the topic, there are a number of ideas that will be written. The idea is still in the form of vocabularies that when writing, learnersconnect these ideas into logical sentences. Then the sentences are logically linked to form paragraphs. Learners use the reference of meaning and internet resources to support writings and discuss with teachers and friends in order to fix their drafts well.

This technique is designed at early stages of action research i.e. the Plan stage to conduct a survey of needs. The second stage i.e. Observe is done by applying the survey results of learners' learning needs into teaching materials. Then it continuesto Actionstage by applying CARD techniques with color cards into classroom learningto gather feedbacks.Lastly, it is continued to Reflection stage to analyze the feedback for improvements in learning techniques and results of the study.

Data Analysis

The place of research conducted in LIA Surakarta that addresses at Bhayangkari street number 10 Surakarta. The researcher conduct the research at Elementary Adults 4 level at term III 2015 considering that at his class there is a lesson related to self description at lesson 8. It is easier for him to take up research data and is also saving in terms of time and cost. This research is a classroom action research conducted in two cycles which consists of four stages covering plan, action, observation and reflection as illustrated in the following illustration:

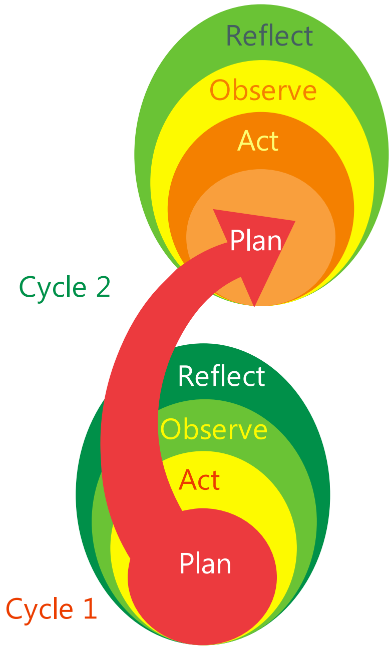


Figure 3. Stages in Class Action Research

Plan stage in the first cycle covers an interview with teacher colleagues whether thay have the same problems when teaching writing. Then it continues to do needs survey to learners in propagating their writing skills. After analyzing the learners' needs in learning to write, the next thing is to design a lesson plan with CARD techniques to overcome the problem of writing a self description. The technique was then poured in it; after that the researcher as a teacher prepares class tasks and activities, and finally develop instruments to test how far the learning outcome has been acquired to solve the writing problems.

Action stageincludes classroom teaching with a descriptive text material. Each classroom session lasts 2 x 55 minutes. The media used in the teaching technique is color card integrated in the interactive powerpoint. The course sessions are Friday to Saturday within 20 learners both males and females.

Observationstageis made during and after learning that in this case is carried out by the researcher as a classroom teacher. He asksone of his colleagueto fill the observation sheet after observing the learning. Documentation of photos were also taken during the lesson by his teacher's colleague.

Reflection stageis to evaluate the learning process in three ways. First, the researcher wants to uncover deficiencies learning techniques by analyzing test results at the end of the lesson. Second, he wants to get the learners' comments throughquestionnaires and interviews. Third, the researcherneeds his fellow teachers give his opinion about the implementation of the overall teaching techniques. All information obtained are then analyzed to enhance the learning technique in the second cycle.To conclude all activities in this classroom action research, it can be seen from the overall plan of the study presented below.

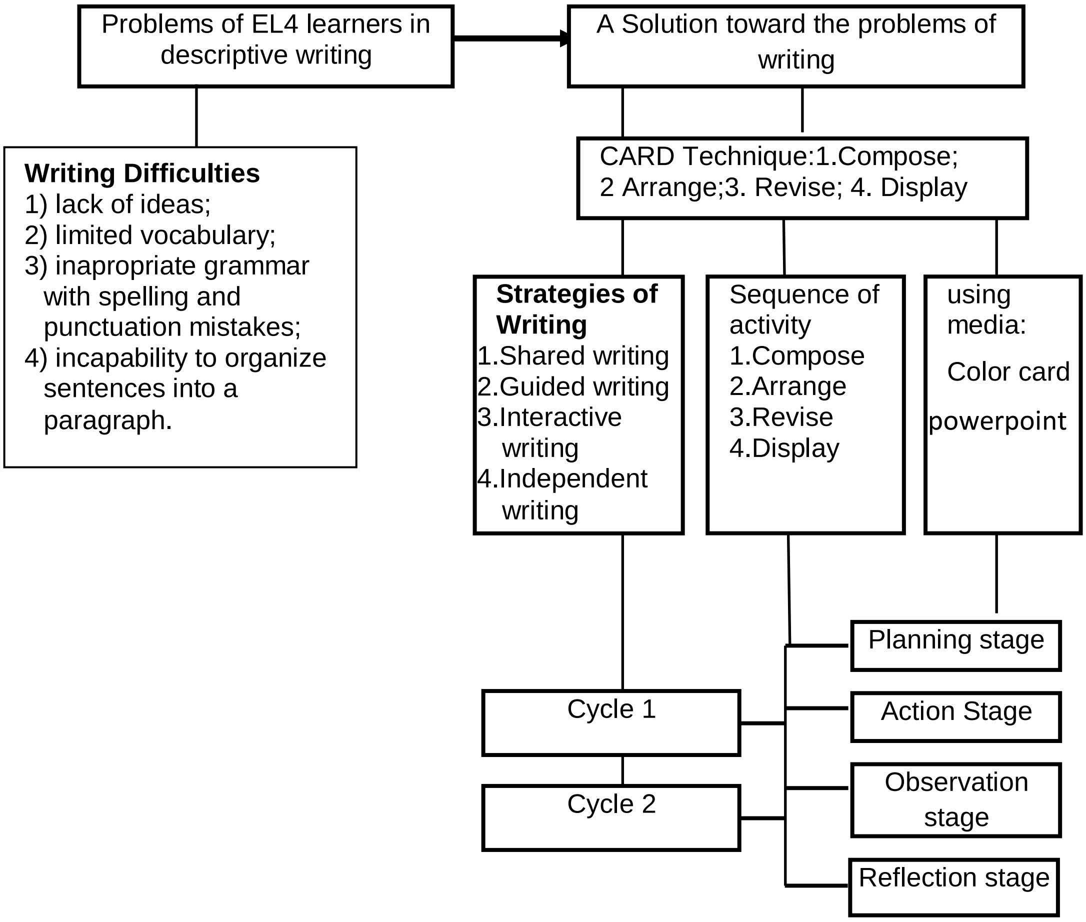

Problems of EL4 learners in descriptive writing
A Solution toward the problems of writing
Writing Difficulties
1) lack of ideas;
2) limited vocabulary;
3) inapropriate grammar with spelling and punctuation mistakes;
4) incapability to organize sentences into a paragraph.
CARD Technique:1.Compose; 2 Arrange;3. Revise; 4. Display
Strategies of Writing
1.Shared writing
2.Guided writing
3.Interactive writing
4.Independent writing
Sequence of activity
1.Compose
2.Arrange
3.Revise
4.Display
using media:
Color card
powerpoint
Planning stage
Action Stage
Observation stage
Reflection stage
Cycle 1
Cycle 2

Figure 4. Overall Plan of the Research

Techniques of Collecting the Data

There are two techniques of data collected from students, teachers, course documents, and teaching learning process. They are quantitative and qualitative data. Quantitative data are taken from questionnaire and tests achievements while qualitative data are field notes, teacher's diary writing, interview transcripts, lesson plan, and journal. In analyzing the data, the writer uses qualitative and quantitative analysis. The quantitative analysis is done at pre and post teaching–learning process whereas the qualitative analysis is done at whilst teaching and learning process.

The data analysis are taken from learners' writing achievements by using quantitative analysis. The researcher compares the mean scores of the cycle tests to find out whether or notthere is an improvement of the students' writing skill achievement before and after CARD Technique is applied. The researcher conducts the cycles test in form of a composition writing test.

A formula of mean score is proposed by Arikunto (2002: 38). The formulas of the mean score of the cycles test can be calculated with the formulas as follows:

$$M = \frac{\sum X}{N}$$

Where M means mean score; $\sum X$ means the total score; and N is the number of sample.

Analysis of Qualitative Data

In the pre-research, the in-depth interview technique is used for obtaining the data about problems in the writing class related to learners' skills. It started with interviewing a colleague whether he has the same problem in teaching writing. After all problems have been discussed, the researcher then formulates the main problems and solution that can be done by him.

After teaching observation, the findings are analyzed to reveal weaknesses of the teaching technique. It covers the writing skills of learners and classroom situation when the technique is applied. The result of analysis is used to construct the next cycles of the classroom action research.

In the cycles of the research, the analysis of qualitative data are done using constant comparative method as stated by Glaser and Strauss (1980: 105-113) and Moleong (1999: 210). The process is as follows:

a. Comparing incidents applicable to each category

While coding for a category, the researcher compares an incident with the previous ones in the same and different groups encoded in the same categories, includinglearners' writing skill.

b. Integrating categories and their properties

In this process, the researcher compares incidents with other incidents classified into the same category then compares them to the primitive versions of the rules (properties) describing the category. The researcher compares each data of the research from the pre research data to the implementation of action ones.

c. Delimiting the theory

The researcher develops findings and related them to the previous theories. Delimiting begins to occur at the level of the theory or construction because less modification is required as more and more data are processed.

d. Writing the theory

In this stage, the researcher constructs theories based on the result of the research findings. The construction of theories is better if those are suggested by the previous related ones. The writing theory relates to students' writing skill.

The steps of data collection and analysis in this action research could be seen as the table below:

Table 1. Research Data Collection and Analysis

Steps	Data Collection		Analysis		Target		Data	
	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative
Pre research	Questionnaire	a.Observation b.Interview	Descriptive statistics	Constant comparative method	Students	a. Teacher b. Colleague	Questionnaire report	a. Field notes b.Interview transcripts
Planing stage		Document analysis		Constant comparative method		Course documents		a.Lesson plan b. time table
Action stage		Direct observation		Constant comparative method		Students		Teacher's diary
Observation stage		Audio visual observation		Constant comparative method		Teacher &learners		a. Field notes b. Photo documents
Reflection stage	a. Learners' Portfolio test b.Questionnaire	Interview	Descriptive statistics	Constant comparative method	a. Students' test sheets b. Learners	Colleague	a.Test scores b.Questionaire reports	Colleague's comments
Post research		Document analysis		Constant comparative method		Teaching documents		Course documents: Final draft of lesson plan

Schedule of the Research

The research is carried out in three months at term IIIin the 2015 as follows:

Table 2. Research Schedule

	July 1-15	**July 16-30**	**Aug 1-15**	**Aug 16-31**	**Sep 1-15**	**Sep 16-30**
Preparing the instruments and arranging the letter of permission	√					
Doing interview and observation		√	√			
Testing out the technique to the EL4 term III				√	√	
Doing analysis the results					√	
Writing the complete research result for the findings						√

In preparing the test instrument used to measure how far the achievement of learners learning, a rubric score is made adapted from Brown (2004: 244-245).

Table 3. A Rubric Score for Writing Assessment

Component	**Score**				
	5	**4**	**3**	**2**	**1**
Ideas development (Compose)	Ideas are developed originally from learners selves	Ideas are developed originally from others	Ideas are developed from book sources	Ideas are developed from adopting others	Ideas are not developed well from learners
2. Sentence Arrangement in paragraph (Arrange)	All topic sentences, supporting details, and concluding sentences are arranged well	Only two of them (topic sentences, and supporting details) are arranged well	Only two of them (topic sentences and concluding sentences) are arranged well	Only one of them (either topic sentences, supporting details, or concluding sentences) is arranged well	None of them (topic sentences, supporting details, and concluding sentences) are arranged well
3. grammar	The use of correct	The incorrect use of one of	The incorrect use	The incorrect	The incorrect

Component	Score				
	5	4	3	2	1
, spelling and punctuation use (Revise)	grammar, spelling and punctuation	grammar, spelling and punctuation	of spelling and punctuation	use of grammar and spelling/ punctuation	use of all of grammar, spelling and punctuation
4 paragraphs development (Display)	More than three paragraphs written in a logical sequence	Develop three paragraphs written in a logical sequence	Develop two paragraphs written in a logical sequence	Develop one paragraph written in a logical sequence	Develop no paragraphs written in a logical sequence

Results and Discussion

In the initial conditions,the teacher allowedlearners to write a description of theirselves on the wishes, lacks and needs. Upon completion, learners were told fold the paper to be made into a paper plane. The plane was then flown tothe teacher. From the results obtained, the following was one student writing samples. As experienced by Ha (16 th), one of the learners of EL4class LIA Surakartawho hada grammar trouble as written as follows; " *I'm a person who has a full of factionate*,....". The word*have* supposedly refers to *I*, not *a person*. The next sentence that contains spelling errors and punctuation is," *i'm need a appreciated*. The word *a apreciated* supposedly is written *to be appreciated*. Another word which is not written properly is *i*which should be written in capital form *I*. Furthermore the sentence, " *i always to look like cheerful*. This sentence is derived from translating sentence like" *harus selalu kelihatan gembira"*. But due to lacks of vocabularies it is not written as "*I always have tobe like a cheerful person"*. Another trouble is organizing ideas logically through the following sentence," *i think i am an adore boy*. *I think i am friendly*. Repetition of words *i think* is not agood idea considering the word redundance. Supposedly it is written, "*I think I am an adore boy who is friendly (to others*)".

Moreover, when all writing works had been analyzed, the writing problemsof the 20learners of EL4 class in the topic of self-description were found as follows:

Table4. Results of EL4 Learners'Writing Problems

Score Range	**Numbers of problematic learners**	**Procentage**	**Expressing idea**	**Sentence arrange**	**Grammar spelling and punctuation**	**Paragraph development**
D(1,1-2,0)	5	25%	✗	✗	✗	✗
C(2,1-3,0)	7	35%	✓	✗	✗	✗
B(3,1-4,0)	5	25%	✓	✓	✗	✗
A (4,1-5,0)	3	15%	✓	✓	✓	✓
Average score		2,87				
Total of Learners	20					

Description of Cycle 1 and 2

Based on the description of the initial conditions, the researcher designed a study using the technique outlined in the lesson plan. In Compose step, each learners was asked to drag and drop about physical appearance through interactive power point point media.

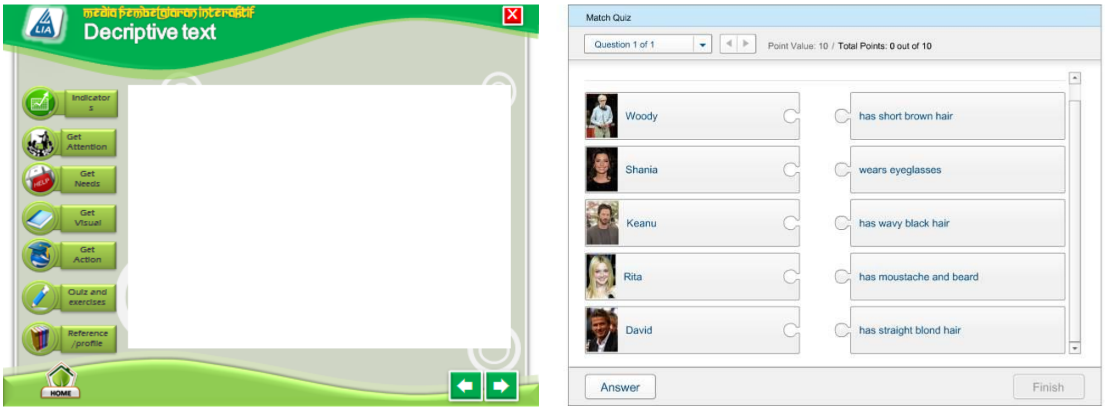
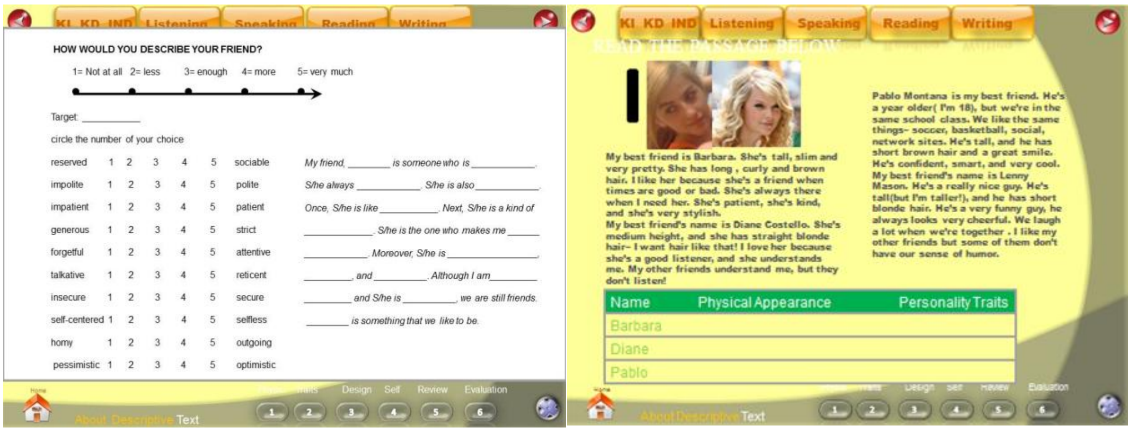

media pembelajaran interaktif
Decriptive text
LIA
Indicators
Get Attention
Get Needs
Get Visual
Get Action
Quiz and exercises
Reference /profile
HOME
Match Quiz
Question 1 of 1
Point Value: 10 / Total Points: 0 out of 10
Woody
Shania
Keanu
Rita
David
has short brown hair
wears eyeglasses
has wavy black hair
has moustache and beard
has straight blond hair
Answer
Finish

Figure 5. Slides of Drag and Drop Tasks

In Arrange step, the learners then arranged vocabularies related to physical appearance cued by pictures of famous people.The purpose was the learners made a good model of describing self. It could be seen like these slides below:



HOW WOULD YOU DESCRIBE YOUR FRIEND?

1= Not at all 2= less 3= enough 4= more 5= very much

Target: ___________

circle the number of your choice

reserved	1	2	3	4	5	sociable
impolite	1	2	3	4	5	polite
impatient	1	2	3	4	5	patient
generous	1	2	3	4	5	strict
forgetful	1	2	3	4	5	attentive
talkative	1	2	3	4	5	reticent
insecure	1	2	3	4	5	secure
self-centered	1	2	3	4	5	selfless
homy	1	2	3	4	5	outgoing
pessimistic	1	2	3	4	5	optimistic

My friend, ________ is someone who is ____________.
S/he always ____________. S/he is also ____________.
Once, S/he is like ___________. Next, S/he is a kind of
____________. S/he is the one who makes me ______
____________. Moreover, S/he is ________________,
_________, and __________. Although I am_________
_________ and S/he is __________, we are still friends.
________ is something that we like to be.

READ THE PASSAGE BELOW

My best friend is Barbara. She's tall, slim and very pretty. She has long , curly and brown hair. I like her because she's a friend when times are good or bad. She's always there when I need her. She's patient, she's kind, and she's very stylish.
My best friend's name is Diane Costello. She's medium height, and she has straight blonde hair– I want hair like that! I love her because she's a good listener, and she understands me. My other friends understand me, but they don't listen!

Pablo Montana is my best friend. He's a year older(I'm 18), but we're in the same school class. We like the same things– soccer, basketball, social, network sites. He's tall, and he has short brown hair and a great smile. He's confident, smart, and very cool. My best friend's name is Lenny Mason. He's a really nice guy. He's tall(but I'm taller!), and he has short blonde hair. He's a very funny guy, he always looks very cheerful. We laugh a lot when we're together . I like my other friends but some of them don't have our sense of humor.

Name	Physical Appearance	Personality Traits
Barbara		
Diane		
Pablo		

Figure 6. Slides of Description Writing Model

Then in Revisestep, each learners in groups displayed their output of writing on the wall of the class. They were given a red marker to mark grammar errors, blue markers for spelling errors, and green markers for punctuation errors made by other learners from different groups. This activity is also called the gallery walk.

In Display step, learners developed their writingn basedfrom error correction based on the input from teachers and classes. Then they finalize their draft, give decor and frames to be shown as their final result of their writing in class.

We concluded in cycle one that learners can not get ideas easiy. It needs a clear example in composing vocabulary into sentences. It needsmore strategies that make them instantly describe himself without having complicated ideas. Furthermorethe presence of media is necessary to help them expressing their ideas and paragraphs of writing referred to the model given. From the learners' average scores, it was obtained that the learners' average score was2,8 under minimum requirement score i.e, 3,00.

In cycle 2, atthe step of Compose, learning began with a look at theirright hands of the learners. They analyzed the fingers of theright hand whether straight or curved. For index finger related to self-assertion, the middle finger associated with knowledge, little finger associated with honesty and made no excuses. While the thumb closely linked with confidence. About their hand lines, they analyzed their life lines, head lines, and heart lines as they brought meaning of education, social life, and flirtation. in this activities, students were more enthusiastic as never experienced this before. After obtaining a sufficient vocabulary, students then formed groups. In the group they told each other about their self-description. After that they then string them into sentences to be delivered to another group.

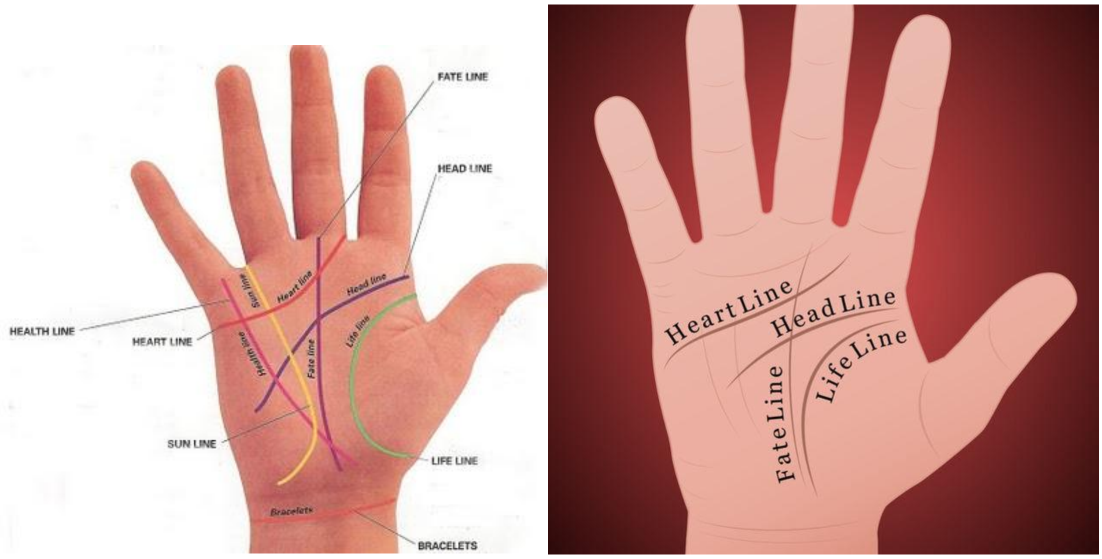
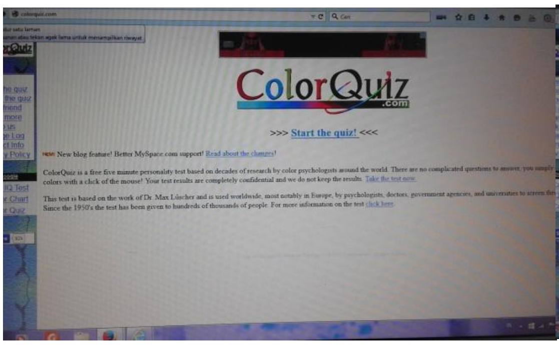

FATE LINE
HEAD LINE
HEALTH LINE
HEART LINE
SUN LINE
LIFE LINE
BRACELETS
Sun line
Heart line
Head line
Health line
Fate line
Life line
Bracelets
Heart Line
Head Line
Life Line
Fate Line

Figure 7. Pictures of Hand Line Reveal

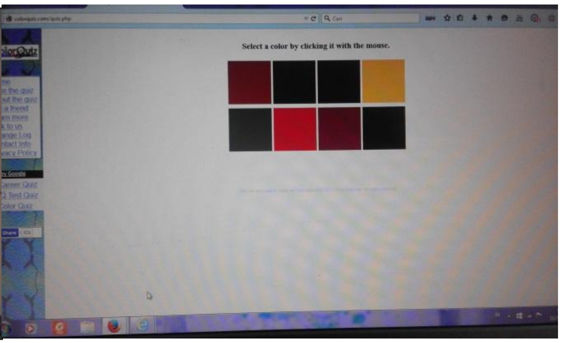
Learning then proceeded to step of Arrange.Learners arranged the cards ranging from the preferred color to unpreferred ones. Each pair of color marked +, x, =, -. For example a list of students' favorite colors ranging from blue, green, red, yellow, purple, black, and gray, then the symbol is written as: + 1 + 2, X3X4, = 5 = 6, and -7-8. The + signifies hope, mark x denotes the fact, the = sign symbolizes neutrality, and the sign - symbolizes the rejection. Students then referred to www.colorquiz.com or to the dr. Luscher's Color test book to get the implied meaning behind these signs.


colorquiz.com
ColorQuiz
.com
>>> Start the quiz! <<<

New blog feature! Better MySpace.com support! Read about the changes!

ColorQuiz is a free five minute personality test based on decades of research by color psychologists around the world. There are no complicated questions to answer, you simply colors with a click of the mouse! Your test results are completely confidential and we do not keep the results. Take the test now.

This test is based on the work of Dr. Max Lüscher and is used worldwide, most notably in Europe, by psychologists, doctors, government agencies, and universities to screen th
Since the 1950's the test has been given to hundreds of thousands of people. For more information on the test click here.


Select a color by clicking it with the mouse.

In step of Revise the paragraph description they had developedwas corrected within groups. To get more, the writing revision went onto the classroom wall so that other learners and teachercould correct them. Once is enough, they then render themselves to complete their final draft of description with pictures and images that can be read by friends.

In step of Display, the results of the writing can be uploaded on a blog for each student who has connected with other students in the class blogger.

Based on the results of the writing test, it can be construed that there is a growth of idea of the students from the pre-research, cycle one and two. For more details are as follows:

Score criteria	Pre condition	Percentage	Cycle 1	Percentage	Cycle 2	Percentage
5	7	35%	8	40%	8	40%
4	4	20%	4	20%	5	25%
3	8	40%	7	35%	6	30%
2	1	5%	1	5 %	1	5%
1	0	0%	0	0%	0	0%
Total of learners	20		20		20	

Table 5. Learners' Writing Skillson the Growth of Idea

The results showed the growth of the idea of writing self. In the initial condition, there were 1learner got an idea of writing which were developed from adopting others. There were 8 learners who got ideas just taken from internet resources. About 4 learners developed their ideas adapting from resources/ book. There were 7 learners were able to develop their description originally from their selves.

After phases of cycle 1 and 2, there were twolearners who did not develop their ideas from adopting othersanymore. They upgraded their work taking from internet resources and book resources. Only one student upgraded their skills from adopting to adapting ideas from internet resources. Further, one learner upgraded her skill from adapting ideas from resources to originally her hand writing. So it can be concluded that there is a growth of the idea of writing self-description from pre condition to cycle one and continues to cycle two.

Score criteria	**Pre condition**	**Percentage**	**Cycle 1**	**Percentage**	**Cycle 2**	**Percentage**
5	3	15%	4	20%	5	25%
4	5	25%	4	20%	3	15%
3	7	35%	8	40%	10	50%
2	4	20%	3	15%	2	10%
1	1	5%	0	0%	0	0%
Total of learners	20		20		20	

Table 6. Writing Skills on ArrangingSentences into Paragraphs

In the initial condition, there were1 learner could not arrange the topic sentence, supporting details, and concluding sentences well. 4learners could only write topic sentences well. there were 7 learners could link topic sentences with concluding sentences but missed on the supportingdetails. More, about 5 learners who could write write supporting details related to topic sentences. Last, There were 3 learners could arrange well from topic sentences, supporting details, as well as concluding sentences.

In pre condition, only one learner could not arrange well topic sentences, supporting details, and concluding sentences. After experiencing in cycle 1 and 2, there were no more learners on that problems. From 4 learners decreased to 2 learners who were being able to arrange one part of the structured paragraphs well. there were 10 learners coming from 7 ones who could link topic sentences with concluding sentences. There were two learners who got progress from being able to write topic sentences and supporting details became learners who were able to write all parts of paragraphs i.e. topic sentences, supporting details, and concluding sentences.

Score criteria	**Pre condition**	**Percentage**	**Cycle 1**	**Percentage**	**Cycle 2**	**Percentage**
5	0	0%	0	0%	1	5%
4	3	15 %	3	15%	2	10%
3	4	20%	4	20%	4	20%
2	6	30%	6	30%	7	35%
1	7	35%	7	35%	6	30%
Total of learners	20		20		20	

Table 7. Learners' Writing Skills in Grammar

The results showed the growth of grammar including spelling and punctuation as shown in this table. Prior to the study, there were 7learners who werenot correct in applying grammar in terms of a noun, a verb, and adjective, spelling and punctuation. There were 6 pupils were incorect for the use of grammar, four of them including spelling error and two of them on punctuation mistakes. There were 4 learners made mistakes on the use of incorrect spelling and punctuation. Three learners who made mistakes on punctuation. And none of learners who were correct at all aspect of grammar, spelling, and punctuation.

Up to cycle two, from seven learners who made errors in grammar, spelling, and punctuation, only one learner could make progress by revising spelling error so she still left mistakes on components of grammar and punctution. More over, from three learners who made mistakes either in grammar or punctuation, it became two learners and there was one student who could perfectly write description using correct grammar, spelling and punctuation.

Score criteria	Pre condition	Percentage	Cycle 1	Percentage	Cycle 2	Percentage
5	5	3%	5	6%	4	6%
4	7	36 %	9	36%	9	36%
3	7	58%	6	58%	7	58%
2	1	3%	0	0%	0	0%
1	0	0%	0	0%	0	0%
Total of learners	20		20		20	

Table 8. Paragraphs Development in Writing Skills

In the initial condition, there were one learner could only write one paragraph. There were seven learners wrote two paragraphs in a logical sequence and another 7 learners who could write more than two good paragraphs. Lastly, about 5 learners could write more than three paragraphs in a logical sequence.

In cycle one and two there were no morelearners wrote description in just one paragraph. At the cycle one there were two learners who were able to develop their writing from one to two paragraphs. Another two learners could upgrade their performance of writing more than two paragraphs. Unfortunately, one learner degradate from writing four paragraphs in a logical sequence became less than four ones as she ran out of time.

Score criteria	Pre condition	Percentage	Cycle 1	Percentage	Cycle 2	Percentage
D(1,1-2,0)	5	25%	3	15%	1	5%
C(2,1-3,0)	7	35%	8	40%	7	35%
B(3,1-4,0)	5	25%	7	35%	8	40%
A (4,1-5,0)	3	15%	3	15%	4	20%
Average score		2,87		2.94		3,06
Total of learners	20		20		20	

Table 9. Test Scores Writing in Pre Research, Cycle 1 and Cycle 2

The table above shows the mean score at baseline 2.87 is derived from the total value of repetition scores as much as in 57,4 and then divided 20 students. Whereas in cycle 1 the average score is 2. 94 is derived from the total number of scores is 58.8 divided by 20learners. The average score on the test in cycle two is 3.06 derived from the total score of 61,2 divided by 20 students. It can be concluded that thedevelopmental growth was in learning to write a self description because the average score always increases from cycle one and cycle two. In the initial condition of the study, there were 10 students who have not passed the minimum score e.g. 3,00. In the first cycle of 7learners have achieved more or same with minimum score. In cycle 2, 3 learners cannot reach the minimum requirement or more than it.

On the growth of the idea of writing a description of the learners, there are 3 learners who can not find his ideas in writing. At the beginning of the study, 7 learners make mistakes in phrasing. There are 7 learners make error in grammar and 8 ones wrong in spelling and punctuation. There is also one student who did not correct in laying out the logical paragraphs. But at the end of the study, of 20learners overall, just 3 learners who have not completed the the minimum requirement of writing score.

Conclusion

Based on the results of research, learning activities descriptive writing class of Elementary Adult 4 LIA Surakarta the technical teaching CARD (Compose, Arrange, Revise, and Display) capable of growing and developing writing skills demonstrated: 1) all learners are able to grow and develop ideas in writing a description of yourself; 2) all learners were able to organize sentences within paragraphs with proper use of signs, words, and sentences the right connector; 3) 20 learners were able to reduce errors of grammar, spelling and punctuation in writing sentences in a paragraph; and 4) there are not able to organize the descriptive paragraphs with logical. From the results of written tests, proven techniques use CARD with color card media can improve the learning achievement of cycle 1 at 2,94 and second cycle into 3,06.

References

Arikunto, Suharsimi. 2002**.** *Prosedur Penelitian*; *Suatu Pendekatan Praktek*. Jakarta; PT.Rineka Cipta.

Brown, H. Douglas. *Principles of Language Teaching and Learning.* New York: Pearson Education, 2004.

Daryanto. "Penggunaan Media Power Point untuk Meningkatkan Aktivitas dan Hasil Belajar Biologi bagi Siswa Klas X-7 SMAN 2 Pati Sem. 2 TA 2010/2011." *Jurnal Didaktika* no. 04/Th.IV/Juli 2012. P 46-56.

Eggen P. and Kauchak Don. *Educational Psychology: Windows on Classrooms.* 3rd Edition. New Jersey: Prentice –Hall Inc., 1996.

Estaire, Sheila. *Planning Classwork (A Task Based Approach)*. Glasgow: Heinemann ELT., 1994.

Glaser, Barney G. & Anselm L. Strauss. *The Discovery of Grounded Theory*. New York: Aldine Publishing Company, 1980.

Hastuti, Sri. *Konsep-Konsep Dasar Pengajaran Bahasa*. Yogyakarta.PT Mitra Gama Widya, 1997.

Keraf. G. *Komposisi*.Ende Flores Nusa Tenggara Timur: Nusa Indah, 1997.

Luscher, Max. *Tes warna Luscher*. Jakarta Pusat: Pt Indira, 1984.

Moleong Lexy, J. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya, 1999.

Nunan. D. *Understanding Language Classroom*. New Jersey: Prentice Hall International New Jersey, 1989.

Pramusinta, A.D. *Using A Four-Phase Technique to Improve the Students' Imaginative Writing Skills*. Unpublished Thesis. Surakarta: UNS,2010.

Sri Mulyani. "Peningkatan Kemampuan Menulis Paragraf Argumentasi Menggunakan Model Ilustrasi Pohon pada Siswa kelas X.3 SMA N 1 Majenang Sem. 2 TA 2010/2011". *Jurnal Didaktika* no. 04/Th.IV/Juli 2012.p.12-27.

Syafi'ie, I. *Retorika dalam Menulis* Jakarta: Depdikbud, 1988.

Tarigan.H.G. *Menulis sebagai suatu Ketrampilan Berbahasa*. Bandung Angkasa, 1987.

APPENDIX A: Learners' opinion Qustionnaire

Kuisioner Penilaian Siswa Terhadap Penerapan CARD Technique dalam Meningkatkan Ketrampilan Menulis Deskripsi Diri
di Kelas EL 4 term III Tahun 2015 Ruang 102, Hari Jumat-Sabtu, 16.15
LIA SURAKARTA

Lembar ini dimaksudkan untuk mengetahui seberapa jauh peningkatan ketrampilan menulis deskripsi diri siswa penerapan tehnik mengajar empat tahap (Compose, Arrange, Revise, Display) pada Kelas EL 4 term III Tahun 2015 Ruang 102, Hari Jumat-Sabtu, 16.15 LIA SURAKARTA
Nama Siswa/ Kode:................................/..................

Ketrampilan Menulis Deskriptif

1. Apakah menurut kamu (ganti nama), pengajaran menulis deskripsi diri yang disampaikan dan dilatihkan oleh guru dapat meningkatkan kemampuan menulis?
ya ☐ tidak ☐

2. Dibandingkan dengan pengajaran sebelumnya, apakah dengan tehnik pengajaran ketrampilan menulis deskripsi diri sekarang, kamu lebih dapat mengekspresikan ide cerita dengan mudah?
ya ☐ tidak ☐

3. Yang diawali dengan membuat judul deskripsi sendiri?
ya ☐ tidak ☐

4. Lalu menggambarkan karakter diri secara detail?
ya ☐ tidak ☐

5. Diikuti dengan menggambarkan harapan diri?
ya ☐ tidak ☐

6. Dan mengembangkan deskripsi kenyataan diri yang dihadapi?
ya ☐ tidak ☐

7. Diakhiri dengan menuliskan penolakan diri terhadap situasi yang dihadapi saat ini?
ya ☐ tidak ☐

8. Dibandingkan dengan pengajaran sebelumnya, apakah dengan tehnik pengajaran ketrampilan menulis deskriptif, kamu lebih dapat menggunakan gramatika, penulisaan ejaan kata, dan tanda baca dalam menuliskan deskripsi diri?
ya ☐ tidak ☐

9. Yakni penggunaan kata sifat untuk bertutur diri?
ya ☐ tidak ☐

10. Dan menggunakan kata benda dalam menuliskan deskripsi diri?
ya ☐ tidak ☐

11. Dibandingkan dengan pengajaran sebelumnya (di level sebelumnya), apakah dengan tehnik pengajaran ketrampilan menulis deskriptif, kamu lebih dapat menggunakan tanda baca dan ejaan penulisan kata?
ya ☐ tidak ☐

12. Maupun penggunaan koma dan titik?
ya ☐ tidak ☐

13. Dan juga penggunaan huruf kapital serta ejaan penulisan?
ya ☐ tidak ☐

14. Dibandingkan dengan pengajaran sebelumnya (di level sebelumnya), apakah dengan tehnik pengajaran ketrampilan menulis deskriptif, kamu lebih dapat mengorganisasikan unsur harapan, kenyataan, sikap netral, dan penolakan diri?
ya ☐ tidak ☐

15. Lalu menatanya satu persatu kedalam satu paragraf yang utuh?
ya ☐ tidak ☐

16. Ditandai dengan adanya tautan antar kalimat secara logis?
ya ☐ tidak ☐

17. Dibandingkan dengan pengajaran sebelumnya, apakah dengan tehnik pengajaran ketrampilan menulis deskripsi diri, kamu lebih dapat menuliskan ujaran, kalimat, dan pemilihan kata bergaya deksriptif?
ya ☐ tidak ☐

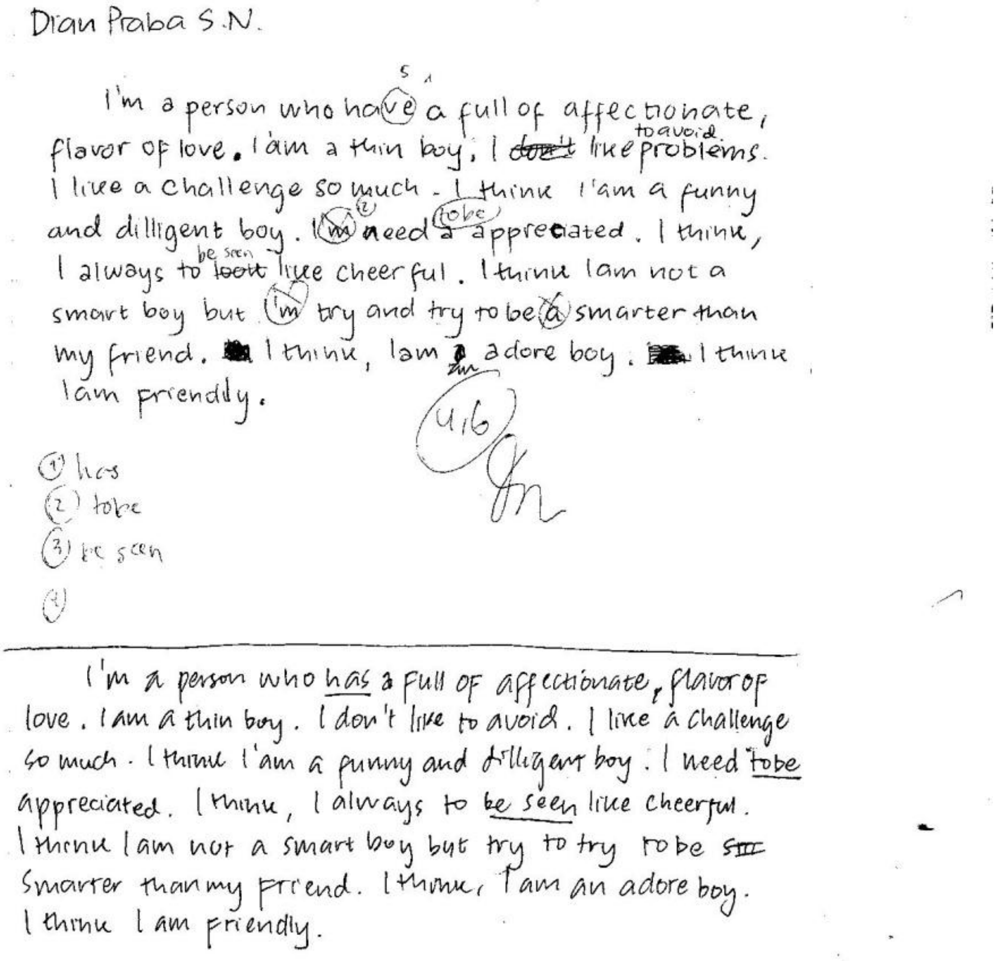
18. Mengekspresikan gaya ungkapan dalam menceritakan ciri fisik diri?
ya ☐ tidak ☐

19. Mengekspresikan kalimat dalam paragraf?
ya ☐ tidak ☐

20. Memilih kata-kata yang menggambarkan kecenderungan sikap?
ya ☐ tidak ☐

Terima kasih atas kesediaanya dalam menjawab kuisioner ini.
Peneliti

APPENDIX B: Learners' hand writing
Pre research



Dian Praba S.N.

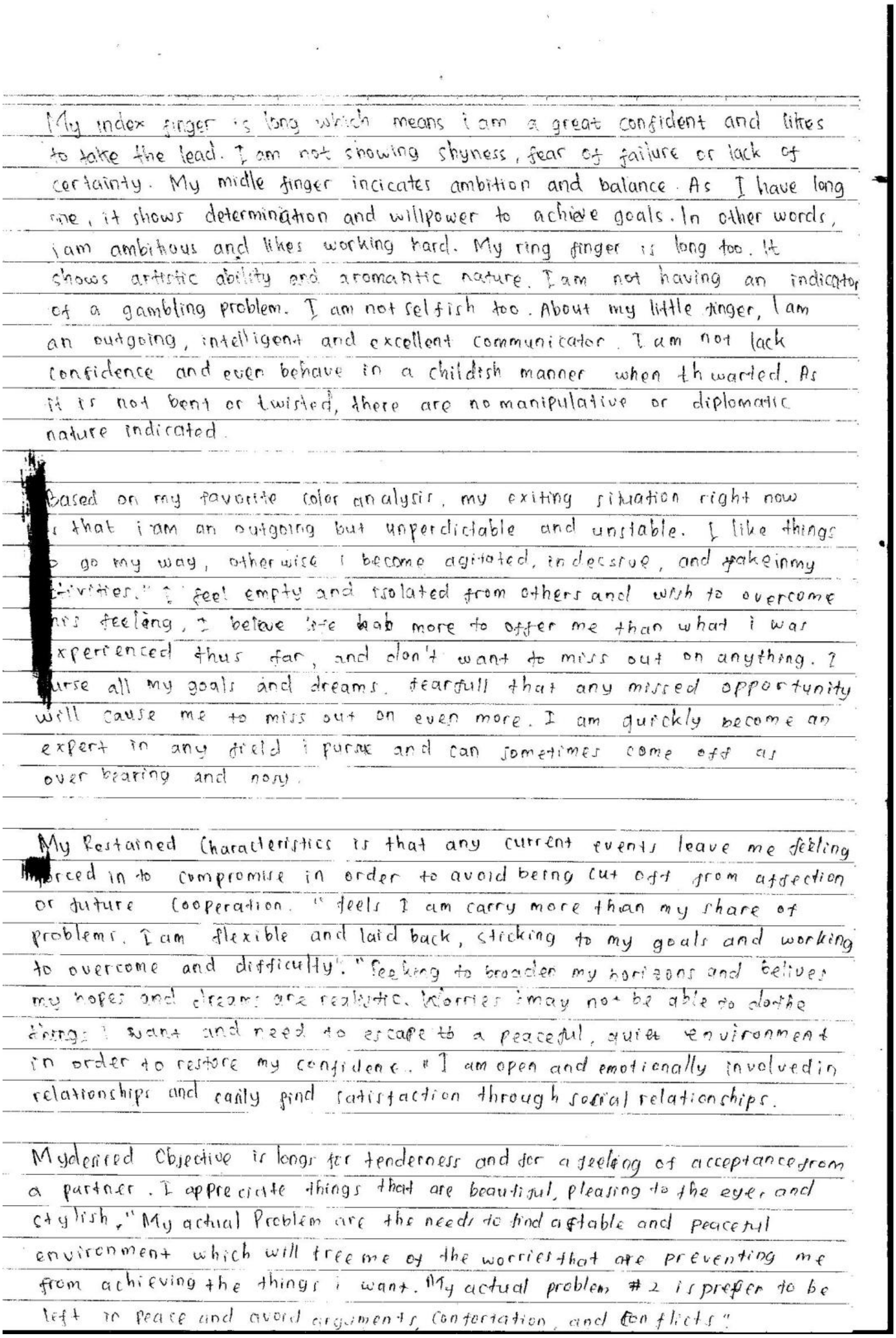
s
I'm a person who have a full of affectionate, flavor of love. I'am a thin boy, I ~~don't~~ like to avoid problems. I like a challenge so much. I think I'am a funny and dilligent boy. I'm need tobe a appreciated. I think, I always to be seen ~~look~~ like cheerful. I think Iam not a smart boy but I'm try and try to be a smarter than my friend. [illegible] I think, Iam a an adore boy. [illegible] I think Iam friendly.

4,6

① has
(2) tobe
(3) be seen
(4)

I'm a person who has a full of affectionate, flavor of love. I am a thin boy. I don't like to avoid. I like a challenge so much. I think I'am a funny and dilligent boy. I need tobe appreciated. I think, I always to be seen like cheerful. I think I am not a smart boy but try to try to be ~~sm~~ Smarter than my friend. I think, I am an adore boy. I think I am friendly.

Cycle 1



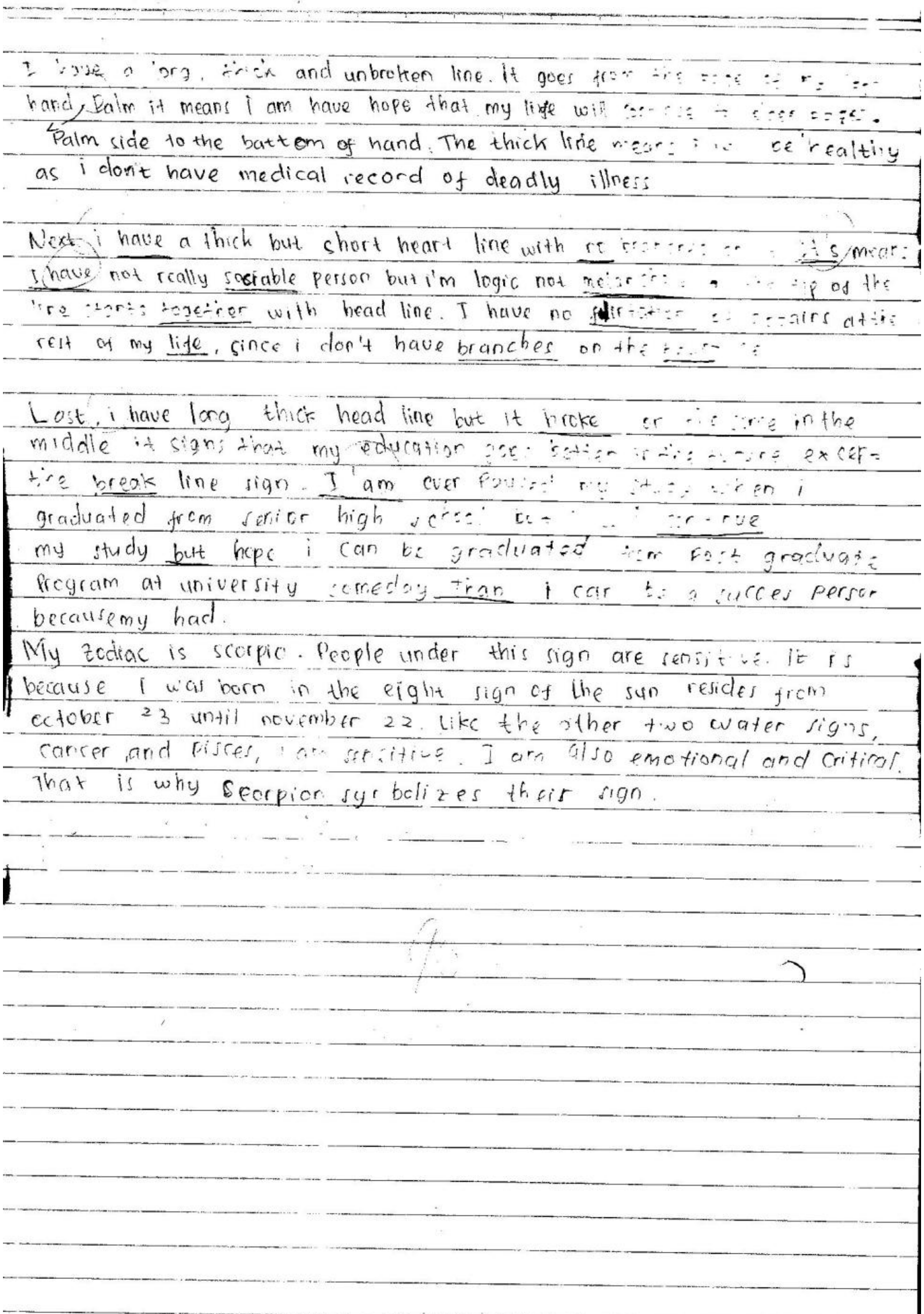
My index finger is long which means i am a great confident and likes to take the lead. I am not showing shyness, fear of failure or lack of certainty. My midle finger incicates ambition and balance. As I have long one, it shows determination and willpower to achieve goals. In other words, i am ambitious and likes working hard. My ring finger is long too. It shows artistic ability and aromantic nature. I am not having an indicator of a gambling problem. I am not selfish too. About my little finger, I am an outgoing, intelligent and excellent communicator. I am not lack confidence and even behave in a childish manner when thwarted. As it is not bent or twisted, there are no manipulative or diplomatic nature indicated.

Based on my favorite color analysis, my exiting situation right now s that i am an outgoing but unperdictable and unstable. I like things o go my way, otherwise i become agitated, indecsive, and fakeinmy tivities." I feel empty and isolated from others and wish to overcome his feeling, I beleve life hab more to offer me than what i was xperienced thus far, and don't want to miss out on anything. I ursue all my goals and dreams. fearfull that any missed opportunity will cause me to miss out on even more. I am quickly become an expert in any field i pursue and can sometimes come off as over bearing and nosy.

My Restained Characteristics is that any current events leave me feeling rced in to compromise in order to avoid being cut off from affection or future cooperation. " feels I am carry more than my share of problems. I am flexible and laid back, sticking to my goals and working to overcome and difficulty". "Seeking to broaden my horizons and belives my hopes and dreams are realistic. Worries i may not be able to do the things I want and need to escape to a peaceful, quiet environment in order to restore my confidence." I am open and emotionally involved in relationships and easily find satisfaction through social relationships.

My desired Objective is longs for tenderness and for a feeling of acceptance from a partner. I appreciate things that are beautiful, pleasing to the eye, and stylish." My actual Problem are the needs to find a stable and peaceful environment which will free me of the worries that are preventing me from achieving the things i want. My actual problem #2 is prefer to be left in peace and avoid arguments, confortation, and conflicts"

Cycle 2



I have a long, thick and unbroken line. It goes from the [illegible] of my [illegible] hand, Palm it means I am have hope that my life will [illegible] [illegible]. Palm side to the battom of hand. The thick line means [illegible] be realthy as i don't have medical record of deadly illness

Next, i have a thick but short heart line with no [illegible] it's mean: I have not really sociable person but i'm logic not [illegible] tip of the line starts together with head line. I have no [illegible] at the rest of my life, since i don't have branches on the [illegible]

Last, i have long thick head line but it broke or [illegible] in the middle it signs that my education [illegible] better in the future except the break line sign. I am ever [illegible] my study when i graduated from senior high school [illegible] continue my study but hope i can be graduated from Post graduate program at university someday than i can be a succes person because my had.

My zodiac is scorpio. People under this sign are sensitive. It is because I was born in the eight sign of the sun resides from october 23 until november 22. Like the other two water signs, cancer and pisces, I am sensitive. I am also emotional and critical. That is why Scorpion symbolizes their sign.

APPENDIX C

Day	: Friday Saturday	Term	: III
Class	: Elementary Adult 4	Year	: 2015

No	Student card. No	Learners' name	L / P	pre	cy.1	cy.2
1	10563	Dian Praba N	L	2.00	2.10	2.74
2	10811	Nadia	P	2.07	2.20	3.00
3	10588	Moch Habib	L	3.00	3.00	3.04
4	10582	Arya Bima Prajnatara	L	3.30	3.00	3.07
5	10589	Alif Dwi Gunawan	L	4.30	3.90	3.33
6	10648	Nabila Nur Farida	P	2.00	2.40	2.96
7	10651	Natasha F.K	P	2.30	2.60	3.15
8	10604	Rizka Aulia Putri	P	2.10	2.70	3.07
9	10652	Ahmad Yusril Mahendra	L	3.04	3.14	3.26
10	10636	Rifa Alifia D	P	2.00	2.86	2.76
11	10820	Galuh Annisa	P	3.00	3.04	3.15
12	10644	Amalia Diajeng Belinda	P	3.20	3.07	3.26
13	10823	Erna Candra P	P	2.20	2.94	3.15
14	10681	Faisal Effendi Putro	L	4.00	3.70	3.00
15	10694	Ferdinand Aryo Y	L	2.20	2.86	3.00
16	10696	Fevi Prasiwi	P	3.04	3.00	3.05
17	10660	Fitri Nur Aini	P	3.07	3.04	3.05
18	10701	Fitriana Nur Jannah	P	3.10	2.79	3.10
19	10737	Lida Hawiwika	P	4.00	4.02	3.05
20	10828	Lina Setyaningsih	P	3.30	2.89	3.00
		Average Score		2.86	2.96	3.06

Jumlah Peserta Didik	20
Batas Tuntas	3.00
Rata-rata kelas	3.06
Jml Tuntas Belajar	17
Jml Belum Tuntas Belajar	3
Daya Serap (…%)	85

8

Drilling with Flashcards; An Alternative Way to Enhance Students’ Speaking Skills

Diana Luspa
LBPP LIA Palembang

Abstract

Conversation class program in LBPP LIA prepares its students to enhance their speaking skills in simulated work setting. Unfortunately, students preferred to use common expressions learned. They tended to avoid the “not common expressions” or in other words the new expressions learned for many reasons. The aim of this class action research was to find out whether or not drilling with flashcards is effective to enhance students’ speaking skills. Based on the data analysis, the lowest score of the pretest was 9 and the highest score of the pretest was 41. Whereas, the lowest score of the posttest was 23. And, the highest score of the posttest was 45. In additional, the result of the pretest mean score was 17.00, and the result of the posttest mean score was 29.70. The mean difference was 0.002. It showed that there was an improvement indicated by the results of the posttest. Drilling students the expressions by using flashcards helps students to memorize new expressions that seem to be difficult for many reasons. Of course similar activities can be easily be developed by teachers to suit their needs and the students’ as well. It is hoped that this technique will be tried out by many teachers and found to be beneficial for both teachers and students. Drilling is generally not the most fun part of teaching of learning English but it is essential step when learning new material. Varying your approach can make it more enjoyable and encourage students to participate more fully.

Keywords: Drilling, flashcards, speaking skills.

Background

As English is the language used in international communication, mastering it has become imperative for societies and individuals who want to participate in the global market. With this consideration LBPP LIA has produced textbooks to meet the needs of learners, especially in Conversation in English class.

Fortunately, I have been teaching Conversation in English 4 level for several times. I got the chance again to teach Conversation in English class 4 again in term 3/2015. The textbook exposes the students with useful language functions and the necessary vocabulary and grammar to support the students’ fluency and accuracy. Unfortunately, by the end of the lessons, students just used the common expressions exposed. Most of them tried to avoid some new expressions learned. From the

observation, the students said that it was because some expressions are not commonly used, difficult to memorize, and difficult to say. Lamparello (2012) said that:
Memorizing new terms seems a difficult task for many reasons. In general, the brain tends to select the information that it receives, discarding what it considers unnecessary. Imagine remembering every single detail that enters your brain: you would remember thousands of words effortlessly, but would also be paying a terrible price: your brain would be constantly fighting against a permanent, unwanted and annoying interference of useless information. Fortunately, our brain works on its own rhythm and it "self-regulates" when it comes to organizing information. So, forgetting information is actually a good thing. The goal is to help the brain to remember the information that we consider important. Language learners want to remember as many words as possible and they often cannot. They come to the conclusion that they simply do not have a good memory and thus language learning is not for them. This is another myth that must be dispelled. Whatever its limitations, the brain possesses an extraordinary ability to learn and retain information**.** The secret is to how to really use it**.**

If you want to be able to use the language you learn, you need to practice pulling it out of your memory. One of the ways to practice remembering phrases is by using Flashcard.
Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. Therefore, I used flashcards to drill students as an effective way to enhance their speaking skills, especially in producing new expressions learned.

Methodology

The data collection methods used in this research was pretest, posttest. I did this study for 8 meetings. (As can be seen in table 1)

Table 1

N0	Meeting	Date	Activity
1	1	July 27, 2015	Lesson 2 (1st meeting): • Students learned to ask about positions and job responsibilities, describe positions and job responsibilities. • (In this meeting, I noticed that most students just produced the common expressions they already knew). • Drilling students by using flashcards was selected as one of the ways to enhance students' speaking skills.

N0	Meeting	Date	Activity
2	2	July 30,2015	Lesson2 (2nd meeting): • Teachers drilled the students the expressions learned by using flashcards. Example: • Students act out the situation given. • The expressions produced were used as the pretest as can be seen in the appendix, table 2
3	3	August 3, 2015	Lesson 3(1st meeting): • Teacher reviewed the expressions learned in lesson 2 by using flashcards. • Students learned to express disbelief, show sympathy, and give encouragement. • Teachers drilled the students the expressions learned in lesson 3 by using flashcards. • Students made dialog based on the cues.
4	4	August 6, 2015	Lesson 3(2nd meeting): • Teacher reviewed the expressions learned in lesson 3 by using flashcards. • Students act out the situation given. • Expressions produced in lesson 3 were used as pretest as can be seen in the appendix, table 3.
5	5	August 10, 2015	Lesson 4(1st meeting): • Teacher reviewed the expressions learned in lesson 3 by using flashcards. • Students learned to ask for and give advice. • Teachers drilled the students the expressions learned in lesson 4 by using flashcards. • Students made dialog based on the cues.
6	6	August 13, 2015	Lesson (2nd meeting): • Teacher reviewed the expressions learned in lesson 4 by using flashcards. • Students act out the situation given. • Expressions produced in lesson 4 were used as pretest as can be seen in the appendix, table 4.
7	7	Aug 2ust 20, 2015	• Mid test: written • Mid test: oral (sample 1-5) .The data gained was used as the posttest. See appendix, table

N0	Meeting	Date	Activity
			5. - The test items were taken from the textbook (review 1) and workbook.
8	8	August 24, 2015	- Mid test: Oral (sample 6-10).The data gained was used as the posttest. See appendix, table 5. - The test items were taken from the textbook (review 1) and workbook.

Results and Discussions

Based on the results of the data analyses, the followings is the interpretation to strengthen the value of the study. The interpretation covers: is drilling the students the expressions learned by using flashcards effective to enhance their speaking skills?

Based on the data analysis, the lowest score of the pretest was 9 and the highest score of the pretest was 41. Whereas, the lowest score of the posttest was 23. And, the highest score of the posttest was 45. In additional, the result of the pretest mean score was 17.00, and the result of the posttest mean score was 29.70. The mean difference was 0.002. It showed that there was an improvement indicated by the results of the posttest. In short, drilling the students by using flashcards significantly improves the students' speaking skills

Conclusion

Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class.

Drilling students the expressions by using flashcards helps students to memorize new expressions that seem to be difficult many reasons. Of course similar activities can be easily be developed by teachers to suit their needs and the students' as well. It is hoped that this technique will be tried out by many teachers and found to be beneficial for both teachers and students.

At the moment, most of the teachers of English are trying their best to make their students improve their speaking skills. Drilling is generally not the most fun part of teaching of learning English but it is essential step when learning new material. Varying your approach can make it more enjoyable and encourage students to participate more fully.

References

(Anonymous, 2012). How to memorize the phrases. Retrieved from http://www.phrasemix.com/blog/how-to-memorize-the-phrases

British Council. (2009). Using flash cards with young learners. Retrieved from http://www.teachingenglish.org.uk/article/using-flash-cards-young-learners

Lampariello, Luca. (2012). Forget it: the secret of remembering words. Retrieved from http://www.thepolyglotdream.com/forget-it-the-secret-of-remembering-words/

Pretest Raw Data

Lesson 2 : Who do you report to?

Objectives : Asking about and describing positions and job responsibilities

Table 2

Sample	**Expressions produced (with mistakes)**
1	1. I responsible for… 2. I must checking… 3. I responsible to
2	4. I am becoming editing director. 5. My responsible for produce the magazine. 6. I support by… 7. I am work in…
3	8. He is a public relation manager. 9. He is responsible to make relation to other people. 10. Their responsibilities are… 11. His main work is responsible for… 12. He is in public relation now.
4	13. He is a training manager. 14. What is her responsibility? 15. She is responsible to planning.. 16. He is the one of the key people in our company.
5	17. What is his job? 18. He works as a manager 19. What is his responsible for? 20. He responsible for his staff.
6	21. Where he works? 22. He is a marketing director in ABC Company. 23. What is he in charge ? 24. He in charge of promoting product.
7	25. What’s her position? 26. She is a secretary.

Sample	Expressions produced (with mistakes)
	27. What is her responsible? 28. She helps her boss.
8	29. I responsible to. 30. I am a supervisor. 31. I check my subordinates.
9	32. Are you work as a director? 33. I in charge of to lead my division. 34. I handle the project.
10	35. Do you responsible for sales? 36. I responsible for marketing. 37. Who helps you? 38. My team helps me.

Pretest Raw Data
Lesson 3 : I'm sorry to hear that.
Objectives : Expressing disbelief, showing sympathy, giving encouragement.
Table 3

Sample	Expression produced (with mistakes)
1	1. Everything ok? 2. I'm sorry to hear that. 3. Want to share? 4. Are you kidding? 5. Cheer up. 6. Thank you. I hope so.
2	7. You look terrible today. 8. Are you serious? 9. That's too bad. 10. Don't worry. 11. Thank you very much
3	12. You look terrible. 13. I'm sorry to hear that. 14. Want to share? 15. Oh, no. You can't be serious. 16. Don't worry. 17. You're such a support.
4	18. Is everything ok? 19. Cheer up. 20. You are an asset to your company
5	21. That's too bad.

Sample	Expression produced (with mistakes)
	22. Want to share? 23. Oh, no are you serious? 24. Don't worry. 25. You're such a support.
6	26. You look terrible. 27. I am sorry to hear that. 28. Want to share? 29. My goodness. 30. You are kidding. 31. I'm serious. 32. You'd better believe it. 33. Don't worry. 34. That's very kind of you. 35. Cheer up.
7	36. Really? Want to share? 37. That's too bad. 38. Don't give up.
8	39. Really? 40. Want to share? 41. Don't worry?
9	42. You look terrible. 43. You can't be serious. 44. You'd better believe it. 45. Cheer up.
10	46. What's wrong? 47. I'm sorry to hear that. 48. Want to share? 49. Are you kidding? 50. I'm serious. 51. Don't worry.

Pretest Raw Data
Lesson 4 : What should I do?
Objectives : Asking for and giving advice
Table 4

Sample	Expressions produced (with mistakes)
1	1. Is it ok for me if I don't wrap the gift? 2. If I were you, I wouldn't. 3. I think you'd better wrap the gift. 4. What should I address Indonesian people. 5. You should address them with Pak or Bu.

Sample	Expressions produced (with mistakes)
	6. I'll remember that. 7. What should I do if an Indonesian colleague gives me a give? 8. Yeah, Why not? 9. You'd better use the right hand to receive the gift and don't forget to say thank you. 10. What do you think if I receive the gift with both hands? 11. That's better than using one hand. 12. Don't open the gift in front of the giver. 13. Thanks for your advice. 14. Just let me know if you have any more questions.
2	15. Is it ok for me to wear dress? 16. Yes, it's ok. 17. But don't wear mini dress. 18. You should wear formal dress. 19. Is it ok for me to give a present for them? 20. What should I give them? 21. But don't forget to put the money in the envelope. 22. You can give them a gift like kitchen utensils, bed cover, or fan. 23. Should I wrap them? 24. You can wrap them with any color. 25. What should I do during the party? 26. You can just sit and follow the agenda. 27. Ok, I'll remember that. 28. Thank you very much for your information. 29. Ok. Just let me know if you have any more questions.
3	30. Can you suggest me about how to do business in Indonesia such as gift giving, addressing people, and giving and receiving things? 31. I suggest you buy a unique souvenir from your country and wrap it with gift paper. 32. You can call him "Bapak" for men and "Ibu" for women. 33. Ok, I'll remember that. 34. If you want to give something for them, we always give it with both hands. 35. How about if I receive things from them? 36. You need to receive it with both hands, too and don't open it in front of them.
4	37. Thank you very much for all information. 38. My pleasure.

Sample	Expressions produced (with mistakes)
	39. Just text me if you want to know another information in Indonesia. 40. I want to know about Indonesian business culture. 41. What do you want to know? 42. Is it ok for me to give something to my Indonesian business counterpart? 43. That's a great idea. 44. Indonesian people like to receive a gift very much. 45. What do you think I should buy for them? 46. I think you should give them something that can be useful for them. 47. Is it ok for me to wrap it with white paper? 48. It's better for you to wrap it with white paper? 49. I'll remember that. 50. Don't forget to use your right hand when you are giving or receiving something. 51. By the way, what should I address them? 52. You can address them with "Pak" or "Bu", It's like Mr and Mrs in western culture. 53. Is it ok for me to call them with the first name? 54. You can call them with their last name, too. 55. Is that all I have to know? 56. Well, that's simple.
5	57. What should I do according to Indonesian culture? 58. Should I give them flowers. 59. If I were you, I wouldn't. 60. It's better for you to give them angpao or money inside the envelope. 61. How much money should I give them? 62. Is it ok for me to wear casual cloth? 63. I think you'd better to wear formal cloth or batik. 64. Is that all I have to know? 65. Well, that's simple. 66. You'd better come on time so you can see traditional wedding culture. 67. I'll remember that.
6	68. What should I give her? 69. Can I give it directly to her? 70. In a wedding party, you just need to put the present on the reception table. 71. What should I address the groom and the other people

Sample	Expressions produced (with mistakes)
	there? 72. You can address someone older than you with Pak or Bu. It’s like Mr and Mrs in your culture. 73. Should I use it with last name or first name? 74. Ok, I’ll remember that. 75. Don’t forget to wrap the gift. 76. Give and receive the gift. 77. Don’t open the present in front of the giver. 78. Thank you. I’ll remember that.
7	79. How should I address people in your country? 80. Is it ok for me to call them with the first name like in Indonesia? 81. If I were you I wouldn’t. 82. You should use a term of address with the family or last name. 83. Oh, I’ll remember that. 84. Should I use right hand to point or receive something? 85. It’s ok for you to use your left hand to receive or give something. 86. Thank you. That’s all I need to know.
8	87. How should I address people in your country? 88. You shouldn’t use the first name in the first meeting. 89. Is it ok to use a term like Mr. and Mrs. In your culture? 90. You should call family or last name. 91. Ok, I’ll remember that. 92. You shouldn’t use the first name or nick name.
9	93. What should I do to call someone in your country? 94. You shouldn’t address them with their first name at the first meeting. 95. Is it ok to use Mr and Mrs with their first name at the first meeting? 96. You should address them with their family and last name. 97. Ok, I’ll remember that. 98. Can I use right hand to point at or receive something. 99. You can use the left hand to receive or give something.
10	100. How should I call people in your country 101. You shouldn’t use their first name at the first meeting. 102. Is it ok if I address someone with Mr and Mrs with the first name like in Indonesia? 103. You shouldn’t call them with their nick name. 104. Should I point at or receive something with right hand?

Sample	Expressions produced (with mistakes)
	105. You'd better tell them you're left handed.

POSTEST RAW DATA

Table 5

Sample	Lesson	Dialog with expressions learned
1	4 : Asking for and giving advice	A: Hi,Rexy. I wanna ask you about something. B: About what? A: Guess what? I am going to Japan to attend a business meeting. B: Congratulation. You've always wanted to go there. A: Thank you. But, I don't know what to expect. I was wondering if you could share something about your culture. What do you think I should wear for a business meeting? B: For a business meeting you should wear a formal attire. Don't wear jeans or T-shirt. A: Another thing I wanna know is gift giving. What should I give them? B: For gift giving, you should give them unique thing from your country just like Batik or Songket. A: Is it Ok for me to wrap it? B: Yes, you should wrap it with paper, but don't use white paper because it symbolizes death. A: Ok, forget about the white paper. B: Don't forget to not open it in front of them because it's impolite. A: Ok, thank you Rexy. I'll remember that. B: My pleasure.
2	3: Expressing disbelief, showing sympathy, giving encouragement	A: Hi, Luthfi. It's me Lessy. How are you doing? B: Hi, Lessy. I'm not good. A: How come? B: I'm in a big trouble. A: You can't be serious. B: you'd better believe it. A: Want to share? B: I think I lost the department money. A: That's too bad. By the way did you remember where did you see the envelope last time? B: I think I put it in my desk drawer.

Sample	Lesson	Dialog with expressions learned
		A: Did you lock your drawer? B: as I know I always lock my desk drawer but I don't remember. A: Have looked for it in other places? B: Yes, of course. I already looked it everywhere but I couldn't find it. A: Hey, don't give. I will help you if you need my help. B: Thanks. You're such a support. A: That's what friends are for.
3	2: Asking about and describing positions and job responsibilities	A: The party is great isn't it? B: Yes, it is. A: By the way, my name is Suari. What's your name? B: My name is Deanda. Nice to meet you. A: Nice to meet you too. B: Are you a new employee here? A: Yes, I am. B: Me, too. What's your position? A: I am the new manager of HRD. B: Oh, I see. What are you responsible for? A: I take care the recruitment of the new employee. How about you? B: I am in the marketing department. I help my manager to promote the new product. By the way, what's your previous job? A: I was a HRD staff in Pt. Pertamina B: What were you in charge of? A: I manage the recruitment of the new employee, too. But I follow my manager instruction. B: My goodness. I have a brother there. He has worked for five years. I think you know him. His name is Budi. A: You can't be serious. He is my best friend since we were in college. B: Wow. The world is so small isn't it? A: Yes, it is. By the way the party is going to start. We have to follow the agenda. B: ok. Let's have fun.
4	4: Asking for and giving advice	A: Hi, Sonia. I just got your voice message. By the way, what do you want to know?

Sample	Lesson	Dialog with expressions learned
		B: Hi, Silvi. I want to go to Japan next week for a business meeting. A: Oh, really? Glad to hear that. Finally, you have chance to visit my country. B: Thank you Silvi. By the way, I want to ask you about Japanese culture etiquette because I will attend for business meeting. So, what do you think? What should I wear? A: Since the men in Japan do not like if women are taller than them, so it's better for you no to wear high heel shoes. B: Ok, I'll remember that. And then, I am trying to bring something from Indonesia so is it ok for me to give a gift? A: Certainly. You can give them a gift. By the way, what do you want to give them? B: I want to give Batik. Should I wrap them or just put them in a bag? A: Batik wow that's great. You can wrap it but please don't use white paper as it symbolizes death. B: Oh, forget the white paper. If my colleague gives me a gift, should I use right hand or both hands? A: If someone gives you a gift It's better for you to use your both hands to take it and don't open the gift in front of the giver. B: ok Silvi. Thank you for your advice. A: Don't mention it.
5	3: Expressing disbelief, showing sympathy, giving encouragement	A: Hi, How are you? B: Hi, Ade. How are you? I am fine thank you already heard that some employees plan to quit. A: I already heard about that. I think it's just a grapevine. By the way, do you know why the reason they plan to quit from the company. B: No, I don't know. But I think it's because the company's going to bankrupt. A: Oh, it can't be serious. So what should we do now? B: Don't worry, Nina. You are the asset for this company. It will be their lost if they let go of you. A: So, what am I supposed to do to keep my present job?

Sample	Lesson	Dialog with expressions learned
		B: yeah, I think you should work harder and improve your performance. A: If you were me, what should you do to improve your performance? B: If I were you I would learn a new skill so the company will think you ar worth for them. A: Thank you Ade. You are such a support for me. B: Yeah, you're welcome Nina. That's what friends are for.
6	2: Asking about and describing positions and job responsibilities	A: Excuse me, Sir. Would you mind if I sit beside you? B: Sure. My pleasure. A: Oh, thank you. By the way, My name is Ridho fernanda. Just call me Ridho B: Nice to meet you Ridho. I'm Arief Dharmawan. You can call me Arief. A: Are you a new employee in this company? B: Yes. How do you know I am a new employee in this company? A: Because I just meet you now since I work here. B: Oh yeah. This is my first day. By the way, how long have you been working in this company? A: Oh, this is your first day. That's why I just meet you now. I've been working here for two months and what's your position in your company? B: I am a new manager in this company. I am in the production department. A: That's a good position. And what are you responsible for? B: I takes care of quality control of products. By the way, What's your position? A: I am a manager in electrical department. B: So, what are you in charge of? A: I handle for our electrical installation in that company. B: Oh, that's a good job. A: Yes, where do you work previously, arief? B: I worked in ABC company for three years. A: What are you in charge of in ABC company?
7	3: Expressing disbelief, showing	A: Hey, What's up? B: I'm ok.

Sample	Lesson	Dialog with expressions learned
	sympathy, giving encouragement.	A: No, you're not ok anyway. Why are you look so terrible? B: Well, you're right. I'm in a big trouble. I can't solve it by myself. A: That's too bad. What's your problem? B: I have lost the department money. My boss wants the money right now. A: Good grief. Do you remember the last time you saw the envelope? B: I put the envelope in my desk drawer but when I come back to check it, I cannot find the money. A: have you locked the drawer? B: That's my problem. I don't remember. A: Don't give up. Maybe, you put your envelope in another place. B: I have searched it in another place but I can't find it. A: Hey, cheer up. I am here if you need a help. B: Thank you. You're such a support. A: I keep my fingers crossed.
8	4: Asking for and giving advice	A: Hi, Anggun. I've got your voice message. How are you? B: Hi, Deta. I'm a little bit nervous actually. How about you? A: I'm fine. So, what's that important thing you wanna share? B: Guess what? In September, I'm going to your country. A: You must be kidding me. B: You'd better believe it. But, unfortunately it's not for holiday. It's for a business trip. A: Oh, it was a great news Anggun. Please accept my congratulations. B: thank you Deta. But, I'm a little bit confused. I need some advise. What do you think I should wear for that meeting?? A: Formal attire is recommended I think. B: How about shoes? May I wear high heels? A: If I were you I wouldn't. It's better for you to use low heeled shoes to avoid women over men. B: Oh, that's too bad. I think I should buy some flat

Sample	Lesson	Dialog with expressions learned
		shoes. And is it ok for me to give present to my business Japanese business counterpart? A: May I know what's your plan to bring them ? B: I'm planning to bring Pempek from Palembang. A: That's a great idea. But, you should remember some things B: what's that? A: first, avoid using number four, nine, and thirty as it symbolizes bad luck. B: Oh, I'll remember that. Thank you Deta, you're such a helpful. A: That's what friends are for. I'm waiting for you coming. B: See you Deta. A: See you.
9	2: Asking about and describing positions and job responsibilities	A: My name is Fikri Saputra. B: Good morning Mr. Fikri A: You can call me fikri. I'm GM for marketing department. Are you a new employee? B: Yes, right. I'm Ulung Kanjaya. I'm a new employee at Toyota Automotive company. Are you a new employee, too? A: No, this is my 7th year that I've been here. Can you tell me your position? And what is your responsibility? B: In this new company, I'm responsible for the maintenance of machine automotive especially the big sizes automotive like truck and bus. A: So You handle for the maintenance department. B: right. A: By the way, would you mind telling me about your previous job? B: My previous job is the same like working here. I have to manage four divisions. First is watching division. Second is cutting division. Third is welding division. And fourth is coating division at the Mitsubishi automotive company. A: So, you work for Mitsubishi company? B: Yes A: Because I have brother there. He's working for Mitsubishi Company. Do you know Budi Sangkoro?

Sample	Lesson	Dialog with expressions learned
		A: Yes, he is a good worker at the welding division. He always got the target every month. I think he wants to get the new position next year as a manager. B: I can't imagine that he can get a new position as a manager welding next year. I'm so proud of him. A: Sorry Mr.Fikri, I have to pick up my wife. It was nice talking to you. See you next week on the meeting B: It's nice talking to you, too.
10	3: Expressing disbelief, showing sympathy, giving encouragement.	A: Hi, Irham. B: Hi, Tyo. What's up? A: Did you already heard that some employee plans to quit? B: Yes, I already heard about it. I think it's just a joke. A: You'd better believe it. B: How come? Do you know why A: Yes, I already heard about it. I thinks it's because the company is going to bankrupt. B: Good grief. So, what should we do? Should we do the similarity? A: No, we shouldn't. It'll be their lost if they let go of us. B: what am I supposed to do to keep my present job? A: I think you suppose to learn a new skill and work harder. B: Then, if you were me what would you do to improve your performance. A: To improve my performance, I will take a course and improve my skill. B: Thank you, Tyo. You are such a support. A: You're welcome Irham. I'll keep my fingers crossed.

RETEST SCORING RUBRIC

Lesson 2 : Who do you report to?

Objectives : Asking about and describing positions and job responsibilities

Table 6

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
1,4,8,10,14,18,26, 28,34,35	3,6,7,11,12,17,21,25,29,31	16,20,24,22,23,32, 27,36,37	2,30,9,13	5,15,33

Table 7

No	Expressions	Frequency
1.	..responsible for..	11
2.	I am become editing director.	10
3.	What's his job?	3
4.	…in charge of…	3
5.	She helps…	3
6.	Her responsibility…	2
7.	I must check…	2
8.	I support by…	1
9.	He is one of the key people…	1
10.	I handle the project…	1

Table 8

Group	Total Score
1	6
2	10
3	10
4	12
5	7
6	11
7	9
8	7
9	10
10	8

PRETEST SCORING RUBRIC

Lesson 3 : I'm sorry to hear that.

Objectives : Expressing disbelief, showing sympathy, giving encouragement.

Table 9

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
3,14,22,28,36,42,46,54	8,15,23,31,49,56, 10,16,24,33,47,57	2,13,27,53 4,30,39,55 5,19,35,51 7,12,26,48 9,21,43 17,25,38	1,18 6,11 32,50 34,41 37,40	20 29 44 45 52

Table 10

No.	Expressions	Frequency
1.	Everything ok?	2
2.	I am sorry to hear that.	4
3.	Want to share?	8
4.	Are you kidding?	4
5.	Cheer up?	4
6.	Thank you.	2
7.	You look terrible today.	4
8.	Are you serious?	6
9.	That's too bad.	3
10.	Don't worry.	6
11.	You're such a support.	3
12.	You are an asset to your company.	1
13.	My goodness.	1
14.	You'd better believe it.	2
15.	That's very kind of you.	2
16.	I put my fingers crossed.	2
17.	Really?	1
18.	What's wrong?	1
19.	Don't give up.	1

Table 11

Sample	Total Score
1	16
2	14
3	14
4	12
5	11

Sample	Total Score
6	30
7	9
8	8
9	12
10	16

PRETEST SCORING RUBRIC
Lesson 4 : What should I do?
Objectives : Asking for and giving advice
Table 12

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
1,15,16,19,4 2,47,53,62,8 0,85,89,92,9 5,102	3,9,11,48,60,63,66,105 4,7,20,25,51, 57,100,71,93 ,68,79,87 22,32,52,54,72,99,24,2 6 6,27,33,49,67,74,78,83, 91,97	5,18,46,82,90,96, 12,17,21,50,75,77 23,58,73,84,104,61,88 ,94,101,103,92 13,28,78,86,37	2,59,81 14,29,39,30, 69,98	8 10,45 31 35 38 55,64,5 6 65,76

Table 13

No	Expressions	Frequency
1.	Is it ok for me..	14
2.	If I were you, I wouldn't..	3
3.	You'd better..	8
4.	What should I …?	12
5.	You should…	6
6.	I'll remember that.	10
7.	Yeah, why not.	1
8.	What do you think if I..?	2
9.	Don't..	6
10.	Thanks.	5
11.	You can…	8
12.	Just let me know if…	3
13.	Should I…?	6
14.	Can you…?	3
15.	I suggest you…	1
16.	Can you…?	1
17.	How about if I…?	1

No	Expressions	Frequency
18.	Is that all I have to know?	2
19.	Well, that's simple.	2
20.	Give and receive… (imperative)	1
21.	You shouldn't…	5

Table 14

Sample	Total Score
1	41
2	33
3	30
4	34
5	25
6	28
7	19
8	14
9	17
10	14

POSTTEST SCORING RUBRIC

Lesson 2 : Who do you report to?

Objectives : Asking about and describing positions and job responsibilities

Table 15

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
2,5,8,12,20	9,13,17,19	1, 7, 11, 3, 15, 23 14, 18, 24	4, 16, 10, 26, 21,25	6 22

Table 16

No	Expressions	Frequency
1.	What's your position?	3
2.	I'm the new manager.	5
3.	What are you responsible for?	3
4.	I take care…	2
5.	I help…	1
6.	…in charge of…	4
7.	I manage…	2
8.	I handle…	3
9.	Can you tell me …	2
10.	What's your responsibility?	1

Table 17

Sample	Total Score
3	29
6	23
9	24

POSTTEST SCORING RUBRIC

Lesson 3 : I'm sorry to hear that.

Objectives : Expressing disbelief, showing sympathy, giving encouragement

Table 18

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
	6,12,20,26		1,8	3
			2.23	9
			4,15	10
			5,17	14
			7,13	18
			11,25	19
			16,24	16
			21,27	

Table 19

No	Expressions	Frequency
1.	You can't be serious.	3
2.	You'd better believe it.	5
3.	Want to share?	3
4.	That's too bad.	2
5.	Don't give up.	1
6.	You're such a support.	4
7.	That's what friends are for.	2
8.	Don't worry.	3
9.	You are the asset to your company	2
10.	It'll be their lost if they let go of you.	1
11.	Why are you look so terrible?	1
12.	Good grief.	2
13.	Cheer Up.	1
14.	I am here if you need help.	1
15.	I keep my fingers crossed.	2
16.	What's up?	1

Table 20

Sample	Total Score
2	27
5	24
7	33
10	23

POSTTEST SCORING RUBRIC
Lesson 4 : What should I do?
Objectives : Asking for and giving advice
Table 21

1	2	3	4	5
Very Often	**Often**	**Moderate**	**Seldom**	**Rare**
		3,5,6,7,8,12,13,4, 18,20,27,28,29,31	2,4,9,11,15,16,17,19,20,23,	1,10,22,24,25,26,30

Table 22

No	Expressions	Frequency
1.	I was wondering if you could share…	1
2.	What do you think I should…?	2
3.	You should…	3
4.	What should I…?	2
5.	Is it ok..?	3
6.	Don’t..	2
7.	I’ll remember that.	3
8.	Thank you.	2
9.	My pleasure	1
10.	It’s better for you…	3
11.	You can…	2
12.	Should I…?	2
13.	…is recommended.	1
14.	May I …?	1
15.	If I were you, I would…	1
16.	Avoid.. (imperative)	1
17.	Don’t mention it.	1

Table 23

Sample	Total Score
1	35
4	45
8	36

SPEAKING RAW SCORE

Table 24

Sample	Lesson	Pretest	Posttest
3	2	10	29
6	2	11	25
9	2	10	24
2	3	14	27
5	3	11	24
7	3	9	33
10	3	16	23
1	4	41	31
4	4	34	45
8	4	14	36

```
DESCRIPTIVES VARIABLES=pretest posttest
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Notes

Output Created		26-Sep-2015 13:29:40
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.

Syntax		DESCRIPTIVES VARIABLES=pretest posttest /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00 00:00:00.062
	Elapsed Time	00 00:00:00.186

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	10	9	41	17.00	11.146
posttest	10	23	45	29.70	6.881
Valid N (listwise)	10				

```
FREQUENCIES VARIABLES=pretest posttest
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE SUM
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Frequencies

Notes

Output Created		26-Sep-2015 13:30:58
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax		

```
FREQUENCIES
VARIABLES=pretest posttest
  /STATISTICS=STDDEV
MINIMUM   MAXIMUM   MEAN
MEDIAN MODE SUM
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Resources	Processor Time	00 00:00:05.928
	Elapsed Time	00 00:00:04.758

[DataSet0]

Statistics

		pretest	posttest
N	Valid	10	10
	Missing	0	0
Mean		17.00	29.70
Median		12.50	28.00
Mode		10[a]	24
Std. Deviation		11.146	6.881
Minimum		9	23
Maximum		41	45
Sum		170	297

a. Multiple modes exist. The smallest value is shown

Frequency Table

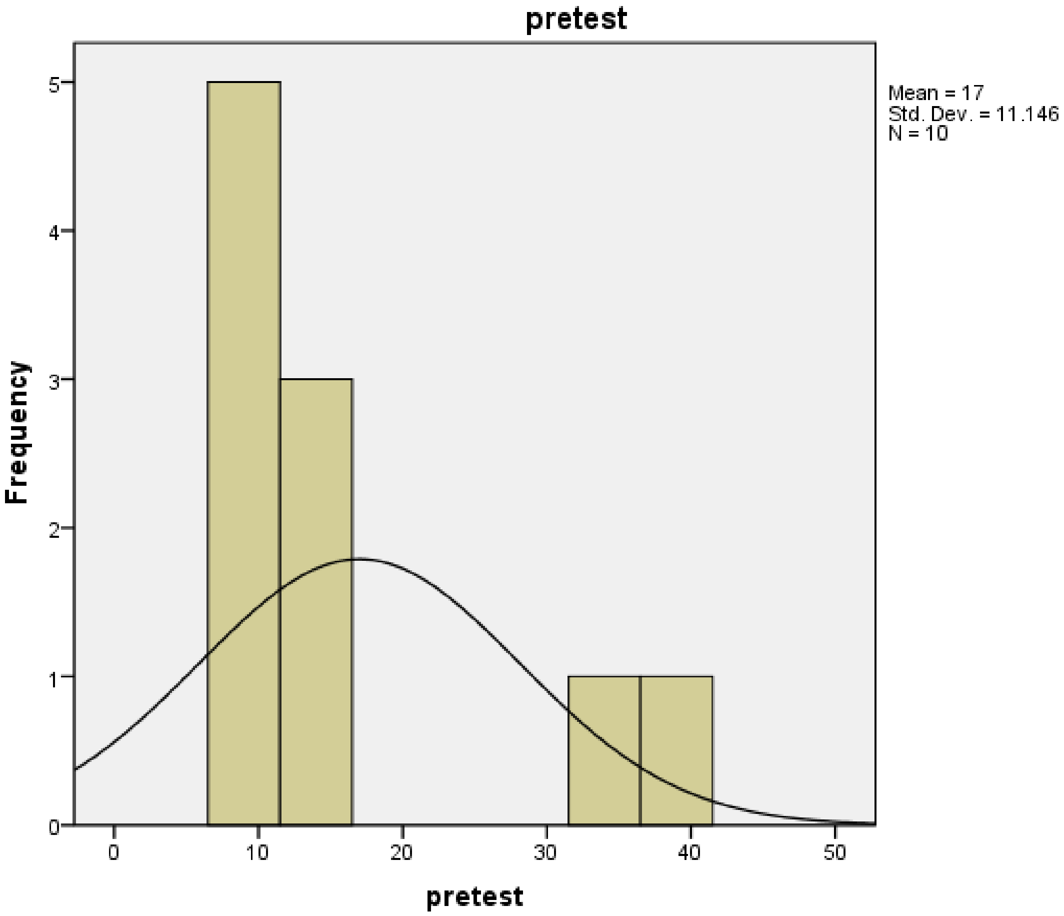
Pretest

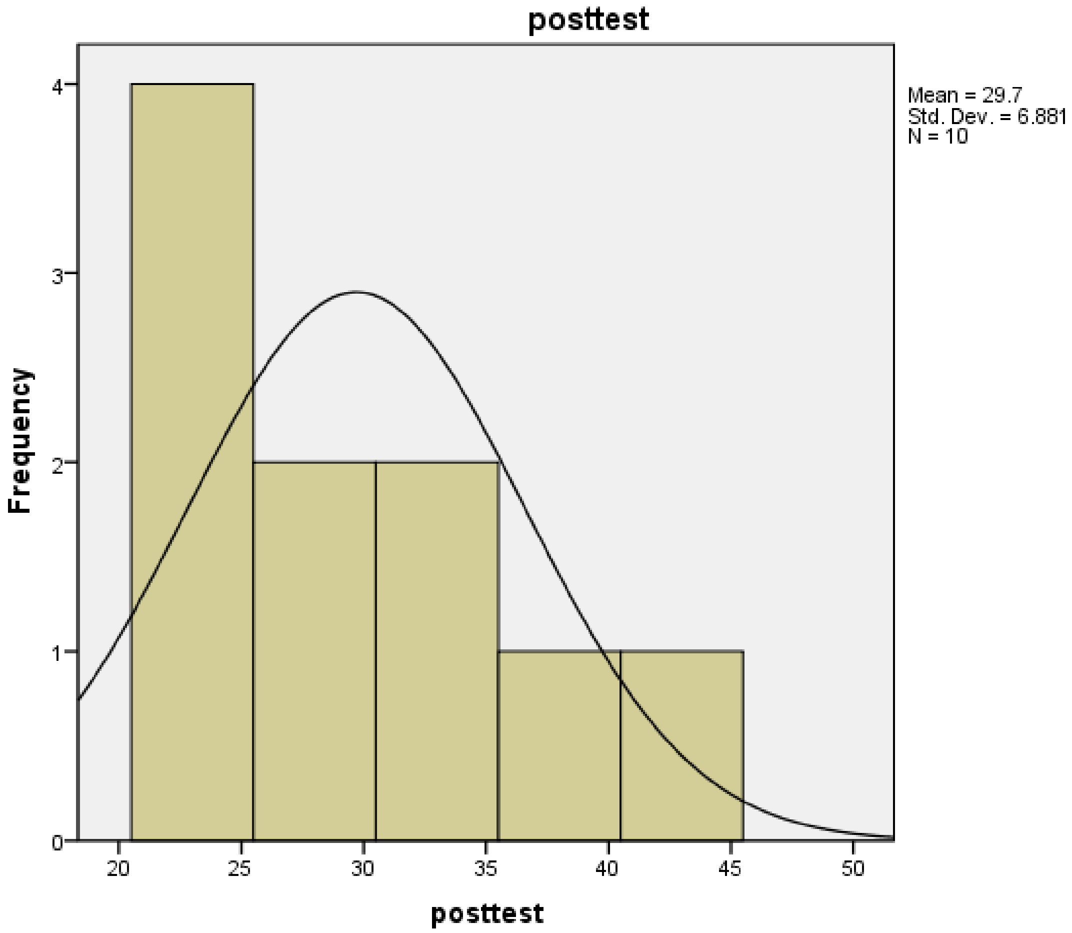
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	10.0	10.0	10.0
	10	2	20.0	20.0	30.0
	11	2	20.0	20.0	50.0
	14	2	20.0	20.0	70.0
	16	1	10.0	10.0	80.0
	34	1	10.0	10.0	90.0
	41	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	10.0	10.0	10.0
	24	2	20.0	20.0	30.0
	25	1	10.0	10.0	40.0
	27	1	10.0	10.0	50.0
	29	1	10.0	10.0	60.0
	31	1	10.0	10.0	70.0
	33	1	10.0	10.0	80.0
	36	1	10.0	10.0	90.0
	45	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Histogram





```
T-TEST PAIRS=pretest WITH posttest (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

Notes

Output Created		26-Sep-2015 13:33:25
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10

Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=pretest WITH posttest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00 00:00:00.016
	Elapsed Time	00 00:00:00.030

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	17.00	10	11.146	3.525
	posttest	29.70	10	6.881	2.176

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	10	.533	.113

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-12.700	9.476	2.996	-19.479	-5.921	-4.238	9	.002

FINGERS/CROSSE
THAT/FRIENDS/FOR

THEIR LOST/LET GO/YOU

9

Improving Students’ Speaking Ability through Multimedia at English Department of Unesa 2014 Generation

Fauris Zuhri
English Department of the State University of Surabaya

Abstract

The effect of multimedia on students’ enthusiasm for speaking class (both in class and out of class) is investigated. Pre- and post-student surveys, written comments, and teacher observations are used to record changes in enthusiasm for speaking class during a six-week study period.

In this study, the researcher investigated how the integration of multimedia at English Department of Unesa Surabaya would impact English department students’ enthusiasm for speaking class. Enthusiasm for speaking class can be defined as the students’ eagerness to participate in speaking class activities in the classroom, as well as out of classroom. Researcher’s motivation for focusing on multi media is twofold. First, it has twenty four hours available to be accessed by the students. Second, the students are familiar with this multimedia.

Today’s English Department students have grown up in a technological world with television, electronic toys, video games, VCRs, cellular phones, and more. They are accustomed to receiving and processing information through multi-sensory sources.

The researcher wants to bring technology into his classroom and incorporate it into his speaking class using multimedia computer presentations. Barbara ten Brink (1993) noted, “. . . students look to us [teachers] to prepare them for an increasingly technological world. Fortunately, with videodiscs, we are meeting the challenge by delivering speaking class materials in ways that engage, motivate, and thrill our students.” In this study his students had an opportunity to use assorted multimedia technology as they explored other language skills: listening, reading, and writing.

Key words: speaking class, multimedia, and speaking ability.

Background

Conversational fluency is often acquired to a functional level within about one semester of Integreted Intensive Program (IIC) at English Department of Unesa. It is supported by English Speaking Community (ESC) starting from second semester in out of classroom activities. By using multimedia technology to incorporate pictures or video into the lesson, the teacher can provide students with the necessary contextual cues to understand new concepts. Visual information can provide the necessary bridge or scaffold between everyday language and more difficult academic language (Cruz, 2004). In addition, technology allows students to show what they have learned in *multiple* ways – offering a more accurate assessment of their growth.

Many departments in Unesa Surabaya, one of them is English Department, are installing new types of hardware into classrooms and computer labs that can make a tremendous impact on instruction.

One of the most common types of hardware used in schools is the interactive whiteboard (Davis, 2007). This technology is an excellent tool for presenting multimedia lessons and encouraging student participation. If you are unfamiliar with how an interactive whiteboard works, think of the board as a large computer screen and the pen as the mouse. There are numerous benefits of an interactive whiteboard over a traditional chalkboard. For example, the teacher:

- No longer needs to erase notes from the board in order to make room for more information. This is problematic for English language learners who have difficulty copying and comprehending simultaneously. Notes and visuals can be saved for students to review later.
- Can save the note files and post them to a website or print them out.
- Can go back and forth between diferent pages of notes in order to help students make connections with previous lessons.
- Is able to incorporate pictures, videos and organizers with ease, thus assisting English language learners to more fully understand concepts and learn new vocabulary.

Theoretical Framework

Learning is an extremely complex human process. During his seventeen years of teaching the researcher has used some strategies to enhance student learning and to teach new concepts. He is still not convinced that he thoroughly understands how students learn. Yet, at this point, he does believe students learn through experiences. They build on past experiences and previous knowledge to process new concepts. As students 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 students develop speaking skill which enable them to make sense of the things that happen around them. They bring these informal speaking skill into the class-room, and the aim of speaking class is to give more explanatory power so that their speaking skills can become useful abilities (National Curriculum Council, 1989).

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 speaking class as a productive skill. According to Harlen, the objectives of speaking as a learning subject are various and so it should be the approaches to teaching. A combination of approaches is often the most effective education.

As an English teacher, the researcher cannot assume that he is the giver of knowledge. He can only be confident in knowing that he is the facilitator of understanding, the presenter of an opportunity to explore, discover, compile knowledge and practice of speaking skill. A student's willingness to learn and his/her enthusiasm for discovering knowledge, developing understanding and practicing speaking skill will dictate the level of student learning and increase the level of skill in speaking class.

Students need to be actively involved in speaking class. Interested and enthusiastic students are more willing learners, and the researcher believes willing learners become active participants in their own instruction. As students become more actively involved in speaking class, they develop interest and enthusiasm for the content and/or the process that is their conduit for acquiring new speaking skill.

Through this study the researcher hoped to find that multimedia technology would be the conduit that his students needed to acquire new knowledge, develop new concepts, and express strong understanding. Through the integration of multimedia computer software he hoped to tap the enthusiasm of my students towards speaking class and make them active participants in their speaking instruction.

Data Analysis

The researcher teaches English Department students 2014 generation, speaking class (Interpersonal and Transactional Speaking) at State University of Surabaya. He is a staff of lecturers concerning with four English language skills. He instructs 119 students who join with speaking class, reading class and English 2. The researcher teaches two – three classes a day, he plans sixteen meetings for his research.

Speaking class consists of sixteen students having fourteen female and two male students. The researcher chose speaking class for purely academical reasons. With having sixteen students in speaking class, the researcher has ability to handle the activities in speaking class effectively. Sixteen meetings are appropriate time to conduct classroom action research. It begins with planning, implementing, observing and reflecting. At the end of meeting the researcher could find the improvement of speaking skill in speaking class at English Department students for 2014 generation.

The data was generated by observing and recording students' speaking skill at the beginning of semester, as long as one semester, and at the end of semester. The students' activities in speaking class were documented by the students themselves, by observer, and by researcher. Collecting data from three sources allowed for triangulation of the findings in this study. Data triangulation helped reduce the likelihood of error in the findings when similar results are reported from two or more of the sources. The researcher and his partner observed all of the class members at the beginning of semester until the end of research.

During the first six meetings of school, I reviewed the scientific method, the metric system, scientific measurement, and laboratory safety. At this point multimedia technology was not part of the curriculum. Some hands-on activities were used at this time. The students worked both individually and in groups. To determine each student's level of enthusiasm for learning English, during this time I administered a survey which contained the following questions: How do you like learning English? How have you liked speaking classs far this year? How enthusiastic are you about exploring English at home? Students were asked to rate their answers to each question using a scale of 1 to 5. The scale was represented by (1) a very unenthusiastic response, (2) an unenthusiastic response, (3) indifference, (4) an enthusiastic response, and (5) a very enthusiastic response.

Additionally, I sent home parent surveys with each student in order to solicit and record the parents' opinions concerning their child's enthusiasm for learning English. The survey included two questions: How enthusiastic is your child about learning English? How enthusiastically does your child do English activities at home? I used the same rating scale for the parents that I used with the students.

At the beginning of the second six weeks I introduced a unit on introduction. Introduction was used as the unit of study primarily because of the number of resource materials available to the students through the media center. It was during this unit that I began to integrate technology into my curriculum. As the unit was introduced I asked my students to look through the introduction chapters in their textbooks and make a prioritized list of the eleven subtopics in introducing ourselves and introducing others (our friends) they would like to study. Students were grouped according to their interest as much as possible and were assigned to work in groups of two or three to develop a multimedia presentation that would be used as an instructional tool for the other students.

During this period I began to introduce them to the multimedia computer program, HyperStudio (Wagner, 1994). HyperStudio is a program that allows the user to combine sound, graphics, and animation with text to make creative and entertaining presentations. The introduction of HyperStudio and the development of the student presentations took six weeks to complete.

Throughout the study I observed and made notes as to how the students were working and their reactions to class. These observations were guided by several questions: What problems are the students encountering as they work on their multimedia presentations? Are the students having problems with content? Are there problems working in groups? Are they having problems using the multimedia software? These observations and notes were useful in making sense of any fluctuations I found in the end-of-study student surveys. I was able to discern the source of problems so that content difficulties or friction within groups was not confused with a loss of enthusiasm for technology.

At the end of the introduction unit I had each group of students practice their presentations with the rest of the class. After the presentations, each group was asked to comment to the class on how they enjoyed developing their works. I noted these student comments as they were presented to the class. Each student was also asked to make written, individual comments to me, responding to the following questions: What problems did you encounter while you were developing your presentation? What did you learn about your topic while you were developing your presentations? Did you learn from the other students' presentations? Would you like to do another presentation on some other topic in science? Again I surveyed the parents of these students to gain information about their child's interest in learning English. I asked the following questions: Is your child talking about English at home? Is your child eager to share what we are doing and learning in English class? Do you feel that your child is learning English? Why or why not? How enthusiastic is your child about learning English? How enthusiastically is your child practicing English activities at home? I again surveyed the students asking the same questions that I had asked in the beginning survey.

Result and Discussion

The researcher and his partner observed his students during the speaking class, it was apparent very early that they were thoroughly enjoying using computers and developing their presentations. Students rushed to class, eager to get started on their presentations. There were no tardies to class during the study period, while there had been fourteen tardies to class in the month before the study period. Normally these students would ask to pack up their things three to five minutes before the end-of-the-day bell sounded. During the study period the researcher and his partner had to insist that they stop work, and often they ignored them and worked through the dismissal bell. Several times a week students would ask to stay after school and work on the computers. One group worked for an hour and a half after school and would have stayed longer, but we had to go lock up for the day.

Sixteen students of the class responded to the pre- and post-study surveys. One member of the class withdrew from school during the study period, and two students did not return their surveys.

The pre- and post-study activities in speaking class surveys show an increase in researcher's students' enthusiasm for speaking class(see Table 1 on the following page). In the pre-study survey, 75% of the students were enthusiastic or very enthusiastic about speaking class, while the post-study survey showed 96% of the students enthusiastic or very enthusiastic about speaking class. When the students were asked how enthusiastic they were about practicing speaking out of class, their responses showed a decrease in enthusiasm for speaking class away from school after the study as compared to pre-study data. On the pre-study survey, 49% of the students were enthusiastic or very enthusiastic about practicing speaking out of class, while only 28% of the students were enthusiastic or very enthusiastic on the post-project survey. Students' comments on the post-study survey concerning their diminished enthusiasm for speaking class away from school centered around the lack of availability of computers and software at home. Only eight students had access to a computer at home, and only one student actually had the multimedia program to use at home.

When the students were asked how they had liked speaking class so far this year, their responses again showed an increase in enthusiasm for learning science. On the pre-study survey, 70% of the students were enthusiastic or very enthusiastic about speaking class during the first half of their eighth grade year, while 81% of the students were enthusiastic on the post-study survey.

The students were questioned before and after the study about their likes and dislikes while speaking class this year in an attempt to determine the impact that the topic of introduction had on their enthusiasm for speaking class during the study. The students' responses all centered around the method of instruction rather than the curriculum. Their responses made reference to lectures, note taking, group work, projects, lab work, using computers, etc. Since the students did not mention content in their likes or dislikes, I do not think the topic used during this study had a significant effect on the results of this study.

The increased enthusiasm of my students was made apparent during the study through two separate incidents. The first incident occurred during the second week of the study. Seven of my students missed class one day a week to participate in a gifted program. These students told the teacher of the gifted program that they did not want to miss class while they were working on a computer presentation. However, these students were not allowed to miss gifted class and were very unhappy.

The second incident occurred during the sixth week of the study. The entire student body was being rewarded with an incentive assembly. They were allowed to watch or participate in a student versus faculty basketball game instead of attending sixth and seventh period. Seventeen of my students in the seventh period study group asked for permission to miss the incentive assembly and spend the two hours in speaking class working on their computer presentations.

Table 1

Students
Number – 16 students
Pre-Post Survey Questions

1. How do you like speaking class?
2. Do you do speaking activities away from classroom?
3. How have you liked speaking class so far this year?

	Very Unenthusiastic				Very Enthusiastic
Question 1Pre	0%	0%	25%	46%	29%
Question 1Post	0%	0%	4%	32%	64%
Question 2 Pre	10%	28%	14%	17%	32%
Question 2 Post	25%	21%	28%	28%	0%
Question 3 Pre	0%	10%	17%	53%	17%
Question 3 Post	0 %	0%	21%	71%	10 %

Enthusiasm for speaking class was also reflected in student comments during and after the study. Some of these comments were as follows:

"Student gets into the topic more when he/she uses multimedia."
"It's creative and it is fun."
"It's a lot more fun working on a computer than in a book."
"Student gets to make friends with other people and learn what they know. It's a different way of teaching and he/she thinks it keeps his/her attention better."
"Student thinks anyone could benefit from studying a topic in speaking class by developing a multimedia presentation."
"It is like doing book work but fun."
"Student enjoyed doing the multimedia presentation. He/she feels it was very helpful and fun at the same time but educational."
"It was a fun learning experience."
"Computers are millions of times more fun than book work."

“Using books gets boring, but student can learn by computers at the same time if working on them.”
“There is so much student can learn off computers that he/she just can’t from books.”
“With books it gets boring after a while, but with computers it’s fun and exciting. Computers make learning fun.”
“Student finds it very interesting to work on computers. It makes him/her think a lot.”
“It made student enjoy looking up information for his/her presentation.”

Table 2

Student Responses to Pre-Post Surveys
Number – 16 students
Pre-Post Survey Questions

1. Does multimedia play important role in speaking class?
2. Does multimedia inspire student to practice speaking out of classroom?

	Very Unimportant				Very Important
Question 1 Pre	0%	20%	20%	30%	30%
Question 1 Post	0%	0%	40%	30%	30%
Question 2 Pre	0%	40%	20%	20%	20%
Question 2 Post	0%	0%	40%	30%	30%

Students were surveyed before and after the study. The same sixteen students completed and returned both the pre-study and post-study survey. The student surveys (see Table 2) showed that 60% of the students considered multimedia play important role or very important role inspiring speaking class both before and after the study. These surveys did show that 20% of the students felt that multimedia plays important role inspiring speaking class before the study, while none of the students recorded multi media play unimportant role inspiring speaking class after the study. When asked how inspire multimedia to practice speaking out of classroom, 40% of the students noted that multi media inspires students to practice speaking out of classroom. On the post-project survey, 60% of the students reported that multimedia inspire students to practice speaking out of classroom.

Several students added comments to their post-project surveys. Their comments were as follows:

“He/she feels the more ‘high tech’ the equipment, the more important the subject will be to the students. If he/she thinks speaking class is ‘cool,’ because the equipment they use is ‘cool,’ then more learning will take place and interest will remain high.”
“As students’ society are becoming more computer dependent our students need an early start.”

"Hands on is fine, but students need the basics too. They also need to have more computers in the classroom to be effective."
"It seems to generate more enthusiasm for speaking class."
"Students talked more in speaking class during the use of multimedia (computers)."

Researcher's findings show a marked difference in the opinions of the parents as compared to the opinions of the students. The parents perceived no change in the enthusiasm for learning science, while the students noted a 21% increase in enthusiasm for learning science. The parents recorded a 20% increase in enthusiasm for doing science activities away from school, while the students recorded a 21% decrease in away from school science activities.

The differences between parent results and student results could be a reflection of the communication gap between parents and students of this age. The parents equated the increase in conversations about Introduction and planning of presentations that their children were doing at home with increased enthusiasm. The students on the other hand were enthusiastic about working with the computers but did not consider their conversations at home and their planning of presentations actually "learning English activities." They indicated instead a frustration about not having more access to computers and software to "learn English" at home.

The results of this study support the notion that the level of enthusiasm for speaking class was increased through the incorporation of computers and multimedia software into the middle school curriculum. The integration of technology will be an ongoing pursuit in my classroom. The enthusiasm it brought to my students has been infectious. Students and parents of students in my other four classes have asked when they would have an opportunity to work with computers. Teachers throughout the school have become interested in integrating technology into their curriculum. Through the insistence of my coworkers, I have taught two language laboratory training sessions for twenty-one teachers and teacher aides from all academic disciplines as well as areas such as special education and the media center. Seventeen of my study group students volunteered to assist me with these teacher training sessions.

Researcher believes that multimedia computer technology could enhance all of the core curricula. In English, it could be used to illustrate creative writing assignments. Social studies classes could use multimedia to develop geography or history presentations. One of my study group students used HyperStudio to develop an award-winning math fair project. Adding enthusiasm to learning in any discipline through the use of technology is limited only by the ability of a school to provide funding for the equipment, adequate software, and teacher training. The availability of equipment when doing class projects involving technology is critical.

This active research study was made possible through the cooperation of my fellow teachers. By borrowing computers from neighboring classrooms, each group of students that developed a presentation had a computer to use throughout the study period. Ideally, computers and software should be made available to students and teachers for check-out and use at home as well as at school through the school's media center. The difficulties encountered in this study (all of which involved the logistics of accessing the equipment needed) were far outweighed by the academic benefit to my students.

This active research study not only increased my students' enthusiasm for learning English, but it also rekindled my excitement for teaching. During the prestudy period, I was extremely apprehensive and began to question the feasibility of the study. Once I began, however, I found myself looking forward to the hectic pace and the commotion that resulted from three groups of middle school students using sound, animation, and graphics to develop multimedia computer presentations.

Conclusion

Forms of social networking such as discussion boards can be beneficial for English language learners since they "encourage students to collaborate with others and participate in experiential learning experiences" (Lacina, 2004, p. 114). Discussion boards can create a platform for students to be actively engaged in academic and social English while outside of the classroom environment. English department has specific program called: English Speaking Community (ESC). There are several social networking programs available on the Internet, such as Dave's ESL Café, Classroom 2.0, and Moodle. Edmodo is a free social networking program that provides "an intuitive way for teachers and students to stay connected in a safe and secure learning environment" (Edmodo, 2010). This program allows teachers to post assignments, discussion topics, links and even videos. Students can comment on and discuss these topics within the framework of the Edmodo site. The teacher has full control to edit or delete comments. Also, students cannot privately interact with classmates through this program, making it easier for teachers to track student behavior and work. Another benefit of this program is that students can submit assignments electronically, saving paper and reducing the possibility of lost assignments. Teachers can grade and comment on assignments through the site as well.

References

Calvert, S. 1994. Children’s attentional involvement and distractibility during educational computer interactions. *Journal of Educational Technology Systems, 22(3),* 251–257.

Cruz, M. 2004. From the secondary section: Can English language learners acquire academic English? *The English Journal*, 93(4), 14-17.

Davis, M. R. Fall 2007. Whiteboards Inc.: Interactive features fuel demand for modern chalkboards. *Education Week*, pp. 24-25. Retrieved from http://www.edweek.org/dd/articles/2007/ 09/12/02board.h01.html

Edmodo 2010. *Edmodo: Tour* (tour link). Retrieved August 23, 2010, from http://www.edmodo.com/

Harlen, W. 1993. *The teaching of science.* London: David Fulton Publishers.

Hyper-Studio, Roger Wagner Publishing Co. Inc. El Cajon, CA. 1994.

Lacina, J. Winter 2004. Promoting language acquisitions: Technology and English language learners. *Childhood Education, 81*(2), 113-115.

National Curriculum Council. 1989. *Science: Non-statutory guidance. York,* England: NCC.

ten Brink, B. 1993. New frontiers with science videodiscs. *Educational Leadership, 50(8),* 42–43.

10

Getting Students to be More Natural in Presenting Ideas by Using Picture-Points Presentation

Sugiarni
LBPP LIA Palembang

Abstract

Presentation is one of the ways to facilitate the students to speak more English in the classroom. However, for ET level, having a simple presentation naturally seems so hard to do. The dependencies on the text they have during their presentation sometimes lessen their creativity. Therefore, to decrease the use of the text during a presentation, picture-point presentation technique was used. It is a technique that enhances students to present their ideas based on a picture and some points or prompts provided. By applying this technique, the students were led to have not only a natural presentation but also more creative brainstormed ideas. This study was carried out for 8 meetings, from July 15 – August 22, 2015. The data were collected through classroom observation, video recording, pretest and posttest. They were analyzed by comparing the result of pretest and posttest. The results showed that the use of picture-points presentation was effective to reduce the dependencies on the text during a presentation. Consequently, it influenced the quality of the presentation they had and also helped the students to have a natural presentation. Though, this technique still needs more additional revision, since it is little bit complicated to be applied in a big class – considering the pictures and the time to present.

Background

Teaching ET 7 level is quite challenging. Out of 10 lessons should be taught, there are 8 lessons for speaking. During the teaching and learning process, many techniques for teaching speaking can be applied. One of them is through a presentation. Josef Esberger defines a presentation is a short talk by one person to a group of people introducing and describing a particular subject. It is a good way to encourage students not only to speak fluently in English but also to build their public speaking skill. By doing a presentation, students are expected to have a better speaking ability especially in delivering their ideas to a topic. In reality, doing a presentation is not an easy task. Many factors can influence the students' fluency, such as the use of paper note during a presentation, reading the text, or memorizing the text they have made before.

Realizing this problem, the researcher decided to use some pictures to decrease the students' dependencies on the paper note. An article from British Council wrote that "Pictures are all around us everyday, in the street, at work, at home and even in our leisure time". On the other hand, pictures are something familiar for all people.

In a presentation, pictures can emphasize the points that are going to talk. By using pictures, students will get more ideas about what to say during the presentation. Consequently, it will lead the students to use both their own language and decrease the text reading. Moreover, such kind of natural presentation will be more understandable for the listener. Therefore, picture-points presentation technique was used to know whether it was effective or not for creating a natural presentation.

Purpose of the Study

The purpose of this research was to improve the students' presentation skill. The target was at least, they should produce a natural presentation without reading the text. The function of the points during the presentation were first, to help the students to know and prepare what they are going to talk later during the presentation. Similarly, it is like an outline before writing a paragraph. Second, using points also make the students easier to produce their own language naturally without stuck on the text or memorize many words. In addition, when they forgot what to say next, they do not need to get so worry. They can see the points they have.

Methodology/Procedure

In collecting the data, pre-test and post-test were used in this research. For the procedure, there were five phases in doing this research.

1. Observation

The class was observed on the first week of the term. The observation was focused on students' speaking skill through producing a dialog and a presentation.

2. Do the pretest

The pre-test was taken on the third meeting. The topic was still taken from lesson 1. The students were asked to present about comparing two palaces. They presented with a partner in front of the class. The target grammar was degree of comparison.

3. Activity – the procedure of doing the treatment

The treatment was done in Skill Practice stage. There were some steps to do the treatment:

a. Teacher divides students into some partners or some small groups
b. Teacher provides the pictures for every topic; then distributes one picture for each group.
c. Write the points to be discussed on the white board.
d. Give the example of mini-presentation by using the points written on the whiteboard.
e. Students have five minutes for preparation. They may find the information from the book or another source.
f. After five minutes, students will stand up and start the presentation.
g. Students have to find another partner/group, and doing the presentation.

h. After they have presented to three or four partners, they will sit down and stop the presentation.

4. Do the posttest

The post-test was taken from the assessment from lesson 5. The topic was about puppet. The students were asked to present about puppet they have known. The target grammar was the passive from of present tense.

5. Discussion – analyzing the result

The result was analyzed by comparing the result of pre-test and post-test.

The complete procedure can be seen in Table 1.

Table 1 : The Procedure of doing the research

No.	Date	Meeting	Material	Activity	Points to be discussed by the student
1.	July 8. 2015	1	Introduction	Observation	-
2.	July 11, 2015	2	Lesson 1 : Palace	Observation	-
3.	July 15, 2015	3	Lesson 1 : Present about Palace	Pre-test	-
4.	July 29, 2015	4	Lesson 1 : Review; show & tell a palace	Treatment 1	- Name of the place - The location - The special thing about the place
5.	August 1, 2015	5	Lesson 2 : Future Invention	Treatment 2	- Name of the invention - The inventor - The uniqueness of the invention - The budget to make it - The price - The function
6.	August 5, 2015	6	Lesson 2 : Show & tell about future invention	Treatment 3	- Name of the invention - The inventor - The uniqueness of the invention - The budget to make it

					- The price - The function
7.	August 8, 2015	7	Lesson 3 : Compare about two natural sites	Treatment 4	- Name of the natural sites - The location - Activity can do there - The transportation to get to the place - The difference (opinion)
8.	August 15, 2015	8	Lesson 5 : Talk about kinds of puppet	Treatment 5	- Name of the puppet - Where is it from? - Kinds of puppet - The material to make it - The story about puppet
9.	August 19, 2015	9	Lesson 5 : Present about a puppet (Show & tell)	Post-test	- Name of the puppet - Where is it from? - Kinds of puppet - The material to make it The story about puppet
10.	August 22, 2015	10	-	Distribute questionnaire	-

The Result and Discussion

Considering their absences, out of 13 students on the list, there were only 11 students who were given the treatment. The results will be discussed in three parts:

1. The Result of Pretest

Based on the result of pretest, the lowest score is 3.2. The highest score is 3.8, whereas the average score is 3.47. The result of pretest can be seen in Table 2.

Table 2 the result of Pretest

Pre-test Score								
No	Name	Comprehension	Fluency	Pronunciation	Vocabulary	Grammar	Total	Average
1.	Student 1	3.5	3.6	3.7	3.7	3.6	18.1	3.6
2.	Student 2	3.5	3.6	3.5	3.5	3.5	17.6	3.5
3.	Student 3	4.0	3.9	3.7	3.7	3.7	19.0	3.8
4.	Student 4	3.6	3.4	3.4	3.4	3.3	17.1	3.4
5.	Student 5	3.2	3.2	3.2	3.0	3.2	15.8	3.2
6.	Student 6	3.2	3.3	3.4	3.4	3.3	16.6	3.3
7.	Student 7	3.5	3.2	3.3	3.4	3.5	16.7	3.3
8.	Student 8	3.5	3.4	3.4	3.5	3.5	17.3	3.5
9.	Student 9	3.2	3.3	3.2	3.3	3.2	16.2	3.2
10.	Student 10	3.6	3.8	3.6	3.7	3.8	18.5	3.7
11.	Student 11	3.6	3.6	3.6	3.7	3.8	18.3	3.7
The Average Score								**3.47**

2. The Result of Posttest

Based on the result of pretest, the lowest score is 3.2. The highest score is 4.0, whereas the average score is 3.61. The result of posttest can be seen in Table 3.

Table 2 the result of Postest

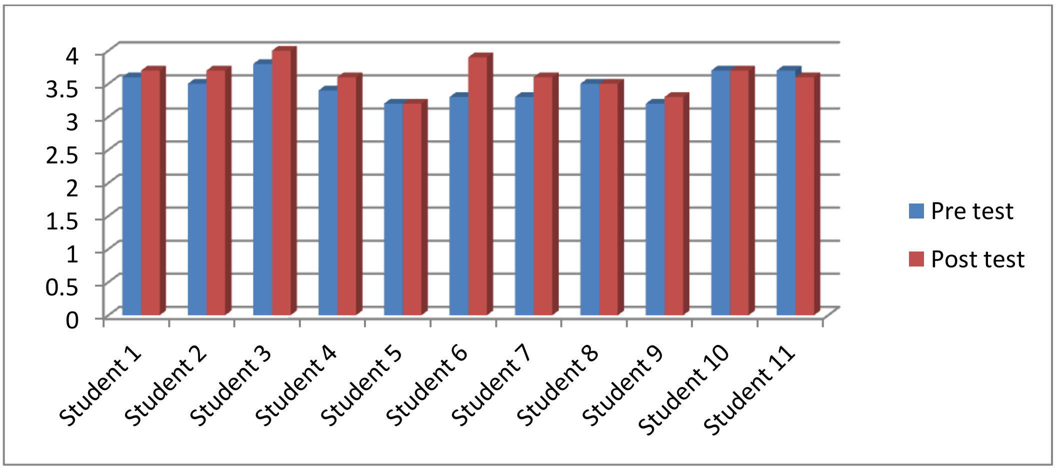
Post-test Score								
No	Name	Comprehension	Fluency	Pronunciation	Vocabulary	Grammar	Total	Average
1.	Student 1	3.8	3.8	3.7	3.7	3.7	18.7	3.7
2.	Student 2	3.7	3.7	3.7	3.8	3.7	18.6	3.7
3.	Student 3	4.0	4.2	3.8	4.0	4.0	20.0	4.0

Post-test Score								
No	**Name**	**Comprehension**	**Fluency**	**Pronunciation**	**Vocabulary**	**Grammar**	**Total**	**Average**
4.	Student 4	3.6	3.7	3.5	3.6	3.6	18.0	3.6
5.	Student 5	3.3	3.3	3.2	3.2	3.2	16.2	3.2
6.	Student 6	3.9	4.0	3.8	3.7	3.9	19.3	3.9
7.	Student 7	3.7	3.7	3.6	3.5	3.7	18.2	3.6
8.	Student 8	3.5	3.6	3.5	3.4	3.5	17.5	3.5
9.	Student 9	3.2	3.3	3.2	3.3	3.3	16.3	3.3
10.	Student 10	3.7	3.8	3.7	3.7	3.7	18.6	3.7
11.	Student 11	3.7	3.6	3.7	3.6	3.6	18.2	3.6
The Average Score								**3.61**

3. The Analysis of the Result

Based on the average score of pretest and posttest, it was indicated that there was an improvement of students' presentation skill. The average score of pretest was 3.47 while the average score of posttest was 3.61. Out of 11 students, there were two students who had the same score of pretest and posttest. Unfortunately, there was one student who got less improvement. But the rest of the students show improvement of their score. The improvement can be seen in Chart 1.

Chart 1 the improvement of pretest and posttest score



Based on the questionnaire distributed to students, it was very difficult at the first time they tried to have the presentation without any text. But after doing it for several times, they think that the points helped them a lot to find the ideas about what to say.

Conclusion and Recommendation

Based on the result shown, it can be concluded that the use of picture-points presentation was effective to help the students to improve their presentation skill. It also helped the students to have a natural presentation without depending on a text again.

However there were still some problems faced. This technique might be a lot of difficult to be applied in a big class since we need to provide more pictures and more time for the presentation.

References

Asimos, Tim. 2014. *14 Ideas for More Compelling and Effective Presentations*. Circles Studio. http://www.circlesstudio.com/blog/14-ideas-for-more-compelling-and-effective-presentations/

Esberger, Joseph. 2004. *English Speaking Practice Through Presentations*.TEFL.net. http://www.tefl.net/esl-articles/speaking-practice-presentations.htm

_______. ______. *Picture stories in the communicative classroom.*British Council**.** https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom

APPENDICE
ENGLISH FOR TEENS
Rating Scale for Oral Tests
PRE-INTERMEDIATE TO INTERMEDIATE LEVELS 5-12

Rank	Score	Description
COMPREHENSION The student		
4	4.3-5.0	Understand the examiner's questions and instructions **without difficulty** by giving correct and effective responses, showing his/her comprehension of the topic discussed.
3	3.5-4.2	Understand the examiner's questions and instructions **with some difficulty**, causing one or two repetition, but gives relevant responses.
2	2.7-3.4	Understand the examiner's questions and instructions **with difficulty** and needs repetition or paraphrase, causing responses to be sometimes wrong or slow down.
1	1.0-2.6	Hardly understands the examiner's questions or instructions; understands only **simple** questions or instructions in slow speed, repetition, or paraphrase; responds.
FLUENCY The student		
4	4.3-5.0	Speaks **fluently** and **coherently**; expresses ideas clearly.
3	3.5-4.2	Speaks with **some pauses** or with **some hesitation** to formulate ideas; conveys ideas fairly clearly.
2	2.7-3.4	Speaks with **frequent pauses** or **haltingly**, searching for right expressions; expresses some ideas unclearly, but compensates using repair strategies.
1	1.0-2.6	Speaks **in fragments**, often **forced into silence**, requiring serious listening to understand ideas, and making communication **difficult to understand**.
PRONOUNCIATION The student		
4	4.3-5.0	Makes **few** errors in pronunciation, stress and intonation patterns in speech and in reading.
3	3.5-4.2	Makes **occasional** errors in pronunciation, stress and intonation patterns but, as a whole, speech or reading is understood.
2	2.7-3.4	Makes **frequent** phonemic errors and **incorrect** stress and intonation pattern **requiring careful** listening to understand speech and reading.
1	1.0-2.6	Makes **frequent** and **consistent** phonemic errors and **incorrect** stress and intonation causing speech or reading difficult to understand.

VOCABULARY The student		
4	4.3-5.0	Uses **a wide range of precise/appropriate** vocabulary and expression to answer questions and to carry out instructions.
3	3.5-4.2	Uses **common every-day** vocabulary and expressions sufficient to answer questions and carry out instructions.
2	2.7-3.4	Uses **common every-day** and **frequently** uses **inappropriate** vocabulary and expressions, hindering comprehension.
1	1.0-2.6	Uses **limited** vocabulary and expressions or uses **individual words** rather than phrases, making speech difficult to understand.
GRAMMAR The student		
4	4.3-5.0	Has a good control of grammatical items with **few** mistakes.
3	3.5-4.2	Has some problems of grammar accuracy but, as a whole, **not disturbing comprehension.**
2	2.7-3.4	Makes **constant** grammatical errors **interfering** with meaning or causing misinterpretation.
1	1.0-2.6	Makes grammatical errors causing speech **difficult to understand.**

11

The Effectiveness of English as a Solely Instructional Medium: Students' Responses and English Proficiency

Akhmad Habibi, S.Pd.I., M.Pd.
Masbirorotni, S.Pd., M.Sc.Ed.
LBPP LIA Jambi & Jambi University

Abstract

This research examined the effectiveness of English as the solely instructional medium in one informal educational institution. In the first English class, an English-only rule was strictly ruled whereas in the second English class, the use of Bahasa Jambi as the students' local language was permitted. The research is appropriately undertaken as a mix method research with quantitative and qualitative approach. The authors used three kinds of instruments in collecting the data; questionnaires, tests (pre-test and post-test), and interviews. Participants of the research are the students of intermediate classes of a informal education institution in Jambi. The results show that 1) the students of the first class have stronger preferences to learn English than the students of the second class 2) the students' English proficiency improvement of the first English class "under the strict rule of the use of English" is slightly higher than that of the second class "the local language permitted". Suggestions and recommendations are offered for the betterment of English teaching and learning in Indonesia.

Key words; English, Instructional Medium, Proficiency, and Responses.

Background

The instruction medium in EFL classrooms is an issue which has long history of debate among governments, institutions, academics, and practitioners, where there have been discussions for the development of a comprehensive policy in relation to the classroom language. The use of English as solely instruction medium is always compared with the use of English combined with the use of mother tongue in English classrooms.

Some empirical studies have shown the benefits and weaknesses of the use of English as solely instructional medium in English class. Wong (2010) revealed that the class under the strict policy has a stronger preference for English as the sole medium of instruction, but their English proficiency had also become higher than that of the more Cantonese-tolerant class. Further, the students with low proficiency registered in the beginning semester of one Pesantren (Islamic Boarding School) which obligate the Santri (students) to use English everyday one week a month in Jambi (one of Indonesian provinces) generally perceived that the help of native language help them understand English on the teaching and learning process for the daily basis. Nevertheless, they have anxiety and problems with confidence to speak English. The punishment given to those who do not speak English force them to keep silent and use their body language to convey something (Sofwan, 2012).

However, the research on this topic is limited on the area of informal educational institution. Therefore, this study was proposed and conducted to examine English as a solely instructional medium and its effectiveness on the students' English proficiency and responses at LIA as one informal educational institution by analyzing the responses to two research questions: 1) How do the students at LIA Jambi in the two classes respond to the implementation of the classroom language rule?, 2) How do those Students' at LIA language preferences relate to their attaining of better English proficiency?

Theoretical Framework

Many researches have been conducted to investigate and examine the issue of medium of instruction, perhaps more than any other aspect of education. Broadly speaking, previous studies focused on how the expansion of one system in one country influenced educational institutions (Ferguson, 2006; Mahwah, 2004; Vygotsky 1962; Wong, 2010, Sofwan, 2012) and attempted to assess student achievements and attitudes in order to test hypotheses regarding the relative merits of the systems. These studies emphasized that cognitive growth and the development of intellectual processes were more important than the accumulation of information (Vygotsky, 1962).

Some scholars introduced that foreign language learners were more successful academically when they were first encouraged to develop concepts and literacy in their native language (Krashen & Biber, 1988; Willig, 1985). Research also supported the theory that bilingual students transferred literacy skills to a second language (Barnitz, 1985; Cohen, 1987; Garcia & Padilla, 1985).

Data Analysis

The research is appropriately undertaken as a mix method research with quantitative and qualitative approach. Participants of the research are the students of two intermediate 3 (IN3) classes of a formal education institution in Jambi "LBPP LIA Jambi". One class (class A) was taught from April to June, 2015 and the other one (class B) was from July to September. The students learning in this level (IN3) have homogenous levels of English proficiency as the institutions have set the standard bar for the students in every level they have. The table of the participants detail can be seen on the next page;

Table 1. The distribution of the research participants

No	Class	No of Students	Learning Schedule
1.	Class A	15	April-June, 2015
2.	Class B	17	July-September, 2015

The authors taught the two classes, who also enacted the English-only classroom language policy. Class A would be penalized if any student spoke anything other than English, whereas Class B would merely receive a verbal reminder that English was the sole language permitted, thus tacitly allowing some minimal mother tongue (Bahasa Jambi) use. This entire research took place over 7 months (April-October, 2015) from the preparation to final process of article editing.

The authors used three instruments in collecting the data; questionnaires, tests, and interviews. After three months into the course, students received a questionnaire (see Appendix 1) requesting their responses on the use of English as the medium of instruction. Answers using Likert range from 5 for “Strongly Agree”, 4 for “Agree”, 3 “Neutral”, 2 for ”Disagree”, and 1 for “Strongly Disagree”. The writer used Bahasa Indonesia as the questionnaire language to obtain good understanding adapted from Wong (2009).

An English proficiency test (final test form of IN 3) was administered to all students. The test was administered before and after the research took place to see the difference between the students’ in the two classes score achievement improvements. These final tests consisted of five varieties: (1) Listening, (2) Structure, (3) Reading, (4) Writing, and (5) Speaking. All kinds of tests carried an equivalent weighting, and a maximum mark of 5. All tests were randomly double-marked by a different teacher who ever taught the same class (LIA’s procedure of test proctoring) to ensure the reliability of the assessment.

The authors stated the purpose of the interviews and how they would be conducted. Students were interviewed in their native language (Bahasa Jambi) to facilitate their broader perspectives, and assured that their identities would remain confidential by only using their initials. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (Patton, 1990; Oppenheim, 1992). Open-ended questions were asked to elicit the best student responses to particular situations.

The analysis of the data was carried out in different ways. The questionnaire data were analyzed using SPSS 20. The table shown in this data analysis includes mean, standard deviation, and frequency. The test was analyzed by using *t*-test to compare two means using a web calculator named *graphpad* (graphpad, 2015). Interview result was reported by transcribing, coding, dividing the data into some themes, and elaborating them in written forms (Patton, 1990). To assess the validity of the research, triangulation is used which is a method used by authors to check and establish validity in their studies by analyzing a research question from multiple perspectives and in this matter the data from the questionnaire, interview, and test were calculated, analyzed, and elaborated (Patton, 1990).

Result and Discussion

The results of the research show the two important items or questions stated in the background of the study. They are;

Students' responses to the implementation of the classroom language rule

The statement of this part is answered by elaborating data from questionnaire and interview. The questionnaire data were analyzed using SPSS 20. The table interpreting questionnaire data in relation to the students' response on the use of English as solely instructional medium is shown below;

Table 2. Frequency, mean, and standard deviation related to students' responses

Statements	Class	Frequency					Mean	Std. Deviation
	A (N.15) B (N.17)	SA	A	N	D	SD		
When my English teacher only uses English as he medium of instruction, I like it	A	5	5	3	2	-	3.87	1.06
	B	4	6	4	2	1	3.71	1.21
Using 100% English in the classroom can improve my English standard	A	6	5	2	1	1	3.93	1.22
	B	4	3	7	2	1	3.41	1.18
My confidence in speaking English has been raised with the rule	A	7	5	2	1	-	4.20	0.94
	B	4	4	6	3	-	3.53	1.07
Given the choice, I prefer using English-only in English classes instead of mixing it with Bahasa	A	7	5	3	-	-	4.27	0.80
	B	2	3	7	4	1	3.06	1.09
English teachers are good examples if they only use English in English class	A	6	5	2	2	-	4.00	1.07
	B	5	5	5	2	-	3.76	1.03
Enforcing the "No Bahasa Jambi in English Class" policy does not alarm me.	A	6	7	2	-	-	4.20	0.86
	B	3	5	6	2	1	3.41	1.12
It is fun to listen to my friends speaking English in class.	A	6	5	3	1	-	4-07	0.96
	B	6	5	4	2	-	3.88	1.05
I will not be feeling uncomfortable if my friends also speak English in class.	A	5	8	2	-	-	4.20	0.68
	B	4	5	4	2	2	3.41	1.33
If my friends speak English, I will speak English too	A	4	8	2	1	-	4.07	0.88
	B	2	3	6	3	3	2.88	1.27
If my English teacher uses Bahasa	A	5	5	3	2	-	3.87	1.06

Statements	Class	Frequency					Mean	Std. Deviation
	A (N.15) B (N.17)	SA	A	N	D	SD		
Jambi to teach English, I will feel uncomfortable	B	3	2	7	4	1	3.12	1.17
As these are English lessons, we should use English as much as possible.	A	7	4	3	1	-	4.13	0.99
	B	5	5	5	2	-	3.76	1.03
AVARAGE	A						**4.07**	
	B						**3.44**	

Table 2 shows that the mean (4.07) of responses from students of class A is higher than responses from the students of class B (3.44). The responses of th students of class A are more positive than those in class B because the statements are all in positive ones in order to generalize the responses of the rule implemented.

Furthermore, the interview results show that some students in class A revealed that they like and accustomed to the situation when English is used as the only medium of instruction in their English class. They reported,

"I think I kind like the rule. At first I felt like I was forced to do it but then I used to it. So, I enjoyed it so much", (MN)

"*I have fun when my friends in the classroom did not even aware of one or two words of Bahasa Jambi were slipped through their tongues. My friends' mistakes reminded me not to do the same mistakes", (AR)*

"At first, I felt a bit uncomfortable with the situation or the rule because I was afraid being criticized either by my friend or my teacher. At last, I am accustomed to having the situation and obtaining benefit from it and it is such a wonderful experience". (ZA)

On the other hand, the students from class B whom English as the only instructional medium is not strictly ruled by the teacher have stated a slightly different opinion of the rules. Their opinions are varied,

"W*hen the teacher asks us to speak English only in the classroom, I feel a bit threatened. I don't feel good about it because my friends seem to mock or laugh at me", (AF)*

"I think I like the situation. When we are pushed to speak English all the time, we learned and gained something the environment of being in the situation of English and I have fun with it and I think my friends also had a very enthusiastic feeling". (TB)

"When we want to ask some difficult words or do not understand them. I think we need our local language to ease and understand

Students' language preferences in relation to their attaining a better English proficiency

The elaboration of this part were obtained by analyzing the data from the tests, pre-test and post-test. On the pre-test, the students from both classes have slightly difference on their English proficiency score of the test. The mean score of students from class A is slightly lower than the mean score of students from class. The table is shown below

Table 3. Mean of pre-test result

Group	Class A	Class B
Mean	*2.367*	*2.494*
SD	0.550	0.543
SEM	0.142	0.132
N	15	17

On the other hand, the result from the post-test show that the English proficiency score of class A significantly improves from the result of the pre-test with the improvement number of 1.353. Further, the improvement of class B score of English proficiency is 1.094 which is not significant compared to the improvement of English proficiency score of students in class A. The full interpretation of the data from the post-test is shown below:

Table 4. Mean of post-test result

Group	Class A	Class B
MEAN	*3.720*	*3.588*
SD	0.642	0.507
SEM	0.166	0.123
N	15	17

Conclusion

This study is aimed at examining English as a solely instructional medium and its effectiveness on the students' English proficiency and responses at LIA as one informal educational institution by analyzing the responses to two research questions. The results suggest that the students should be addressed to the use of English a solely instructional medium because it effectively proves in improving students' English proficiency score. Furthermore, they will feel more comfortable, confidence, responsible, and brave if they are accustomed to speaking English due to the strictly-use of English a solely instructional medium in the classroom.

Exposure to English was also improved since they do not have other choices rather than using English. Nevertheless, should students be allowed to use either English or Bahasa Jambi during English lessons, they are going to naturally pick their mother tongue due to peer pressure. In addition, it has now been proven that enforcement of a strict English-only policy with English students has a great positive impact on learning which the two classes in this study developed their English proficiency at differing rates. It is therefore suggested that teachers in English classroom always promote the use of English as solely instructional medium and all stakeholders support it to be a language classroom policy

References

Barnitz, J. G. *Reading Development of Nonnative Speakers of English.* Orlando: Harcourt, 1985.

Cohen, L., Manion, L., and Morrison, K. *Research Methods in Education.* London & New York: Routledge Falmer, 2000.

Ferguson, G. *Language Planning and Education*. Edinburgh University Press, 2006.

Graphpad. T-test calculator, accessed 15 Oktober 2015; available on http://graphpad.com/quickcalcs/ttest1/

Mahwah, N. J. *Medium of Instruction Policies: which agenda? whose agenda?* Lawrence Erlbaum Associates Publishers, 2004.

Oppenheim, A. N. *Questionnaire Design, Interviewing and Attitude Measurement.* London: Pinter Publishers Ltd, 1992.

Padilla, A. M. (1990). *Bilingual Education: issues and strategies.* Newbury Park: Sage Publications. Poon, A. Y. K. (2000). Medium of Instruction in Hong Kong: rule and practice. University Pressof America.

Sofwan, M., “Using 100% English; A Case Study in Islamic Boarding School Aljauharen.” Thesis., IAIN STS Jambi 2012.

Vygotsky, L.S. *Thought and Language*. Cambridge, MA: MIT Press.Weaver, C. (1988). *Reading Process and Practice: From sociopsycholinguistics to whole language.* Portsmouth, NH: Heineman, 1962

Willig, A.C. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research, 55 (3),* 269-317, 1985

Wong, R. M. H. The effectiveness of using English as the sole medium of instruction in English classes: student responses and improved English proficiency. *Porta Linguarum* 13, 119-130. 2010.

Appendix 1

Beri tanda X di kolom 1 (Sangat Tidak Setuju), 2 (Tidak Setuju), 3 (Netral), 4 (Setuju), dan 5 (Sangat Setuju)

Pernyataan	**1**	**2**	**3**	**4**	**5**
Menggunakan 100% Bahasa Inggris di kelas dapat meningkatkan standar Bahasa inggris saya					
Kepercayaan diri dalam berbicara bahas Inggris ditingkatkan melalui aturan tersebut					
Bahasa Diberikan Kesempatan, Saya lebih suka menggunakan hanya Bahasa Inggris daripada menggabungkan dengan bahasa jambi					
Guru bahsa Inggris adalah contoh baik jika mereka hanya bahasa Inggris dikelas bahasa Inggris					
Memaksa penggunaan “tidak boleh memakai bahasa Jambi di kelas Inggris” tidak mengancam saya					
Menyenangkan bisa mendengarkan teman-teman saya berbicara bahasa Inggris di kelas					
Saya tidak akan merasa tidak nyaman jika teman teman saya juga berbicara bahasa Inggris di kelas					
Saya akan juga berbicara bahasa Inggris					
Jika guru bahasa Inggris saya berbicara bahasa Jambi, saya akan merasa tidak nyaman					
Jika dalam pelajaran bahasa Inggris, kita harus menggunakan bahasa Inggris sesering mungkin					

12

The Effect of Peer Correction on Young Adults' Essay Writing Competence

Imas Wahyu Agustina
LIA Pramuka

Abstract

Correction or feedback in oral as well as written form from both teachers and peers is commonly practiced in language learning in all levels. However, there is limited number of research referring to the effect of peer feedback on essay writing competence. Peer feedback is efficient and able to promote independent learning, yet, it may raise questions on its reliability. This study tries to reveal whether peer feedback gives any significant improvement on young adults' essay writing performance on their achievement test. Eight students of One Year English Program at LIA Pramuka are involved in several sessions of essay writing which are followed by peer correcting guided by correction checklist. Pre-test on January 2015 and post-test on April 2015 are used to determine the improvement on such aspects of essay writing as organization, content, grammar, and vocabulary. It is found that most participants become more aware of how to write a well-organized and comprehensive essay although few still cannot perform well at the post-test. Moreover, this study reveals that peer checking cannot significantly help the students write well-structured sentences and choose appropriate diction. Since this study involves small number of students, the result may appear different to different kinds of participants. Thus, further research engaging more students in more varied levels is absolutely encouraged.

Background

The idea that language mastery is a kind of life skill leads today's language learning to treat writing in the target language as an end product which makes writing the main objective of the classroom activities. When it comes to adult learners, the demand becomes greater since these people do not always aim at learning a language for tests and scores. They need to be able to use the language to fulfil their needs, especially at work or higher education, such as making written instruction or manual for certain product so that readers are able to follow it correctly or write product knowledge so that people are willing to buy the product or use the service. Therefore, language learning should focus on the macro level which emphasizes on the content and organization (see Ur (1996) and Lainuddin (2004)). In this level, students are encouraged to express themselves using their own words, to state and achieve certain purpose, and to specify on particular audience. Paying attention to the content will make the message well-crossed while the organization will put the message in order to make it easily and appropriately understood.

When language becomes an expertise and then is used properly, it can be a source of power to convince people to believe in certain points of view and make people perform a requested action. One of the text types that can represent this purpose is essay, especially the analytical/expository and argumentative ones. Therefore, this present study focuses on revealing whether or not young adults' essay writing performance can be improved by peer feedback.

Theoretical Framework

Analytical/expository compositions are usually designed to explain, analyze, interpret, speculate, evaluate, persuade, or reflect (Olson, 2003, p.161). Some other linguists also add such purposes as to inform, clarify, define or instruct via logical analysis which can be in a form of comparison and contrast, cause and effect, problem and solution, definition, examples, and logical division (Bander, 1983; Blanchart and Root, 2004; Folse et al., 2001). On the other hand, argumentative writing is meant for writers to embrace a particular point of view and try to convince the reader to adopt the same perspective or to perform a certain action (Nippold, Ward-Lonergan, & Fanning, 2005 in Chase, 2011, p.1). But, regardless of the intention, these kinds of composition usually has a three-part structure consisting of an introduction, main body and a conclusion (Olson, 2003, p.161) and its fundamental ground lies on the thesis which all arguments and logical supporting facts focus on in order to create strong organization, a logical order, clarity, unity and coherence, and smooth transitions (Olson, 2003, p.170). Toulmin (1958 in Chase, 2011, p.6) proposed a model of argumentation which was basically not really different, consisting of claims, data, and warrants.

Writing an essay offers learners with authenticity in the process and the product as well. Students are trained to organize facts and opinions towards certain topic into convincing arguments in order to make people believe and follow what they say. This fits the idea of learning a language in the macro level. However, very often the students present the ideas randomly without following any principle of organization (Tseng, 2010, p.8). In fact, organization becomes very important since different purpose of writing may yield different developments (Folse et al., 2001 in Tseng, 2010, p.8). Nevertheless, as wise men say, practice makes perfect, which means that students will get on the right tract if they frequently practise writing in a well-organized way. That is why in this study the participants are provided with the peer correction checklist to lead their attention to the intended direction. Moreover, in line with the writing cycles, namely pre-writing, composing, and post-writing, proposed by some linguists such as White and Arndt (1991) and Tompkins (1994) (see Zhang, 2010, p2), this study also requires the participants to revise their composition after the peer correcting to see the effects.

Peer correction is chosen, instead of teacher feedback, due to its many benefits, for instance, to enhance learners' focus on meaning, autonomy, cooperation, interaction critical reading, analysis skills, and involvement in helping each other (Tsui and Ng, 2000, in Zhang, 2008, p.107 and Jeremy Harmer, 2007 in Sultana, 2009 p.12). Truscott (1996 in Zhang, 2008, p.104-105) said it will be much effective if the students are actively involved in recognizing their own and also their peers' mistakes so that they can make a more comprehensive and grammatically well-accepted writing. Moreover, Tseng (2010, p.24-25) mentions that critics from peers challenge them to explain why they write in that particular way and be aware of presenting facts or arguments in a logical way. Moreover, discussion or even debate with peers offers a bargaining situation because there is less threat (Rollinson, 2005, cited in Sultana, 2009, p.12). The students may not feel inferior to argue because they think that they have the same level of language competence and knowledge. Paul Rollinson (2005 in Sultana, 2009, p.12) adds that peer feedback makes learning more student-centred and more supportive. Furthermore, some studies have revealed that peer feedback had a positive impact on writing skill (Al-Jamal, 2009, in Farrah, 2012, p. 192), helped students have standards of good writing and qualified them to be thinkers and writers as well (Yang, 2006, in Farrah, 2012, p. 193). Besides, the teachers would not have to spend so much time responding to each individual essay.

Despite its benefits, peer feedback is also challenging because as adults develop their self-esteem and self-respect, they become more aware of themselves as individuals and as a result they do not welcome critics. Yet, the condition can also turn out differently, as they are getting older and mature, they learn to adapt better with people around them and learn to provide constructive criticisms as well as to tolerate or accept criticisms (Sultana 2009, p.13-14). Some other challenges that should be overcome are the students' reluctance, low self confidence, and reliability (see Sultana, 2009, P.12-13). Therefore, the students should undergo some trainings or practices to make them able to conduct peer correction fairly well. Some linguists suggest training in the form of watching a video (Zhu, 2001 in Zhang, 2008, p.106), using broad categories (Tsui and Ng, 2000 in Zhang, 2008, p.106), or in collaboration (Lockhardt and Ng, 1995 in Zhang, 2008, p.106). And this study uses peer correction checklist (see appendix).

Data Analysis

There were eight students of One Year English Program at LIA Pramuka aged 18 to 25 participating in three sessions of essay writing which were followed by peer correcting guided by correction checklist. Some notes could also be made on the essay paper for more specific comments. After each peer correction session, each participant should write and submit the revised version. Pre-test on January 2015 and post-test on April 2015 were conducted to evaluate the improvement on such aspects of essay writing as organization, content, grammar, and vocabulary. Participants were assumed to have been familiar with outlining and essay writing on the first semester. Here is the data collection procedure:

1. Pre test

A pre-test of 300-word essay writing was conducted on topic one in 45 minutes.

2. Essay writing on topic one
   a. Activities on outlining ideas, writing thesis statement, and elaborating ideas were conducted to help the participants aware of content relevance and organization.
   b. Peer correction on the participants' pre-test essay was done. The teacher only provided general guidelines, no peer correction form.
   c. Participants were divided into two big groups to brainstorm things related to topic one. Finally, they wrote a thesis statement and make an outline based on their discussion.
   d. Each participant individually wrote a 300-word essay in 45 minutes based on the thesis statement and outline they had discussed before. Changes might apply.
   e. Students checked their peers' essay guided by peer correction form. They could discuss with others while the teacher only clarified what the questions on the form meant.
   f. Each participant revised his/her own essay based on his/her peers' comments.
3. Essay writing on topic two
   a. Participants worked in pairs to make an outline on topic two.
   b. Each participant individually wrote a 300-word essay based on the outline in 45 minutes.
   c. Peer checking was done using the peer correction form.
   d. Revision was made
4. Essay writing on topic three

The same activities as step three were done on topic three.

5. Post-test

A post-test of a 300-word essay writing was conducted on topic four in 45 minutes.

Results and Discussion

The discussion of this section is divided into two. The first one will talk about the comparison between the pre-test and the post-test essays to see the changes and improvement. The second part will talk about the participants' essays during the three sessions of essay writing to see the original essays and compare them to the revised versions after peer correction was conducted.

1. Comparison between the Pre-test and Post-test Essays
   a. Organization

Analysis to the participants' essays in the pre-test and post-test stages showed that most of them made a significant improvement on the organization of the essay. The pre-test showed that only one out of eight participants made a clear cut paragraph of the introduction, body, and concluding parts. He also put the thesis at the end of paragraph one completed with the details and divided the body part into three different paragraphs based on the details he mentioned previously. Some students just put all the things in one paragraph while some others wrote some paragraphs without any clear division of the idea which required readers to pay a lot more attention to grasp the details. Moreover, while that one particular student could write a quite comprehensive introductory and concluding paragraph, the other students just wrote one sentence for the introductory and also one sentence for the concluding part which were not enough to give sufficient background on the topic.

Positively, the post-test showed that five of them made a better organization in their compositions. One of them did not manage to complete the concluding paragraph while the two others only finished the introductory part and half of the body paragraphs. They claimed that it happened because they spent too much time in looking for the ideas and this failed them to finish the essay. They realized and admitted this mistake. All participants' post-test essays included introductory and thesis statement which seven of them had forgotten to write comprehensively back then in the pre-test stage. All of them put the thesis at the end of paragraph one and they also specified the details that they were going to explain. All the completed body paragraphs were also organized based on the details they had mentioned before so that the ideas of the essay were easier to follow. Too bad, only five out of eight persons managed to end the essay appropriately.

b. Content Relevance

There was improvement in the content but not really that significant. For the introductory part of the post-test essay, at least since the number of words was increasing, there must be more messages conveyed. However, only three kept the ideas go smoothly while five others did not, the ideas seemed jumpy. For example, one of the participants started with the benefits of having friends but then out of the blue stated the topic: the benefits of being choosy in picking friends. Another one suggested that we not be choosy but then said that she wanted to talk about the positive sides of being choosy in picking friends. Fortunately, since all of them included the thesis and the details that they wanted to discuss, readers could catch the broad ideas of the essay.

The body paragraphs also improved. The pre-test showed that they could not explain their position well. Some of them went back and forth saying positive, negative, and positive things again about the topic, or vice versa. Some started with the specific details and then went to the general point of view and then went back again to the specific ideas. Some of them even wrote narrative stories which could not support their arguments. They finally managed to make better body paragraphs since all of them had a clear stand on what they believed in. Three of them were able to deliver quite strong arguments, four of them tried hard to explain but did come up with a convincing point of view, while one student misunderstood the topic and explained it in a different viewpoint. He explained the effects of choosing bad friends and the tip in choosing friends, which was different also from his thesis stating the negative sides of being choosy in picking friends.

The concluding part was also getting better because they were able to put more ideas although the quality of the idea itself varied. Out of five completed concluding paragraph, three of them managed to end the essay strongly and convincingly while two others could not put a strong end but restating the previous statements instead.

c. Grammar and Vocabulary

The progress of these items is actually cannot be measured solely on the peer correcting activity. It is also influenced by their learning throughout the semester in this class and other classes as well and their prior knowledge. In general, there is no much improvement, except this one student. He used to make more mistakes back then in the pre-test, though the messages were still understandable. He was able to make better sentence structure with fewer mistakes in grammar and misuses in vocabulary. On the other hand, two students could maintain the good quality of grammar and vocabulary use while others made mistakes here and there which ranged from the bearable one to the confusing one such as the unclear use of pronouns or the structure of Indonesian English.

2. Essays with Peer Feedback

a. Organization

The analysis of the original essay and the revised version showed that most improvement happened to the organization of the composition. For example, those who could not finish the original essay, either because they did not manage to finish it on time or they forgot to include them all, finally had been able to make a better and complete composition. From all original essays, three of them missed the concluding part and one person missed one of the details in body paragraphs. Only one person was unable to finish both the original essay and the revised version of the second topic. His peer had commented on this matter but somehow he still could not find something convincing to say.

All essays in this stage had thesis with clear details, except one. The writer did not specify the sub-topics of topic three on his thesis. In fact, the corrector had mentioned this problem but there was not any change. He actually did great on the previous topics. This might be influenced by low level of trust or he just did not pay attention to his friend’s comment. Three persons also made a wrong decision on their revised essays since they added one more sentence at the end of introductory paragraph right after the thesis. This makes the composition not in a good flow, staring with general, then going to specific, but then going back to general. This messed up the organization.

Most body paragraphs of all essays were well divided. Only two of them were originally written in one paragraph but then the writers made a change by dividing it into three paragraphs. The peer checking influenced this since students could notice it by looking at their peers' writing and also by checking the writing based on the peer correction checklist. The concluding was also there.

b. Content Relevance

Though not significant, content is the next best thing that we can see from all compositions. Changes were applied to the content of some essays, for example they provided some proofs and facts but too bad they were not able to explain them well and connect them to the main topic. Some students changed the introduction with a more closely related discussion or added some more sentences to make the ideas not jumpy. Some others changed the conclusion which formerly went in contrast. And it is all there written by their peers. Yet, there was one composition in which the writer ignored the advice to change the conclusion because it went in contrast, making the concluding paragraph irrelevant to the rest of discussion. Changes to the content of the revised essays highly depended on how serious they treated their peers' comments or well the writer trust the comments or the correctors.

c. Grammar and Vocabulary

Unfortunately, peer correction does not seem to significantly affect the grammar and vocabulary that a person uses in a composition. Students only gave few comments on their peers' grammar or vocabulary mistakes. It might be in line with research by Pishghadam and Kermanshahi in 2011 which revealed that there were only 15% of adults learners who liked to correct their peers themselves in the first place. In some cases, the mistakes were not well-corrected or they were even deleted instead, leaving the ideas of the whole paragraph or essay dangling. Some persons only wrote that there was something wrong with the sentence but the mistake or the location was not specified so that the writer did not make much improvement. This might happen because the students have limited knowledge about such grammar features as adjective clause, parallelism, and passive voice. Unfortunately, some students also did not manage to successfully make improvement on such easy mistakes as present tense, modality, and comparison. Peer correction seemed ineffective in this case.

Conclusion

1. Conclusion

To sum up, peer feedback on essay writing which is guided by peer correction form can mostly improve the organization and the content of the essay. The form can function as a checklist that is useful not only for the students to stay focused when commenting on other people's writing but also for him/herself as a reminder to refer back to his/her own writing. Therefore, this study can confirm what Paulus (1999, in Farrah, 2012, p.180-181) found about the process of peer feedback that could enhance the quality of the final assignment. Yet, this activity cannot give any significant effect to the grammar and vocabulary. It may be due to the idea that analytical/expository and argumentative essay rely greatly on the thesis or claims and how they are organized to achieve certain purpose (see Olson, 2003, p.170, and Chase, 2011, p.6). Hopefully, this study can give insight that can influence teaching practitioners to apply this method and also can give idea of how to do this method in the class.

2. Recommendation

This study is still far from being perfect since it only involved small number of students. Further studies can be done to check whether it will result similarly if done to bigger number of students. Interrating, which the study could not carry out due to the time constraint, can also be done to get second opinion and make the study more valid. Studies can also be done to investigate whether the same strategy can be applied to younger learners and whether the same or better result can be gained if peer correction to the essay writing is practised in longer period of time.

Reference

Chase, Beth Jillian. 2011. *An Analysis of the Argumentative Writing Skills of Academically Underprepared College Students.* Columbia University.

Farrah, Mohammed. 2012. The Impact of Peer Feedback on Improving the Writing skills Among Hebron University Students. *An - Najah Univ. J. Res. (Humanities). Vol. 26(1).*

Lainuddin, Mochamad. 2004. The Effect of Giving Feedback to Students' Writing. *TEFLIN vol. 15 no.2.*

Olson , C.B. 2003. How to Structure Analytical/Expository Writing. *The reading/writing connection: Strategies for teaching and learning in the secondary classroom* (companion website). New York: Allyn & Bacon/Longman.

Pishghadam, Reza, and Paria Norouz Kermanshahi. 2011. Peer Correction Among Iranian English Language Learners. *European Journal of Educational Studies 3(2).*

Sultana, Asifa. 2009. Peer Correction In ESL Classrooms. *BRAC University Journal, vol. V1, no. 1, pp. 11-19.*

Tseng, Christine Chifen. 2010. *Teaching and Grading Expository Writing*. 曾琦芬.

Zhang, Jun. 2008. A Comprehensive Review of Studies on Second Language Writing. *HKBU Papers in Applied Language Studies Vol. 12.*

Appendix

Peer Correction Checklist

Topic:

Writer’s name:

No	Items	Yes	No	Comments
1.	Organization			
	a. Is the title available?			
	b. Are there at least three paragraphs?			
	c. Is the introductory paragraph available?			
	d. Is there any thesis statement?			
	e. Is the thesis at the end of paragraph one?			
	f. Does the thesis clearly state the topic of discussion?			
	g. Are the sub topics/controlling ideas mentioned in the thesis?			
	h. Does the essay have body paragraph(s)?			
	i. Does the body present at least two sub topics?			
	j. Is each sub topic explained one by one?			
	k. Is the concluding paragraph available?			
	l. Are the ideas well put in sequence, no overlapping?			
2.	Content relevance			
	a. Does the introductory paragraph give sufficient background knowledge of the topic?			
	b. Does the writer state the position?			
	c. Do the sub topics in general help answer the topic and support the writer’s position?			
	d. Do the details in each sub topic help answer the main topic and support the writer’s position?			
	e. Are there any proofs? E.g.			

	examples, facts, research results, etc			
	f. Do the proofs in each sub topic help answer the main topic and support the writer's position?			
	g. Does the concluding paragraph sum up the topic clearly?			
	h. In, general, does the content fit the task?			
	i. Does the writer stay on his/her position?			
3.	Grammar			
	a. Are the sentences easily understood?			
	b. Are the sentences in the correct kind of tense?			
	c. Do the subjects of the sentence agree with the verbs?			
	d. Are the simple sentences well-formulated? (one subject one verb)			
	e. Are the compound and complex sentences well-formulated? (one or more subject, one or more verbs, and conjunction)			
4.	Vocabulary			
	a. Does the writer use clear words to indicate moving from one ideas to another?			
	b. Are the words correctly used?			
	c. Does the writer use rich vocabulary? The same words are not repeated too often.			
	d. Are the words correctly spelled?			
	e. Are the capital letters correctly used?			

13

Formulating Rules and Steps to Assist Very Young Learners to Learn and Accomplish Assigned Tasks

Veridiana Dyah Karnasih
LBPP LIA Surakarta

Abstract

Topic : Handling class of very young learners

Teaching an EC class of 5 to 7-year-olds, at times l have to deal a lot with how l force them to sit nicely and stop talking. I find out that this torture doubled knowing that some of my students are still learning to read and write. Not to mention a student who keeps asking permission to go to the toilet then suddenly followed by many others who want to go too. So l end up shouting and saying no's to many requests and giving them punishments without any task accomplished. However, it is suggested that "To maintain order and to keep the group on task and moving ahead, not to spot and punish those students who are misbehaving." (Greenwood and Parkay, 1989).

Then l figure out ways to make them understand the flow of the lesson. I divide the flow into three parts. The first part is practicalities, the second is routines and the third is discipline.

Teaching very young learners is indeed challenging. Thus, this class action research paper demonstrates the attempts to formulate rules and steps to assist students to learn and accomplish assigned tasks. The teaching formulas tried out in several guided steps are expected to give students clear understanding of what to do during the learning process.

The Classroom Action research will be conducted using teachers' journal, references, observations, and the results are expected to show that students show positive progress towards classroom activities.

Keywords: practicalities, routines, discipline, teacher's journal, observation

Introduction

A. Background of Study

Teaching young learners is not new to me. I've been teaching for more than 10 years with some young learners classes in between terms, but teaching them of the very young age (5 to 7 years old) has been my second experience. I cannot vividly remember how my first class was going or how young learners have changed for the past several years, but l found out that teaching them now is indeed more challenging.

First weeks of my teaching were filled with chaos. Right after l greeted them, one student suddenly asked a permission for a toilet than it would be automatically followed by several others. Not long after that, one would ask a permission for a drink. I was in a dilemma at that time, trying to put everything in an appropriate way of understanding the students' (young learners') need. I ended up in allowing them going in and out of the classrooms to do what they were asking to be allowed. However, l still managed to use this opportunity to teach them how to use expressions of asking permission. Yet, of course it is not a good way of managing a good class.

Dealing with students coming out and in is not the only thing l have to cope. Whenever the students are already in the classroom, they will be busy talking to their friends, especially those who go to the same school. What they are wearing that day and what they bring will suddenly become an interesting topic to talk about. This condition will surely create a difficult time for me to assign certain tasks and hope them to finish the tasks accordingly. Not to mention the hard time spent to ask them to sit while listening to my instruction. Very often l ended up with shouting and saying no's to the students or giving punishments without any tasks accomplished.

This finally led me to an approach l have been trying to figure out of how to manage a class of young learners. I divide the flow into three parts. The first part is practicalities, the second is routines and the third is discipline.

The subject of this research is my EC-1A class of LBPP-LIA Surakarta, consisting of 12 students aging 5 to 7 years old. They are the early English learners of their schools as well.

B. Questions of Research

1. Why is it hard to have very young learners focus on and accomplish assigned tasks?
2. How can series of rules and steps assist very young learners to learn and accomplish assigned tasks?

C. Objectives of Research

1. To find out why it is hard to have very young learners focus on and accomplish assigned tasks.
2. To find out how series of rules and steps assist very young learners to learn and accomplish assigned task.

D. Significance of the Study

1. Theoretical Use

For researchers, the results of the research can be one of references in handling very young learners.

2. Practical Use

For teachers, the results of the research can be one of references of how to assist very young learners to learn and accomplished assigned tasks.

Theoretical Framework

A. Classroom Management

*"Classroom management refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher" (*Richards,1990, 10).

Teaching is both an art and a science, that some innate ability complements learned teaching skills, and that with all of our best-laid lesson plans there still remains an intangible aura surroundings acts of learning. Many volumes of research and practical advice have been written on the subject of classroom discipline. According to H. Douglas Brown, teachers have to gain the respect of the students by treating them with equal fairness. Teachers also have to state clearly and explicitly to the students what their expectations are regarding their behavior in class. However, in resolving disciplinary problems, teachers needs to try to find the source of the problem rather than treating symptoms. (Brown, 2000:199)

One of the simplest principles of classroom management centers on the physical environment for learning: the classroom itself. Brown (2000) suggests these four categories:

1. Sight, sound, and comfort

As simple as it may first appear, students are indeed profoundly affected by what they see, hear and feel when they enter the classroom. So, it is advised that teachers have any power to control any equipment in the classroom, such as the classroom, the board, chairs, bulletin boards, acoustics, heating or cooling system.

2. Seating arrangement

Students are members of a team and should be able to see one another, to talk to one another (in English!), and not be made to feel like they just walked into a military formation, so changing the pattern of the seating arrangement is necessary.

If the classroom has moveable desks, teachers may consider patterns of semi-circles, U-shapes, concentric circles, or – if the class size is small enough – one circle so that students aren't all squarely facing the teacher. Teachers should give some thought to how students will do small-group and pair-work with as little chaos as possible.

Should teachers determine who sits next to whom? Normally students will soon fall into a comfortable pattern of self-selection in where they sit. The teachers may not need to tamper with this arrangement unless they feel the need to force a different "mix" of students.

3. Chalkboard use

The chalkboard (whiteboard) is one of teachers' greatest allies. It gives students added visual input along with auditory. It allows teachers to illustrate with word and pictures and graphs and charts. It is always there and it is recyclable! So, teachers can take advantage of this instant visual aid by profusely using the chalkboard (whiteboard).

4. Equipment

If the classroom is equipped with any electrical equipment, teachers have to make sure the readiness of the room, the equipment and the teachers themselves to operate it.

B. Discipline Problems

Nina M. Koptyug, Ph.D., an Associate Professor of English from Novosibirsk, Russia states that we shall try to see how the traditional four skills can be varied according to the class level and aptitude, and to work out some strategies for maintaining law and order in the classroom. She introduces these ways to handle discipline problems.

1. Identifying the cause

"For every person wishing to teach, there are thirty persons not wishing to be taught." (anonymous)

This phrase may be a more real reflection on modern life than we realize. None of us teachers work in a vacuum . Students come to our classroom from their good or dysfunctional families; they also come to us right after a very difficult test in science, or right before a hated lesson of Math. In other words, they come to our classroom in a certain state of mind, in a good or bad mood, and we become the unwilling recipients of the aftermath, or the pre-shock, as the case may be.

One of the widespread reasons for bad discipline, however, is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outburst, disruptive behavior, while the rest of the class may remain passive.

2. Identifying the ring leader(s)

We should watch our class carefully each time a disruption occurs to see if indeed we are dealing with the same student(s) every time. We start our lesson as usual, follow our general plan. At the same time, we have to be ready with an extra task or two for the ringleader. We have to keep our troublemaker occupied.

3. Establishing the priorities

Teachers are responsible for everything that goes on in the classroom. Before facing our problem class, we can do a little auto-training: "I am a good teacher. I know what I am doing. I'll cope". Every teacher has the power in the classroom. Even if we are dealing with children from dysfunctional families, or children who "do not want anything", we are the boss. If we are sure of ourselves, our students will always feel it.

C. Teaching Young Learners

The term 'young learners' in the network covers a wide age range; 4-18 years of age, and most problems encountered by teachers are due to a lack of understanding of the developmental differences between children and teenagers, and of the appropriate classroom management skills to deal with these. Differences include conceptual and cognitive variations, variations in attention spans and motor skills such as drawing and cutting, as well as social and emotional differences. An understanding of these differences can help develop the flexibility that teachers of young learners require.

Teaching young learners requires a knowledge of the developmental differences between children and teenagers and of the appropriate management skills. The young learners market continues to grow amidst a decade of changing attitudes towards this sector of teaching. The teacher is now viewed as a highly skilled professional who has the knowledge, skills, flexibility and sensitivities of a teacher both of children and of language, and one who is able to balance and combine the two successfully.

Research Methodology

This research was conducted using these data collection techniques, taken from :

A. Class Observation / Field Notes

Class observation or field notes are notes taken by the teacher either as a participant (participant observer) or as an observer in another teacher's classroom (non-participant). Observations may be general or guided by a particular question or concern. Note-taking may be continual or at regular intervals.

Purpose: to provide descriptions of teacher or student behavior with emphasis on the setting, group structures, nonverbal information, and interactions among participants.

Procedure:

- Before the activity or lesson begins, describe the setting briefly. Note the lay-out of the classroom and provide other information about the classroom environment (e.g., noise level, temperature, lighting).
- As the activity or lesson progresses, make notes about what is happening. Note interactions between participants and/or individuals' behavior.
- If you have thoughts or ideas about why things are happening as they are, note these as well, but make them clearly.

B. Journals kept by Teacher

Journals record the thoughts, feelings, reflections, and observations of the writer. They may be focused on a specific lesson, activity, or student, or they can describe the writer's more general day-to-day thinking or questions. The description below is separated into teacher journals and student journals.

Purpose: to identify issues, puzzles, or questions in teaching.

Procedure:

- Decide on a regular schedule for writing in the journal.
- Record your thoughts, questions, or concerns in general or as they relate to a lesson or issue you are currently focusing on.
- It can be very useful to reread your journal periodically. Any notes you make on rereading should be kept separately, either in another section of the journal or in another color pen or computer font.

C. Lesson Plans and Teaching Logs

Lesson plans describe the objectives of a class, the materials and processes planned to meet those objectives, and the expected roles of participants. They provide a *prospective account* of the *lesson as planned*.

Teaching logs record what happened during a lesson; they provide a *retrospective account* of the *lesson-as-thought*. Although they can be used separately, lesson plans and teaching logs are most effective when done together, as complementary forms of data collection.

Purpose: to allow comparison of the teacher's expectations for a class with what actually happened.

Procedure:

- Write the lesson plans according to whatever style is most comfortable and familiar.
- Leave room for notes that will be taken during class.
- Teach the class.
- During class, take notes about student behavior, timing, last minute changes, unexpected problems or outcomes, etc., in the space allotted on the lesson plan or on a separate piece of paper.
- Review the notes and lesson plans after the lesson. Write up a teaching log entry that summarizes all the salient points from your notes. Reference the log to your lesson plan so you can see what you planned, what you did, and what happened.

Data Analysis

A. Class Observation / Field Notes

My class is a room of 4x5 m equipped with 25 chairs, 1 teacher's desk and chair. It is fully air-conditioned. With only 12 students, the class looks spacious, but with the rest 13 chairs unoccupied, it distracts the students' moves. That's why every time l come to the class l always put the students into different seating arrangement either sitting individually or in groups. There are three different seating arrangement l make:

1. I set the students to sit based on the order of the attendance list. This will last for a week or two. After the second week, l change the arrangement based on my choice of seating arrangement of the week.
2. I set the students to sit based on my choice of seating arrangement of the week. I separate one ringleader from another, siblings, and boys from girls. This is aimed to give students opportunities to talk with as many 'neighbors' as possible.
3. I set the students to sit in groups. The group members are various. I make sure that the strong will work with the weak. So that everybody may achieve something better with the help of the strong ones.

B. Journals Kept by the Teacher

1. Monthly Journal

I didn't handle this EC-1A class from the beginning of the term. Due to many new students' late registration which affected the number of students in one class, some of the students were finally trusted in my hands. Here is the record about it.

a. July 2015

The number of students of EC-1A in Room 101 is too many, more than 20 students. So, by the end of the month the class was split into 2 groups. I finally got 12 students. Before having those students as my real ones, l substituted the class teacher, Ms. Adam several times. So, some of the students are quite familiar for me and vice versa. Ms. Adam told me that she seldom touched the book considering that those many students were so hard to handle. l had the opportunity of teaching those students by the end of the month and l still found it difficult to handle them.

b. August 2015

At the beginning of the month, the number of students in my class was getting bigger and bigger. I had 16 students up to the third week of August and 18 at the last week. This had created another problem. Handling 16 to 18 students of very young learner in one room is surely a challenge. Yet, Ms. Adam also had the same number of students. Finally we decided to split the two classes into three, asking another teacher to handle.

c. September 2015

Starting this month l had my original 12 students l first got from Ms. Adam’s class. With this 12 l could explore my class and handle the students more easily.

d. October 2015

This month l started writing a diary of my class. I wrote what was happening in class every session and jotted down any new situation. This helped me much in my lesson plan.

e. November 2015

Still writing a diary of my class, l started to see the result of the class rules, practicalities, routines and discipline l applied in the class. I could see the students follow the steps of the learning session.

2. Class Diary

To complete the record of the monthly condition of this class, here is the diary l wrote since October 2015.

Tuesday, October 6, 2015

I brought hand puppets to class. They liked it. They were excited to hold a hand puppet and learned to describe it. Still it was difficult for them to produce more than 2 sentences.

Thursday, October 8, 2015

I was absent. They learned to describe a monster given by the substitute teacher, Ms. Umi.

Tuesday, October 13, 2015

Students made a surprise drawing. They drew a part of the body and let their friends finish another part. I asked them the numbers of each part of the body from their drawings.

Thursday, October 15, 2015

I planned to give them the mid test. Prior to the test, l gave them exercises for reviewing the first two units. The exercises went smoothly until it came to the test itself. I tried to give instructions step by step and repeatedly, but it seemed that none of them understood what to do during the test. They didn't know how to do the test, how to understand instructions from the booklet and what options to choose. I ended up assisting one student after another and responding to every question. I even got impatient towards them and sometimes yelled at them. What a test day!

Tuesday, October 20, 2015

I started a new lesson "Things I Wear". I started by asking them "Who are wearing jeans today?", "Who are wearing T-shirt today?" etc. The students were enthusiastic. Then l showed them several pictures of clothing, asking them if they knew some of those items. They knew words like shoes, hat, and jacket. After that l drilled the vocabulary. I came up with 10 words and kept the rest of 5 words considering that my students started to lose focus. Then l asked them to open the student book and worked on the first page of the unit. I asked them to underline the 4 words introduced in the lesson. They managed to come up with jacket, shirt, pants and shoes.

Tuesday, October 27, 2015

I applied the discipline students have to follow. I introduced them to the class rules l made and asked them to add some more rules. They came up with some. I made name cards for them. In class today, l drew a happy and a sad face on the board and telling them that every time they do something good, their names will go to the happy face column, and vice versa. It worked out well. They remained mostly on the task 'till the end of the lesson.

Thursday, October 29, 2015

I reviewed some vocabulary and add some new ones. I attached big pictures on the board, wrote the words above the pictures and asked them to repeat after me one by one. Then l erased the words and asked them to say the words again. I gave them score. Surprisingly, it put them to stay still while waiting for their turn. Though some students missed certain new vocabulary, it was worth a try.

Tuesday, November 3, 2015

Only 7 out of 12 students were present today. The 2 most active were absent, so the class was quite under controlled. I put their name cards on certain desks to determine the place they have to sit. Then l modeled 2 short expressions covering "What is he/she wearing?", "He's/She's wearing ..." The drilling worked out fine. Haykal and Inez – finishing the exercise earlier - even initialized drilling the expressions to their friends. Fakhri achieved something today: memorizing color green and purple and the word 'sneakers'! Yeeeaayyyy...

Thursday, November 5, 2015

8 students were coming today. I introduced singular and plural nouns: one black shoe, two red shoes, one T-shirt, two T-shirts. I attached pictures of one shoes and two shoes on the board and drilled them with some other nouns. They seemed to understand easily. When l assigned the listening activity, all of them accomplished the task well. They were also doing well with the color and noun related to the topic of "The Things l Wear". Fakhri remembered the color purple well but forgot the color green. He also

remembered some vocabulary learned previously. Devan worked faster today. Thoha understood well. Hanif worked slowly and forgot some vocabulary, l guess he was just trying me.

Tuesday, November 10, 2015

Only 5 were coming today, the least number ever came. I reviewed vocabulary of clothing. Before the students were coming, l had put their name cards on certain desks in the classroom, making sure some students were separated from one another. I have also put some pictures in the room next to our room. I asked the students, one by one, to take 2 pictures l need from the room next door. When they came to the room with the pictures, l asked the next student to take the pictures back to the room while giving him/her the next instructions. I did this twice and for the third time l asked them to take three pictures of their choices, bring them to me and say the name of each item. This created excitement among them, even two of them said that they were thirsty. Since they didn't bring any water, l didn't allow them to go down to take/buy some water. I just told them to wait and said that they would be okay. The activities after the warming up ran smoothly. It might be because only 5 students came or because they got the idea of the warming up. One thing l found to be a potential problem was two students forgot to bring their pencils and the three others need to sharpen the pencil while doing the listening activity. So, l stopped the listening activity and was busy helping them sharpening the pencils. I guess l have to add one more thing in the point of practicality, i.e. helping/reminding the students to prepare sharp pencils for the class activity.

Thursday, November 12, 2015

The more were coming today: 9 students, including the two most active. I tried the reading section. I found that some students are already fluent at reading in English. So, l asked them to be models for their friends in reading aloud. It was still difficult for them to comprehend the reading. Somehow it was worth a try.

Tuesday, November 17, 2015

We worked on cutting and gluing session today. I put the 9 students in 3 different groups by setting the seats into 3 different parts then attaching their name cards on the desks. When coming to the classroom, soon everybody realized that they should wait for me to attach their name cards before sitting. Fakhri was the one who was always aware of this and reminded their friends about this. He was also the one who always remained on the task while others were busy talking, walking around when working on their project. Fahkri showed great progress.

Thursday, November 19, 2015

The students learned a new lesson today: shapes (circle, triangle, rectangle, square). This time l intentionally put the 9 students in groups based on their closeness. One group consisted of all girls: Inez, Nindri and Bila. The second group consisted of those who go to the same school: Jay, Hanif, Devan. The last group consisted of those who go to another same school: Haykal and Thoha, plus Fakhri, the one who does not belong to any category. I could see that most of them stopped walking around the classroom only to talk with those of the commonness, except Haykal. He was the one who still kept moving. One thing l noticed here, Fakhri worked really hard on the material. It was difficult for him to memorize the four shapes, but at the end he was the one who finished the assigned task first. I guess if l want to see students who come to the class for learning English for the very first time and wish to see the result at the first hand, Fakhri is one good model. Yippee...

Tuesday, November 24, 2015

Hanif, the ringleader didn't come. It made great difference. Though l still put the students in the same group like the last session, the class was much different. Devan came early, Jay came late, looking sleepy; but without Hanif, those two seemed to lose energy. Hehe... I introduced the new vocabulary: rooms in the house (bathroom, bedroom, dining room, kitchen, living room) and activities done in those rooms (coking, eating, reading, sleeping, watching TV). I introduced two exchanges: "Where are you?" and "What are you doing?" The names of the rooms didn't create much difficulty for them, only Devan, Fakhri and Thoha still found the vocabulary hard. The activities were harder for them. Only Inez and Haykal were learning at ease on this. Thoha cried today. Haykal accidently smashed the picture he held onto Toha's face. Haykal instantly said sorry, Thoha still cried for a while then they were okay. The tissue l put in the EC kit box proved to be very useful.

Thursday, November 26, 2015

Hanif was absent again. Today l allowed the students to sit anywhere they like. Inez and Jay fought for a seat at the front row. I asked them to do hand-game (paper, scissor, stone), Jay won and Inez moved to the chair nearest to the teacher's desk and she was happier. I started the lesson by reviewing the previous vocabulary: rooms in the house (bathroom, bedroom, dining room, kitchen, living room) and activities done in those rooms (coking, eating, reading, sleeping, watching TV). I wrote these two categories on the board in two different columns. I used the same pictures for the drilling. I gave a picture to each of them then asked them to stand up in a circle while mentioning the name of the room or the activity. After one round, l asked them to pass the picture to someone on their right then repeating the same procedure. Then l asked them to refer to the vocabulary on the board and match the activities with the rooms. I felt the students' enthusiasm every time l asked them to accomplish something. It is probably because of the competitive reason or the lesson they found easy. For this competitive reason, Fakhri cried because he could not put his name card on the top of the list on the board. He then became very sensitive, asking for a company for the rest of the session. The tissue l put in the EC kit box, once again, proved to be very useful.

Result and Discussion

Handling the very young learners of my EC-1A students for about four months has led me to a conclusion that children need repeated pattern to follow a certain flow. Here are the formula l applied in my class.

A. Practicalities

- Before entering the room, I always asked the students: “Who wants to go to the toilet?” and “Who wants to drink?” Then one by one, some students would rush to the toilet or take their drinking water and drink outside the class. It took several minutes to prepare them to sit nicely in the classroom and be ready for the lesson, but it was worth a start.
- Sometimes, in the middle of the lesson, one or two students suddenly asked for a toilet run. I allowed them to go, but this time, after knowing the rules l applied, the others stayed. One or two sometimes said that they needed to drink, but l decided to ask them to wait a little longer saying that the class would end up soon. This trick worked.
- I always brought a pack of tissue for blowing noses then finally placed it in the box of our EC kit in the classroom, just in case. Then l found it so useful when one or two were having flu, picking their nose or crying.

B. Routines

- After entering the class l asked the students to sit at certain chairs. I change the seating arrangements every other week. Then l asked them to sand up then we sang “Hello Song” to start the lesson. (*The lyrics and link are attached.)* The students knew how to say hello and how to answer when their friends ask them ‘How are you?’. I introduced words like ‘fine’, ‘good’ and ‘wonderful’ for positive responses and ‘tired’, ‘hungry’ and ‘not so good’ for negative responses. But as we keep doing this over and over again, some students prefer a very positive responses saying “I’m very good good good.” This term was firstly spoken by Devan then followed by several others. The words ‘tired’, ‘hungry’ and ‘not so good’ never came up despite their ‘not so good’ condition. I accepted it as a conducive atmosphere to start an English lesson.
- We used two kinds of book for English for Children class. Considering that the students were always confused which book to open, l attached a sticker with ‘Student Book’ written on it. When l started with the student book, l asked them to take it and then they usually asked if the book was the one with my sticker on it. When it was time to work on the Workbook after the Student Book, I always asked them to close the Student Book, keep it in their bag then take the Workbook.
- If l started the lesson with pictures or games, they would usually understand and would not open any book until l asked them to.
- While doing the activities, l frequently found one or two students ask to borrow something from me or from their friends. At first l thought it would become a distraction for the others but finally l realized that this had become one good way for them to use the language. The students knew what to say when they wanted to borrow something, i.e. “May l borrow your ..., please?” Somehow this had created a way of an excuse every time they forgot to

bring their pencils, realizing that l or a friend would be willingly lend a pencil. I made a trick to prevent this from happening by threatening them a bit telling that if they kept forgetting their pencil, no one would lend them any. This proved to be effective.

- Before doing an activity, especially listening, l would ask the students to sharpen their pencils if they need to. This was to maintain the smooth flow of the lesson.
- At the end of the lesson, l asked them to keep the books and pencil cases and anything and wait for everyone to be ready to sing the "Goodbye Song". (*The lyrics and link are attached.*) Then they would have 'high five' with me one by one based on a certain order of the day. It could be based on groups or individuals collecting highest score of the day or winning certain games or answering my quiz.

C. Discipline

- I realize that the students need to realize what to obey in the classroom. That's why together with them l set class rules for everyone to obey. Those are the things they always do and the things they are not allowed to do. When l introduced this, we finally came up with a list of rules, the students gave and added some ideas to it. *(Class rules attached)*
- Then l attached the class rules in the class for every student to see and understand in every session. After starting the session by singing the "Hello Song", l drew a happy and sad face on the board then attached the students name cards in between the emoticons. Every time they did something good or accomplishing an assigned task, the cards would be put in the happy face column. The other way around, every time they misbehaved, the cards would be moved to the sad face column. The cards would be put back in the happy face column again once they did another good thing. It worked out fine. Since the rule was applied, the students rarely misbehaved. The name card is the bet.
- The cards were also used to determine where the students have to sit. Before the class started, l attached the cards on certain chairs and when they entered the class, they would find their name cards, sit then in turns, attaching the cards on the board to mark that they were ready for the lesson.

Conclusion

Teaching very young learners is indeed challenging. Teaching them English is way much challenging. I realize that my students come to my class after a series of tiring activities at school. If they are lucky enough to have some naps at home, l will be lucky as they are. But most of my students – subconsciously - come to me to expect something more pleasant, something soothing to complete their day. Their parents certainly send them to the institution to learn something more than what they get from school. But of course, there are things they need to consider. Learning a language skill after a full-day-school is another challenging activity. Somehow through a series of appropriate rules and steps, l put myself to be a partner for my students to learn English and accomplish assigned tasks at ease.

The result of this research is hoped to contribute something to the world of teaching young learners, assisting them to learn and accomplish assigned task. I believe that we can always explore ways and ideas in shaping their way of learning language. I would like to wrap up my research with a touching poem by Robert John Meehan as follow:

A Teacher's Pledge

By Robert John Meehan

To the DIFFICULT ones
I'll be patient
To the PAINED ones
I'll be concerned
To the FRUSTRATED ones
I'll be committed
To the IGNORED ones
I'll be accepting
To the INDIFFERENT ones
I'll be caring
To the DEMANDING ones
I'll be modeling
To the ANTISOCIAL ones
I'll be including
To the UNATTENTIVE ones
I'll be interesting
To the NEGATIVE ones
I'll be assisting
To the UNFEELING ones
I'll be reflective
To the DISTRACTABLE ones
I'll be focusing
To the UNACCEPTED ones
I'll be embracing
To the SERIOUS ones
I'll be amusing
To the UNEXPERIENCED ones
I'll be enriching
To the SUBVERSIVE ones
I'll be forgiving

To the LAMENTED ones
I'll be consoling
To the OTHER ones
I'll just assign bubble tests !

Copyright 1993-2014

REFERENCES

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education, 2000.
Freeman, Donald. *Doing Teacher Research: from Inquiry to Understanding*. Canada: Heinle and Heinle Publishers, 1996.
Rust, Frances, and Clark Christopher. *How To Do Action Research In Your Classroom*. http://www.naeyc.org/files/naeyc/Action_Research_Booklet.pdf
Qinglan, Li, and Junyan, Wu, and Shongshan, Hou. *Effective Classroom Management In Young Learners English Teaching*. *www.celea.org.cn/pastversion/lw/pdf/liqinglan.pdf*

*https://www.englishclub.com/tefl.../**young-learners**-management.htm*

*https://www.teachingenglish.org.uk/article/managing-very-**young-learners***

https://www.teachingenglish.org.uk/article/making-a-difficult-young-learner-group-better
https://en.wikipedia.org/wiki/**Classroom_management**
https://www.teachingenglish.org.uk/blogs/alexenoamen/classroom-management-
https://www.englishclub.com/tefl-articles/young-learners-management.htmoung-learners
http://oupeltglobalblog.com/2010/09/06/classroom-management-and-young-learners-1/

APPENDIX 1

1. Hello Song

Hello hello hello how are you
Hello hello hello how are you
Hello hello hello how are you
Hello hello hello how are you
(https://www.youtube.com/watch?v=tVlcKp3bWH8)
(The link and the website mentioned above are valid by the time the paper was written)

2. Goodbye Song

Now it’s time to say goodbye, say goodbye, say goodbye
Now it’s time to say goodbye, goodbye everyone
(https://www.youtube.com/watch?v=rCr2t34vkIE)
(The link and the website mentioned above are valid by the time the paper was written.)

APPENDIX 2

CLASS RULES

ALWAYS

1. Listen to the teacher.
2. Do the task well.
3. Be good to your friends.
4. Put everything back in order.
5. Ask the teacher’s permission for going out of the classroom.

DON’T

1. Shout.
2. Go under or over tables.
3. Eat or drink in the classroom.
4. Say bad words.
5. Fight.
6. Make noise with the chairs.
7. Throw your friend’s bag.

APPENDIX 3

Name Cards to Teach Discipline

JAY
HANIF
HAYKAL
FAKHRI
INEZ
BILA
NINDRI
THOHA
DEVAN

JAY
DEVAN
HANIF
INEZ
BILA
NINDRI
THOHA
HAYKAL
FAKHRI

FAKHRI
INEZ
BILA
NINDRI
DEVAN
THOHA
JAY
HAYKAL
HANIF

APPENDIX 4

Group Work

How do I say ...
Could you repea
Would you please
Would you please
What does ... mea
Excuse me, Mister

APPENDIX 5

Drilling Activities

JAY
HAYKAL
FAKHRI
THORA
NINDRI
DEVAN
INEZ
kitchen
dining room
living room

APPENDIX 6

Drilling Activities

APPENDIX 7

Helping Students

JAY
DEVAN
THORA
FAKHRI
INEZ
NINDHI
dining room
living room
bathroom
bedroom

14

Using LINE Group Discussion to Motivate TOEFL Class Students to be More Independent and More Active in Learning

Sulistiasari Tri Rahayu
LBPP LIA Palembang

Abstract

The success of student’s preparation in facing TOFL test does not only depend on how good the teacher is or how good the class is, but also depends on the students’ motivation. If students only rely on the 22 meetings in class, without reviewing or studying independently, I don’t think they can reach optimum result. Students tend to do wait-and- see the result in class. When we give the assignment, they usually have many reasons not to do it. It is understandable since most of them are students and workers who have many activities. Therefore, LINE Group discussion, a discussion to review the lesson through LINE apps, would be beneficial for the students to learn outside the class. They could learn every time and everywhere. The focus of conducting this group discussion was to provide the students a medium to review what they had learnt and shared their understanding about the lesson with their classmate, so they can study outside the class independently. The data were collected from two TP classes, consisting of 22 students of TP1-1 class and 14 students of TP-5 class. The data were then collected by analyzing the students’ participation in LINE GROUP and the questionainnaires given to them. The findings showed that LINE group was proven beneficial to help students to be the independent learners. It could be seen from the feedback they shared in the group and their active participation in the group.

I. Background

As teachers, we all know the importance of being independent learners in studying TOEFL. A reliable teacher or a reliable class is unquestionably important because they have the answers to students’ questions that a textbook can not answer for them. But without their own effort, it could prevent them from gaining optimum result. Therefore, to help them, teacher needs to motivate them to practice as often as possible outside the class.

At the early meetings in my TP 1-1 class, my students showed the same problem. Firstly, I tried to ask them to make a group discussion that was aimed to discuss the answer of the lesson we had studied. Unfortunately, only two groups were actively involved here. It did not work as expected. Inspired by a group discussion in Face book, namely *Group Discussion About English Grammar*, I changed the group discussion as a medium to review the lesson. In *Group Discussion About English Grammar*, every member could post question and other members can participate by choosing the right answer from the given options or by sharing the answer and the explanation of the question posted there.

I had high expectation that this technique could work well for my students. Since they were still in TP1, without any meant of underestimating, I posted all the questions and the students could participate either by answering or sharing the reason of choosing the answer. By meant of this group, it is hoped that students could learn and review the lesson anywhere and anytime convenient to them.

II. Research Objective

The purpose of this classroom action research was to find out the LINE group discussion can be a medium for the students to review the lesson learnt in the class and motivate them to be a more independent learner.

III. Literature Review

Practicing a lot in learning TOEFL is undoubtedly important. Most of TOEFL Book suggests the learners to practice with as much information as possible. If at all possible, take the tutorial. Students should be motivated to be more active in learning. They can not just expect the teacher to spoon-feeding them. Effective teachers encourage their students' participation in classroom discussion, welcome their contributions, and motivated them by such practices (Cazden,2001;Stipek,2002). Group discussion can facilitate them to do both, practicing and being more independent. For students learning TOFL, they often discuss the problems in the class. Providing a group discussion outside the class would be beneficial to them because they can learn based on their most convenient time. Social media can be the best choice since most of them are equipped with smart phone. Online discussion groups are one of the most powerful tools in language learning because they involve many experiences outside the classroom (Parra, 2000).

IV. Research Methodology

1. Subject of research

The subject used for this classroom action research was TOEFL Preparation (TP)1-1 students and TP1-5 students of LBPP LIA Palembang term III/2015. The TP1-1 class consisted of 22 students and the TP 1-5 class consisted of 15 students.

2. Plan of action

This research was conducted in 20 days, since August 8 until August 28. The steps of running the LINE group were:

a. I posted questions in the group.

Most of the questions were taken from the *Group Discussion About Grammar* in Face Book and from the internet.

b. Students chose the right answer from the given options.

c. I asked their reason for choosing the answer and invited other members to share their opinion, if no one shared their reason of choosing particular answer.
d. I gave them the answer and waited for their feedback.
e. I answered their questions when it was necessary or asked back other members of the group.

3. Data collection
   a. Students’ Contribution Quantity

It was done to observe the students’ involvement in answering questions, sharing their opinion and observing the quiz in the LINE group.

   b. Questionnaires

I gave the students questionaires to find out the students’ opinion about the LINE group. The feedback could help me to see LINE group benefits for the students.

4. Data analysis

All data obtained from all instruments were analyzed by using quantitative method. It was aimed to see the enthusiasm of the students to study through LINE group discussion, to know how big their contribution was and the reasons why they involved actively or passively.

V. Result and Discussion

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

1. Students’ contribution

The contributions of the students were good. They were active in answering or giving feedback by sharing their opinion on the questions posted in the LINE group. The tables below are the result of students’ participation in LINE group.

Table 1. TP 1-1 Class

Name/ Date	**6-Aug**	**8-Aug**	**9-Aug**	**11-Aug**	**12-Aug**	**14-Aug**	**20-Aug**	**23-Aug**	**26-Aug**
Read by	**15**	**18**	**18**	**18**	**18**	**18**	**18**	**19**	**22**
Ade Widya		V	V	V	V	V	V	V	V
Aditya Kurniawan		V	V						
Ahmad Muzakky		V		V		V			
Alan Adly	V		V	V	V	V	V	V	V
Al-Farisy	V	V	V	V	V			V	V
Amareta Rezka	V	V	V	V		V			V
Defebri	V	V	V		V	V	V	V	
Dio Padra		V	V	V	V	V	V	V	V

Name/ Date	**6-Aug**	**8-Aug**	**9-Aug**	**11-Aug**	**12-Aug**	**14-Aug**	**20-Aug**	**23-Aug**	**26-Aug**
Read by	**15**	**18**	**18**	**18**	**18**	**18**	**18**	**19**	**22**
Dwi Meylitasari	V	V			V	V			
Fahira	V	V	V	V		V	V		V
Fariz TR			V			V			
Firman TP		V	V						
Holaw	V	V		V	V	V	V		V
M. Yusuf Albiruni			V	V	V	V		V	
Meutia			V	V	V	V	V	V	V
Oktarina	V	V			V			V	V
Oktorio Bagaskara	V	V				V	V	V	V
Rina	V	V	V	V		V	V		V
Saskia Feny	V	V	V	V		V	V	V	
Sisca			V					V	V
Total	11	15	14	12	10	15	10	10	11

Table 2. TP 1-5 Class

Name/ Date	**10-Aug**	**11-Aug**	**12-Aug**	**13-Aug**	**14-Aug**	**20-Aug**	**21-Aug**	**23-Aug**	**24-Aug**	**26-Aug**
Read by	**8**	**10**	**11**	**11**	**13**	**12**	**12**	**14**	**14**	**14**
Andi Sasmita (joined on Aug 22)										V
Bramantya	V		V	V	V	V	V			V
Dellon Dalair (joined on Aug 22)								V	V	V
Endank		V		V	V	V	V	V	V	V
Fitria Wulansari	V	V					V			V
Hardina Apri Saputri			V	V	V	V			V	V
Istiana Emiliana	V	V	V	V		V		V	V	V
Maya Rahma Zahara	V	V	V	V	V	V		V	V	V

Name/ Date	**10-Aug**	**11-Aug**	**12-Aug**	**13-Aug**	**14-Aug**	**20-Aug**	**21-Aug**	**23-Aug**	**24-Aug**	**26-Aug**
Read by	**8**	**10**	**11**	**11**	**13**	**12**	**12**	**14**	**14**	**14**
Meryta Devyani	V	V	V	V	V	V	V	V	V	V
Olgawidia	V	V					V		V	
Putri Oktahariani	V	V	V	V	V		V		V	V
Rahman (joined on Aug 14)					V	V		V	V	V
Sari Tilawati		V		V	V	V	V	V	V	V
Total	7	8	6	8	8	8	7	7	10	12

From the tables above, we can see that most of the students involved actively. Some students did not really active for some reasons that will be discussed later, as the result of the questionnaires. They took part by answering, sharing opinion and also observing passively.

Table 3

Participation	Number
Active	21
Passive	1
Total	22

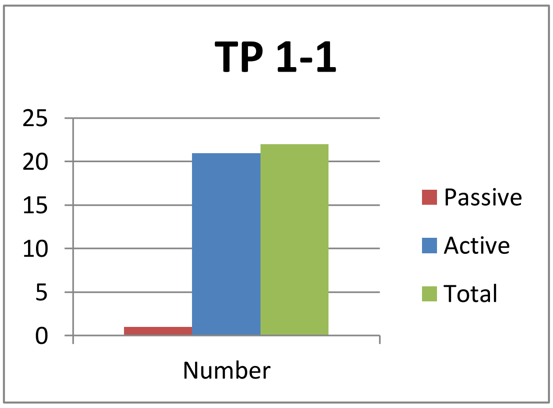
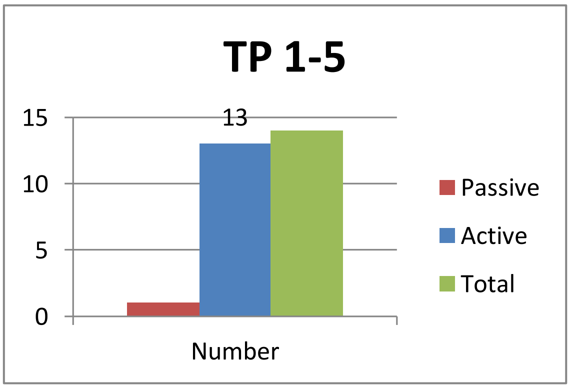


Table 4

Participation	Number
Active	13
Passive	1
Total	14



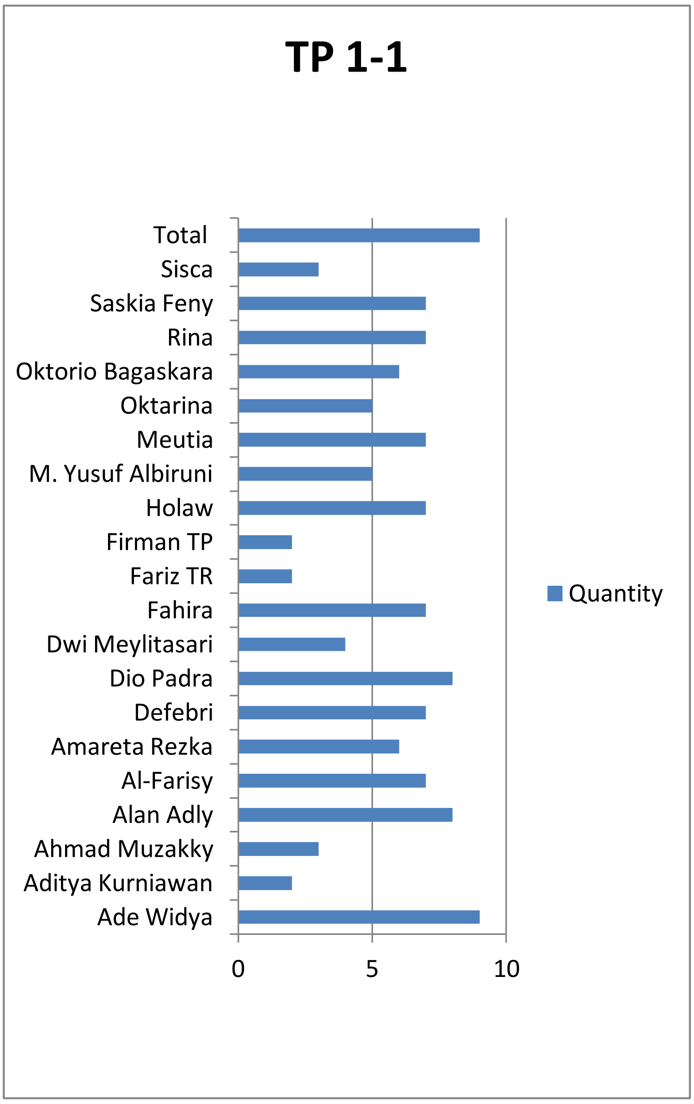
The above tables can give us clearer picture on how active the students were. The TP 1-1 students who was not active was Arlian. He did not take part actively due to his activity at work. While in TP 1-5, the students who was not participated at all was Ulfah. She mentioned that she preferred to observe because she was not sure about the answer. She started to join it actively on August 28, after I gave her the questionnaires.

Based on tables 5 and 6 we can see the participation of each individual. It can be seen that they were active in taking every quiz I posted. Both TP 1-1 and TP 1-5 students were eager to participate.

Tables 7 and 8 show the participation of the students per date. For TP 1-5, the students were not really active in the beginning but it was getting better. They started to be more active. While for TP 1-1 class, the participation was quite stabile, around 50 percent of the students participated in every quiz.

Table 5

Name	Quantity
Ade Widya	9
Aditya Kurniawan	2
Ahmad Muzakky	3
Alan Adly	8
Al-Farisy	7
Amareta Rezka	6
Defebri	7
Dio Padra	8
Dwi Meylitasari	4
Fahira	7
Fariz TR	2
Firman TP	2
Holaw	7
M. Yusuf Albiruni	5
Meutia	7
Oktarina	5
Oktorio Bagaskara	6
Rina	7
Saskia Feny	7



Name	Quantity
Sisca	3
Total	9

Name	Quantity
Andi Sasmita (joined on Aug 22)	1
Bramantya	7
Dellon Dalair (joined on Aug 22)	3
Endank	8
Fitria Wulansari	4
Hardina Apri Saputri	6
Istiana Emiliana	8
Maya Rahma Zahara	9
Meryta Devyani	10
Olgawidia	4
Putri Oktahariani	8
Rahman (joined on Aug 14)	5
Sari Tilawati	8
Total	10

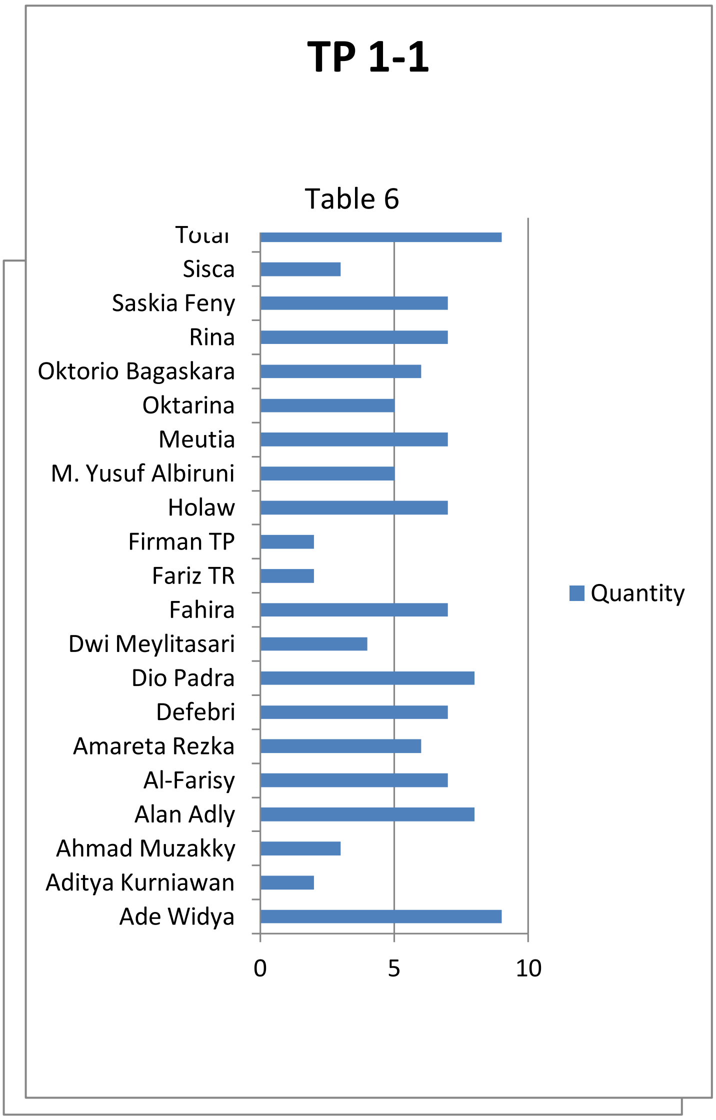


Table 7

Date	Participation
10-Aug	7
11-Aug	8
12-Aug	6
13-Aug	8
14-Aug	8
20-Aug	8
21-Aug	7
23-Aug	7
24-Aug	10
26-Aug	12
Total	14

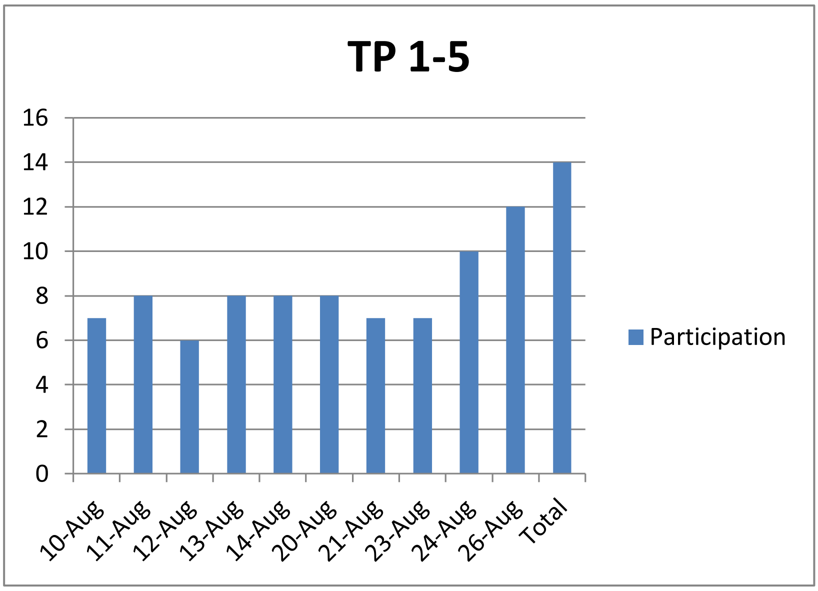
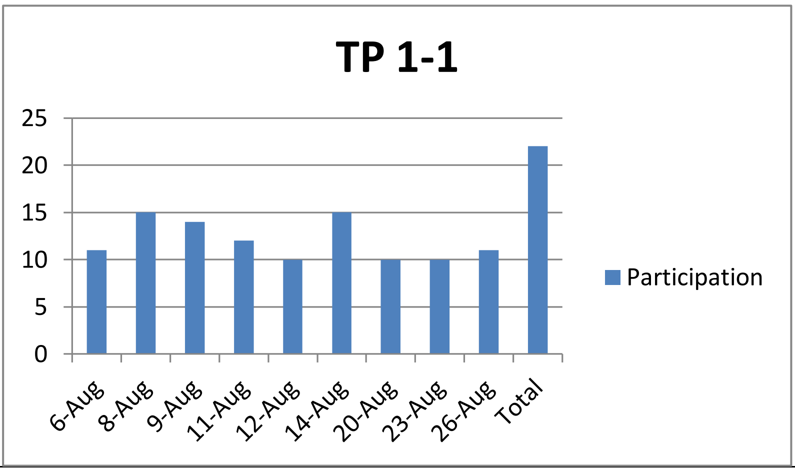


Table 8

Date	Participation
6-Aug	11
8-Aug	15
9-Aug	14
11-Aug	12
12-Aug	10
14-Aug	15
20-Aug	10
23-Aug	10
26-Aug	11
Total	22



2. Questionnaires

Questionnaires ware needed to get the students feedback on the benefits of the LINE group discussion for them. I can also see their reasons for being active or passive in the group. All the students saw it as beneficial. But their contributions vary due to their activities as students or workers as can be seen on table 9.

Table 9		
Questions	Answers	
	TP1-1	TP1-5
	17 out of 22	9 out of 14
Do you think the LINE group is beneficial?	Yes = 16 students. No=1 student	9
Why?	Yes	
	Give us information about TOEFL.	It's interesting to learn about our topic we had discussed
	increase my skill	I can study at home too and we can learn together
	can share knowledge about TOEFL	it's practical because I can study anywhere and anytime
	understand more about TOEFL	I can get in touch with my friend to discuss and study
	Make use spare time for useful things	We get new knowledge and know our ability
	I can study not only in class but anywhere	Adding insight and communicate to discuss the answer
	make me more active outside the class	We connect to each other
	I can get information and lesson quickly	Can help me to get material
	We can discuss many things and can easily ask the teacher	
	Can substitute homework	
	I can practice more	
	I can share anywhere, anytime	
	No:	
	Because I don't know	
How do you contribute in this group?		

a. Only observe (passive)	1	2
b. Only answer	13	3
c. Answer and give opinion about the subject being discussed.	1	2
d. Others	2	3
How often do you participate in this group?		
a. Always	3	3
Reasons	It's good and I have more study	It help me to practice my English
	My teacher gave me subject to discuss	I always waiting for the next question
	The questions are interesting	My handphone is always active so I will answer it.
b. Often	7	1
Reasons	It's beneficial	I need it for applying job
	Sometimes my smart phone is not active	
	Sometimes I don't get the notification	
c.Sometimes	6	4
Reasons	I don't know the answer	My hand phone is not always connected to internet
	Sometimes I am confuse	I know the answer but I can't explain.
	Sometimes I am not busy	I often go to a remote place for working
	I am waiting for the answer	
	I don't have credit	
d.Seldom	1	1
Reasons		I don't have much time
		sometimes I don't know the answer so I just observe

e. Never	1	
Reasons	I do not join the group	

From the questioner we can see that students thought that the LINE group was beneficial and they did not contribute fully because of some reasons. Since they are still in TP-1, I can understand if they are not confident enough to share their opinion or the reason why they chose the answer. But the purpose of this CAR was to find a way to involve the students actively to study outside the class. So I do not see it is vital that they had not really active in giving the reason for the answer as long as they wanted to join it.

VI. Conclusion and Suggestion

Based on the analysis of the data, the conclusion that can be drawn is that this LINE group discussion is beneficial in motivating students to be more independent and more active in studying. By joining LINE group discussion they can learn and practice outside the class anytime they want. For beginner, they may only answer or observe. But in the long run, they can be motivated to involve actively by posting their own problems and their friends can help them to solve it. It is also applicable for any level for different purpose such as for reviewing.

Hopefully, by motivating them to involve actively, they will learn how to learn and be more independent so that they can be an independent learner as expected by LBPP LIA.

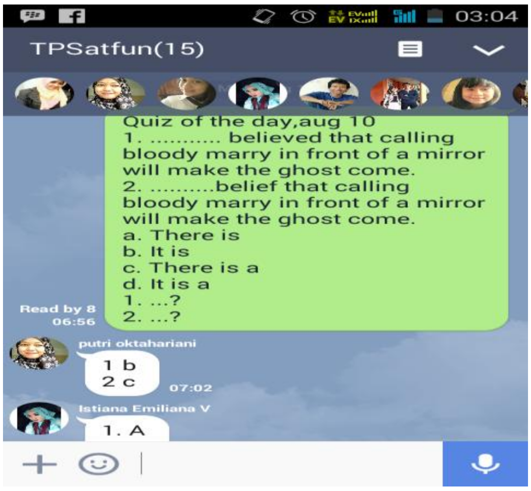
VII. References

Gabriel Eduardo Cote Parra (2000).Learning English Through Online Discussion Groups.*Journal of Adolescent & Adult Literacy Vol 44, No.1 (Sept,2000)*, 36-38

Discussion About English Grammar: Social networking group,(Facebook). Available from :<http://facebook.com>

Appendices

List Of Questions


03:04

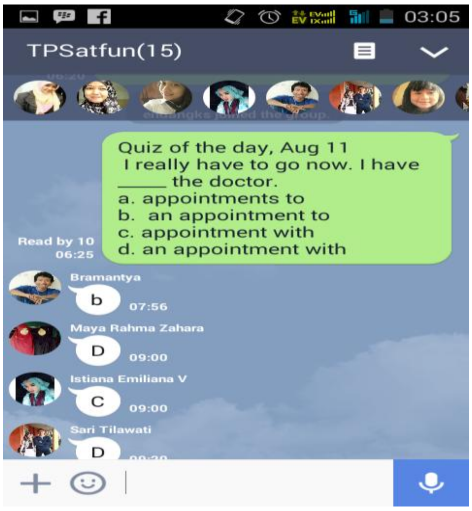
TPSatfun(15)

Quiz of the day,aug 10
1. .... believed that calling bloody marry in front of a mirror will make the ghost come.
2. ....belief that calling bloody marry in front of a mirror will make the ghost come.
a. There is
b. It is
c. There is a
d. It is a
1. ...?
2. ...?

Read by 8 06:56

putri oktahariani
1 b
2 c
07:02

Istiana Emiliana V
1. A


03:05

TPSatfun(15)

Quiz of the day, Aug 11
I really have to go now. I have _____ the doctor.
a. appointments to
b. an appointment to
c. appointment with
d. an appointment with

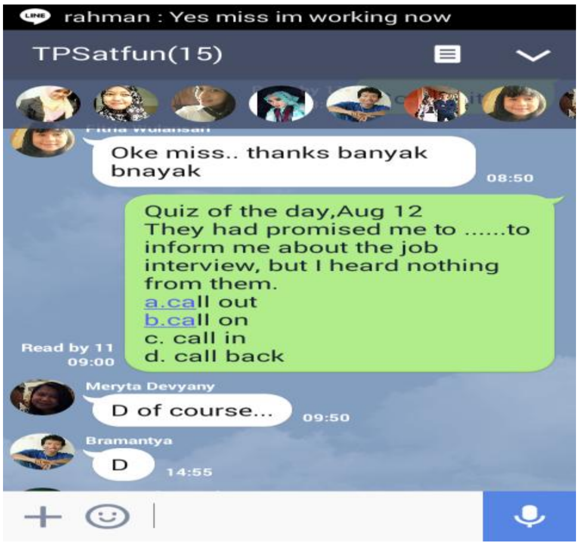
Read by 10 06:25

Bramantya
b
07:56

Maya Rahma Zahara
D
09:00

Istiana Emiliana V
C
09:00

Sari Tilawati
D


rahman : Yes miss im working now

TPSatfun(15)

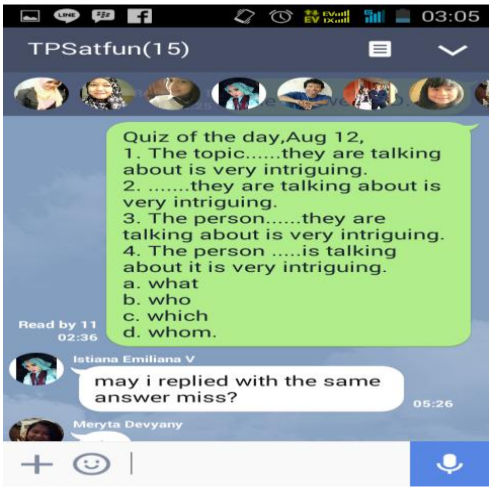
Oke miss.. thanks banyak bnayak
08:50

Quiz of the day,Aug 12
They had promised me to ......to inform me about the job interview, but I heard nothing from them.
a.call out
b.call on
c. call in
d. call back

Read by 11 09:00

Meryta Devyany
D of course...
09:50

Bramantya
D
14:55


03:05

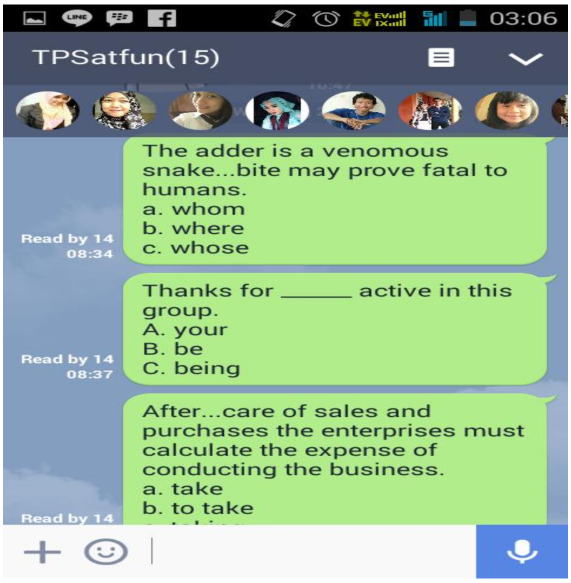
TPSatfun(15)

Quiz of the day,Aug 12,
1. The topic......they are talking about is very intriguing.
2. ....they are talking about is very intriguing.
3. The person......they are talking about is very intriguing.
4. The person .....is talking about it is very intriguing.
a. what
b. who
c. which
d. whom.

Read by 11 02:36

Istiana Emiliana V
may i replied with the same answer miss?
05:26

Meryta Devyany


03:06

TPSatfun(15)

The adder is a venomous snake...bite may prove fatal to humans.
a. whom
b. where
c. whose

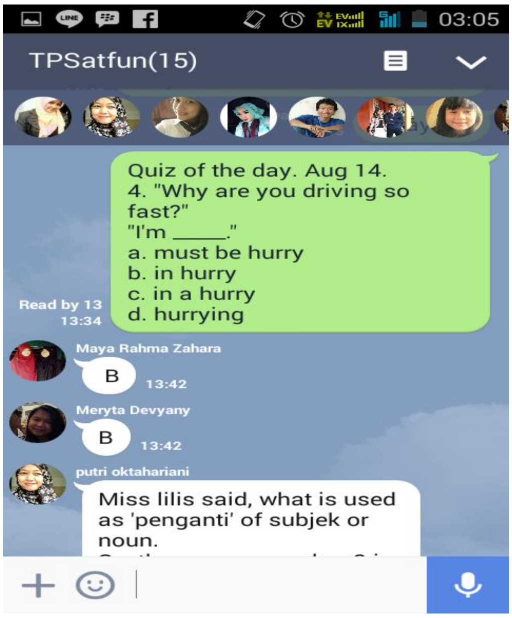
Read by 14 08:34

Thanks for ______ active in this group.
A. your
B. be
C. being

Read by 14 08:37

After...care of sales and purchases the enterprises must calculate the expense of conducting the business.
a. take
b. to take

Read by 14


03:05

TPSatfun(15)

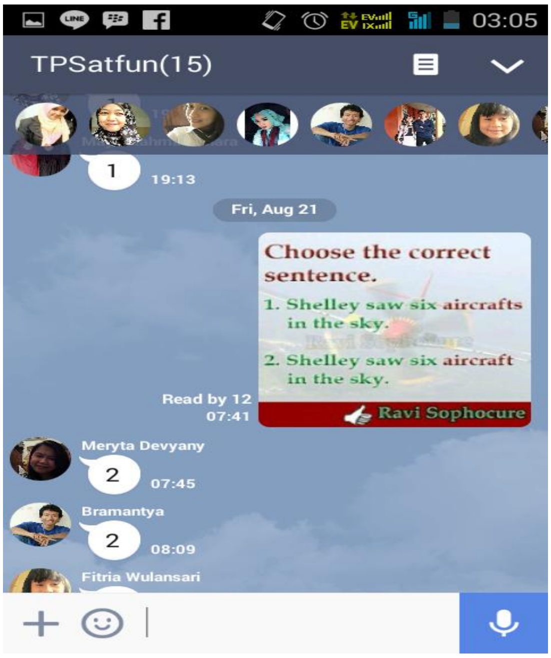
Quiz of the day. Aug 14.
4. "Why are you driving so fast?"
"I'm _____."
a. must be hurry
b. in hurry
c. in a hurry
d. hurrying

Read by 13 13:34

Maya Rahma Zahara
B
13:42

Meryta Devyany
B
13:42

putri oktahariani
Miss lilis said, what is used as 'penganti' of subjek or noun.



1 19:13

Fri, Aug 21

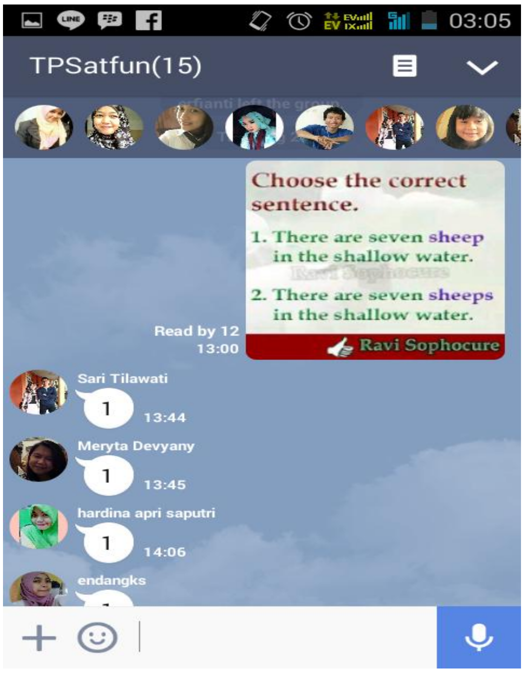
Choose the correct sentence.
1. Shelley saw six aircrafts in the sky.
2. Shelley saw six aircraft in the sky.
Ravi Sophocure

Read by 12 07:41

Meryta Devyany: 2 07:45

Bramantya: 2 08:09

Fitria Wulansari



Choose the correct sentence.
1. There are seven sheep in the shallow water.
2. There are seven sheeps in the shallow water.
Ravi Sophocure

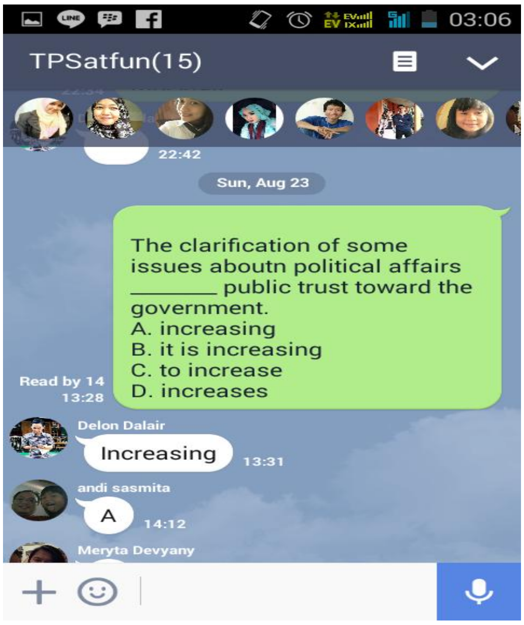
Read by 12 13:00

Sari Tilawati: 1 13:44

Meryta Devyany: 1 13:45

hardina apri saputri: 1 14:06

endangks



22:42

Sun, Aug 23

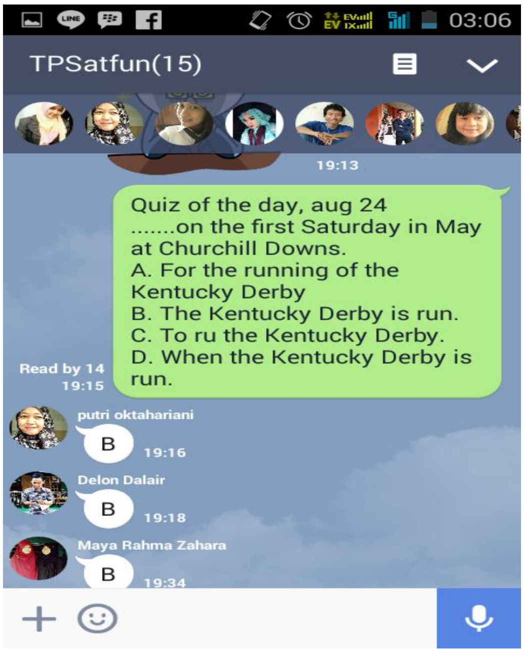
The clarification of some issues aboutn political affairs ________ public trust toward the government.
A. increasing
B. it is increasing
C. to increase
D. increases

Read by 14 13:28

Delon Dalair: Increasing 13:31

andi sasmita: A 14:12

Meryta Devyany



19:13

Quiz of the day, aug 24
.......on the first Saturday in May at Churchill Downs.
A. For the running of the Kentucky Derby
B. The Kentucky Derby is run.
C. To ru the Kentucky Derby.
D. When the Kentucky Derby is run.

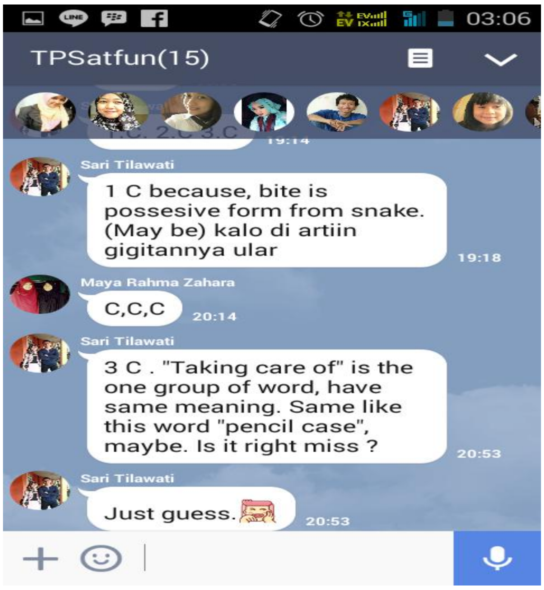
Read by 14 19:15

putri oktahariani: B 19:16

Delon Dalair: B 19:18

Maya Rahma Zahara: B 19:34

The sample of the Students' Respond



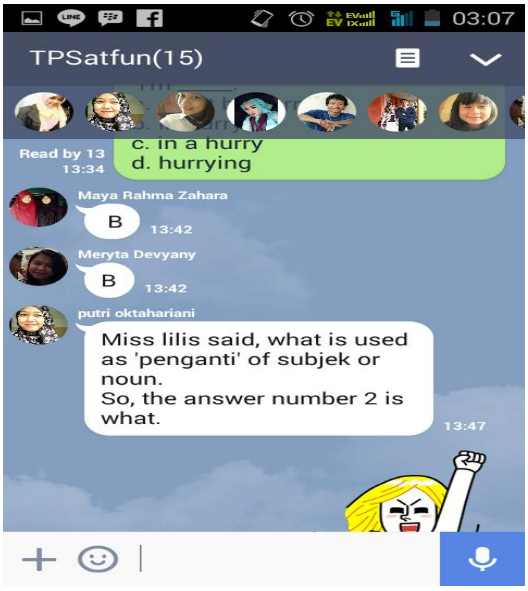
1.C. 2.C 3.C 19:14

Sari Tilawati
1 C because, bite is possesive form from snake. (May be) kalo di artiin gigitannya ular 19:18

Maya Rahma Zahara
C,C,C 20:14

Sari Tilawati
3 C . "Taking care of" is the one group of word, have same meaning. Same like this word "pencil case", maybe. Is it right miss ? 20:53

Sari Tilawati
Just guess. 20:53

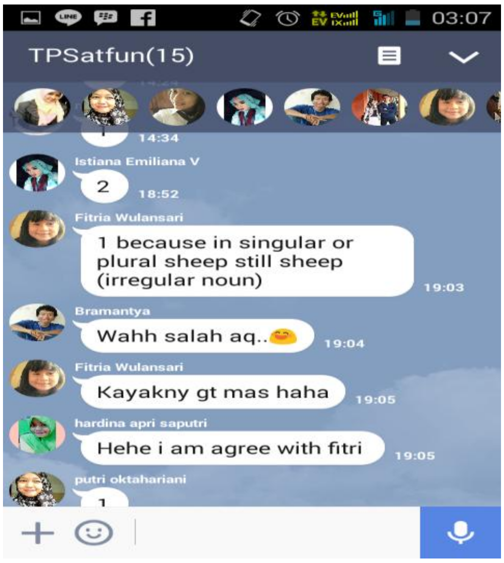


Read by 13
13:34
c. in a hurry
d. hurrying

Maya Rahma Zahara
B 13:42

Meryta Devyany
B 13:42

putri oktahariani
Miss lilis said, what is used as 'penganti' of subjek or noun.
So, the answer number 2 is what. 13:47



14:34

Istiana Emiliana V
2 18:52

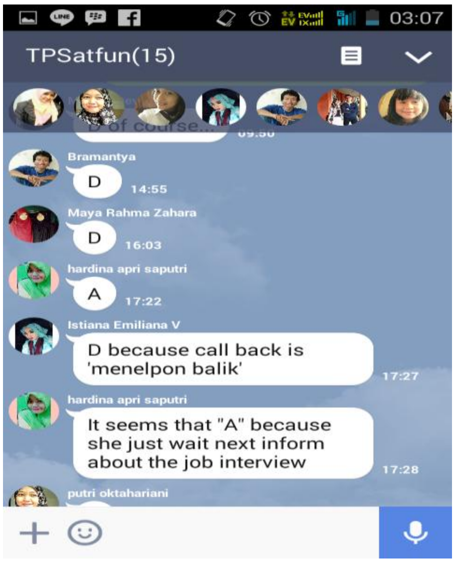
Fitria Wulansari
1 because in singular or plural sheep still sheep (irregular noun) 19:03

Bramantya
Wahh salah aq.. 19:04

Fitria Wulansari
Kayakny gt mas haha 19:05

hardina apri saputri
Hehe i am agree with fitri 19:05

putri oktahariani
1



D of course...

Bramantya
D 14:55

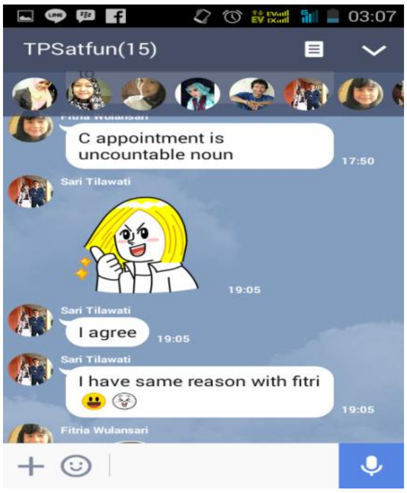
Maya Rahma Zahara
D 16:03

hardina apri saputri
A 17:22

Istiana Emiliana V
D because call back is 'menelpon balik' 17:27

hardina apri saputri
It seems that "A" because she just wait next inform about the job interview 17:28

putri oktahariani



C appointment is uncountable noun 17:50

Sari Tilawati
19:05

Sari Tilawati
I agree 19:05

Sari Tilawati
I have same reason with fitri 19:05

Fitria Wulansari

15

Short Story through *Wattpad*: Its Use and Benefit in Teaching Writing-Short Story

Qurrota Ayuni
LBPP LIA Palembang

Abstract

Integrating technology and literature in English Language teaching has been quite popular and useful nowadays, especially for young learners who are known as the generation Y. One of the technologies which promote literature is Wattpad. There are two main activities involving Wattpad in learning English, i.e. learners can read various kinds of literary works, especially short story and they can produce their own stories. The more learners read and produce their writing through Wattpad, the better chance to improve their reading comprehension and to enhance their writing ability. I found out that during class my students got bored when I asked them to write a short story. I also notice that they were accustomed to spend more papers during the writing process. This time, I would like to introduce a way to motivate the students to be more enthusiastic in writing short story and produce less paper, i.e. through Wattpad. I applied it to my ET 10/2 in term II/2015. First, I taught them a lesson related to writing skill according to the lesson plan I had prepared. Later on, after the third meeting, I applied Wattpad for their final assesment. The result showed that the students were more enthusiastic to write the story; they still continue writing their story in Wattpad up until now.

Keywords: *Short story through Wattpad, the use and benefits, English language teaching*

Introduction

This is the study of using Wattpad in teaching writing to young learners. I observed my class of ET 10/2, Wednesday-Saturday, as my research. Teaching writing through Wattpad was chosen as my research study because of two reasons. Firstly, I observed during the course where students, mostly in all level, were learning about writing with less interest. Though several techniques had been applied, some students had not elaborated nor explored more what they wrote about. I came up to a conclusion that one of the reasons why they felt unenthusiastic in writing was the technique that I used was less interesting. Secondly, the students tended to use more papers during the lesson, it doesn't go the same way with the "technology savy" idea. I noticed that there should be various ways in teaching writing. That is why I would introduce a way of teaching writing, especially in the context of short story.

The Use of Short Story through Wattpad

Short story is considered as an engaging and effective literary genre which can utilized for language learning purposes. Short story has the quality of providing rich cultural phenomena that students can analyze, interpret and deal with the problems occur (Pourkalhor and Kohan, 2013, p.54). Pardede (2012) uses short story in Indonesia EFL classes to help students enhance their language skills. He also finds that the use of short story in language teaching can improve students' vocabulary, grammar and all four English skills.

Wattpad provides many kinds of genre, such as, romance, fantasy, paranormal, horror, historical fiction, fan fiction, short story, chicklit, vampire, spiritual classics, science fiction, humor, mystery/ thriller, and many other hash tag stories. Lau as the founder of Wattpad defines short stories in Wattpad as, "works of brief narrative prose, which usually focus on a limited number of characters and a single, decisive plot incident. Significantly shorter and more compact than novels, short story leaves the readers with a snapshot or slice of life" (Wattpad,2014)

Short Story through Wattpad in Classroom Writing Activity

King (2001, as cited in Kirkgoz, 2012, p. 112) states, "stories can also help to improve students' creative writing. The use of short stories serves as a usful source input and a powerful springboard for student writing, offering valuable ideas in terms of food of thought, and containing lessons which are highly relevant to students' lives". Moreover the students become more creative in analyzing the characters of the story after interpreting what they read and make them into their own written works.

By using Wattpad, teacher can create two main activities. first, students can write story based on the previous story they have read based on their interpretation. Second, teacher can ask them to write their own story based on their imagination or unforgettable experiences before. They are free to share their feelings and emotions in writing short story through Wattpad. These activities require students to have an account first. They can jot down their own names or some information about them. Then, they can start writing by giving the title and background of the story.

The Benefits of Using Short Story through Wattpad

Bilal, Tariq, Masood, Nasim and Iqbal (2013, p.288) state, "researchers who brings into play the use of short stories to tutor foreign students or second language, record plentiful profits of short stories. These compromise psychological, literary, cultural, aand high of thinking benefits". Based on the explanation, short story not only promotes literature, culture and moral message, but also leads students to have higher level of thinking.

Using short story through Wattpad is considered as a new way in teaching reading and writing. Wattpad brings contributions in reading and writing process. First, students can read many kinds of literary works written by many authors around the world. Second, through the following activity they can give their opinion, comments, suggestions and feedback toward the story they read. They can interact with many people and be brave to express their emotions. Third, through Wattpad, students can produce their own stories, either fiction or non-fiction. They can be encouraged to develop their writing skills and produced better stories. Fifth, the idea of transliteracy can be achieved by them by doing these e-reading and writing activities.

Methodology and 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 in three meetings, April 29th, May 2nd and May 9th 2015. There were two assignments the students must do; the pre test and post test. The material taught is Comet 2, student book, lesson 2 *It feels like forever,* page 5-14.

The first meeting, April 29th 2015, I introduced the project to the students, explained the application that we would have and the procedure. After that I had them to do the pretest about writing a short story based on the topic given. They, one by one, consulted their work face to face. If they had finished, they would create their own Wattpad account. The result actually somewhat satisfying, but some of them got unsatisfying result. There were some grammatical errors and some wrote a very short story. Another one hour I used to start the lesson 2, *It Feels Like Forever*. I stopped until the first skill practice. Before the students went home I remind them to write their pre-test short story in Wattpad and published it. On May 2nd 2015, I asked them to bring any gadget they had and commented their friends' story in Wattpad, and they need to add their friends first in order to leave comment. I continued the lesson until the summary stage.

The third meeting, May 9th 2015, the students already knew what to do and they started to write short story directly in Wattpad based on their own ideas and imaginations as well as creativity in using the vocabularies they had learned in lesson 2 *It Feels Like Forever*. I gave duration while they were working on it. They also gave comments on their friends' short story. It would be their post test. The last, I handed out the questionnaire to know their level of interest in writing short story.

Result and Discussion

The assignments were based on the topic learned in Student book for ET 10. Using Wattpad in writing short story shows its influence toward the students. The students felt motivated and excited because writing through Wattpad can enhance their interest and develop more ideas in writing short story. When they knew that they could install the application in their phone, they were excited. In the other hand, some of them got difficulties operating the application, few of them panicked to know that what they wrote suddenly gone or deleted on purpose.

Conclusion

Teacher's role in teaching process is as facilitator who has to provide fresh and fun learning atmosphere in the classroom. Various kinds of materials should be updated in order to create new experiences for writing process. As the technology developed, students tend to use gadgets more than their school books. So, that is why such application like Wattpad is promoted in order to deal with students' learning preference. Short story through Wattpad would be a new way to make the students actively engage in writing process and reading process, implicitly. It can develop Ss interaction by reading their friends' story and leave a comment after that, they also can do it anywhere since the gadget has come in handy. Besides that, the role of teacher is still important to guide them how to use the media and understand the concept of short story. This also leads them to be critical thinker and be free to express their perceptions and emotions toward the story. Finally, both teacher and students will be aware of transliteracy and know how to deal with literature and Information and Communication Technology (ICT)

Reference

Bilal, H.A., Tariq, A.R., Masood, A., Nasim, G., & Iqbal, A. (2012).Developing second language reading comprehenshion through short story.*International Journal of English Language Education, 1(3),* 282-292, doi.5296/ijele.vli3.

Kirkgoz, Y. (2011). A blended learning study on implementing video recorded speaking task-based classroom instruction. *TOJET (The Turkish Online Journal of Educational Technology), 10(4)*, 1-13

Pardede, P. (2012). Using short stories to teach language skills.*Language and Linguistic Studies, 4(2)*, 94-106. Retrived from http://parlindunganpardede.wordpress.com

Pourkalhor, O., & Kohan, N. (2013). Teaching reading comprehension through short stories in advance classes. *Asian Journal of Social Sciences & Humanities, 2(2)*, 52-60.

Wattpad. (2014, September 28). *Writers readers go mobile social at Wattpad*. Retrieved from http://www.journal.com.php

Teaching writing in the form of Wattpad

Participants : Students in ET 10-2 of LBPP LIA Palembang.
First meeting : Wednesday, 29th April, 2015. 16.00-18.00 wib
Second meeting : Saturday, 2nd May, 2015. 16.00-18.00 wib
Third meeting : Wednesday, 9th May, 2015. 16.00-18.00 wib
Teaching Aids : Power point, pictures, cards, wattpad application.

Topic for the first meeting:

1. Introduce the project to students and have pre-test
2. Analyze students work, ask ss to register wattpad account at home, ask ss to write their work in wattpad
3. Asking students to read story and analyze the adjective clause, target vocabularies
4. Asking students to do exercise about target grammar

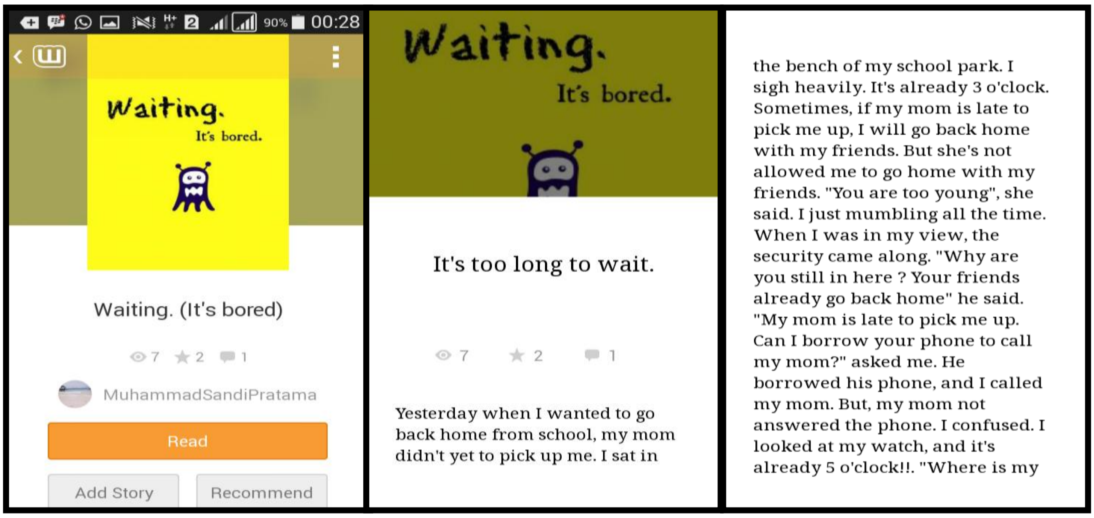
Topic for the second meeting:

1. Explaining the writing organization.
2. Asking students to arrange the jumbled sentence into a good story
3. Asking Ss to practice writing by having chained writing game

Topic for the third meeting

1. Asking Ss to write their own story and upload them into Wattpad. (post test)
2. Students fill out questionnaire

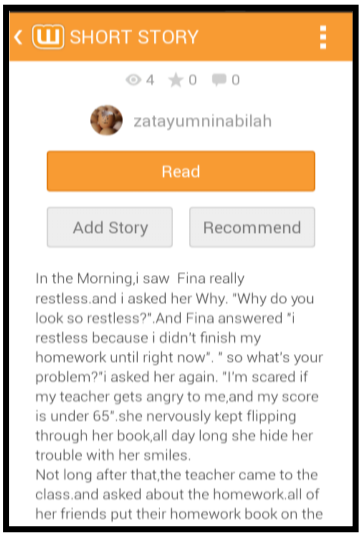
The screenshot of the students' assignment



It's too long to wait.

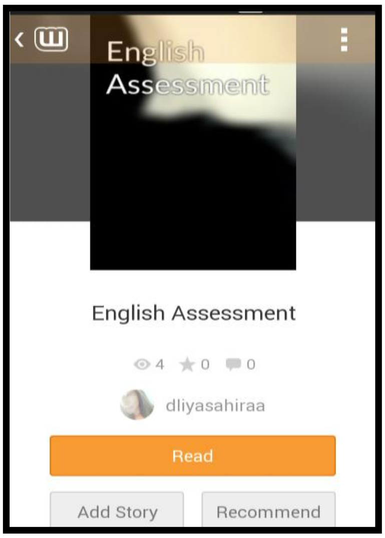
Yesterday when I wanted to go back home from school, my mom didn't yet to pick up me. I sat in

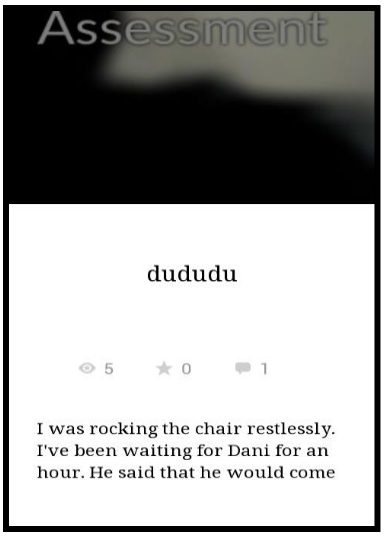
the bench of my school park. I sigh heavily. It's already 3 o'clock. Sometimes, if my mom is late to pick me up, I will go back home with my friends. But she's not allowed me to go home with my friends. "You are too young", she said. I just mumbling all the time. When I was in my view, the security came along. "Why are you still in here ? Your friends already go back home" he said. "My mom is late to pick me up. Can I borrow your phone to call my mom?" asked me. He borrowed his phone, and I called my mom. But, my mom not answered the phone. I confused. I looked at my watch, and it's already 5 o'clock!!. "Where is my


SHORT STORY
4 0 0
zatayumninabilah
Read
Add Story
Recommend

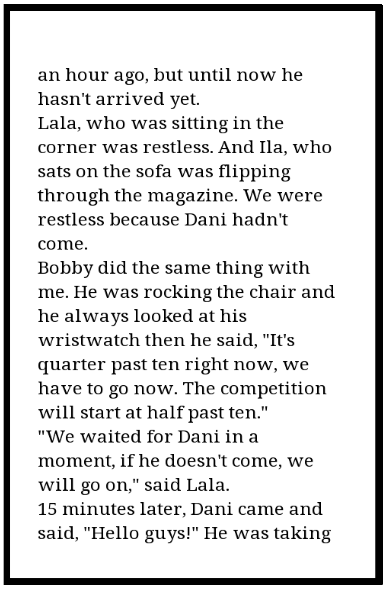
In the Morning,i saw Fina really restless.and i asked her Why. "Why do you look so restless?".And Fina answered "i restless because i didn't finish my homework until right now". " so what's your problem?"i asked her again. "I'm scared if my teacher gets angry to me,and my score is under 65".she nervously kept flipping through her book,all day long she hide her trouble with her smiles.

Not long after that,the teacher came to the class.and asked about the homework.all of her friends put their homework book on the


English Assessment
English Assessment
4 0 0
dliyasahiraa
Read
Add Story
Recommend


Assessment
dududu
5 0 1

I was rocking the chair restlessly. I've been waiting for Dani for an hour. He said that he would come



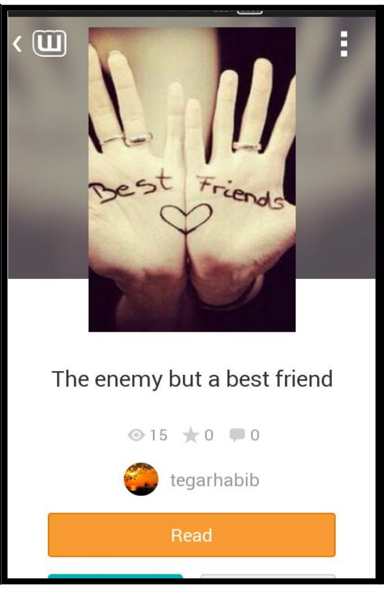
an hour ago, but until now he hasn't arrived yet.

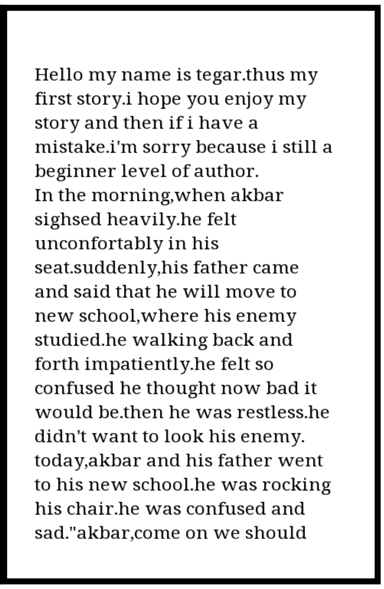
Lala, who was sitting in the corner was restless. And Ila, who sats on the sofa was flipping through the magazine. We were restless because Dani hadn't come.

Bobby did the same thing with me. He was rocking the chair and he always looked at his wristwatch then he said, "It's quarter past ten right now, we have to go now. The competition will start at half past ten."

"We waited for Dani in a moment, if he doesn't come, we will go on," said Lala.

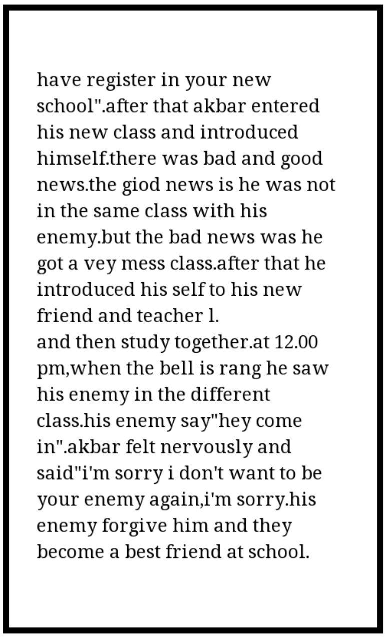
15 minutes later, Dani came and said, "Hello guys!" He was taking


Best Friends
The enemy but a best friend
15 0 0
tegarhabib
Read



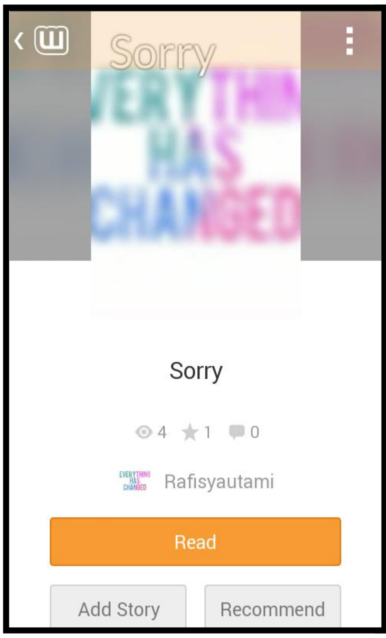
Hello my name is tegar.thus my first story.i hope you enjoy my story and then if i have a mistake.i'm sorry because i still a beginner level of author.

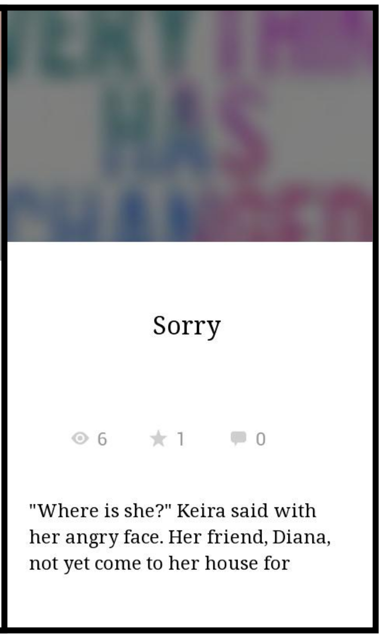
In the morning,when akbar sighsed heavily.he felt unconfortably in his seat.suddenly,his father came and said that he will move to new school,where his enemy studied.he walking back and forth impatiently.he felt so confused he thought now bad it would be.then he was restless.he didn't want to look his enemy. today,akbar and his father went to his new school.he was rocking his chair.he was confused and sad."akbar,come on we should



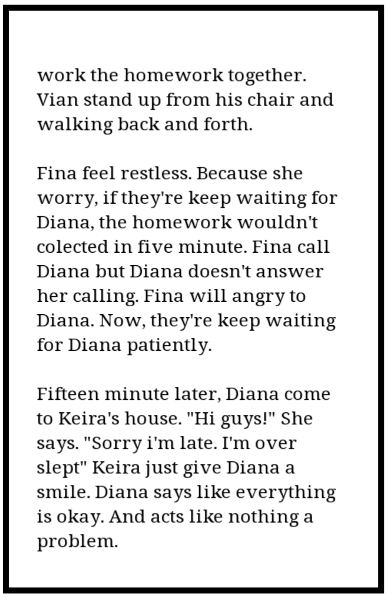
have register in your new school".after that akbar entered his new class and introduced himself.there was bad and good news.the giod news is he was not in the same class with his enemy.but the bad news was he got a vey mess class.after that he introduced his self to his new friend and teacher l.

and then study together.at 12.00 pm,when the bell is rang he saw his enemy in the different class.his enemy say"hey come in".akbar felt nervously and said"i'm sorry i don't want to be your enemy again,i'm sorry.his enemy forgive him and they become a best friend at school.


Sorry
EVERYTHING HAS CHANGED
Sorry
4 1 0
Rafisyautami
Read
Add Story
Recommend


EVERYTHING HAS CHANGED
Sorry
6 1 0

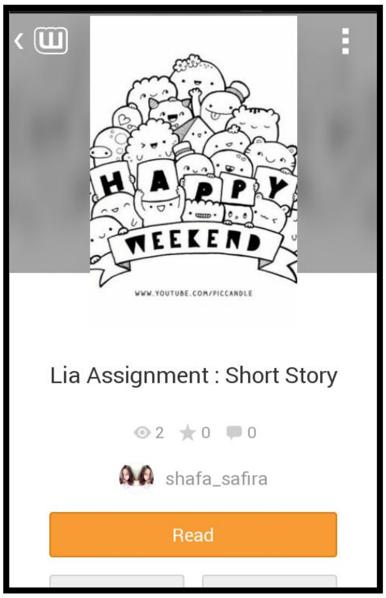
"Where is she?" Keira said with her angry face. Her friend, Diana, not yet come to her house for



work the homework together. Vian stand up from his chair and walking back and forth.

Fina feel restless. Because she worry, if they're keep waiting for Diana, the homework wouldn't colected in five minute. Fina call Diana but Diana doesn't answer her calling. Fina will angry to Diana. Now, they're keep waiting for Diana patiently.

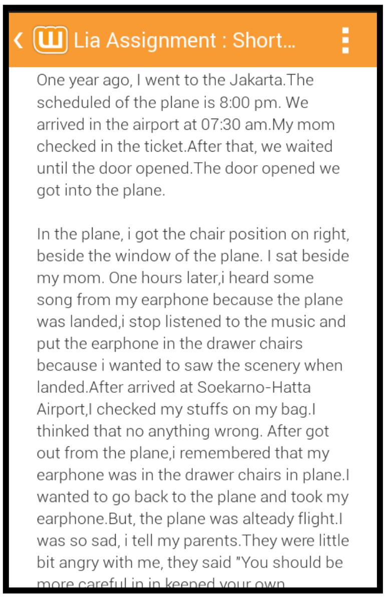
Fifteen minute later, Diana come to Keira's house. "Hi guys!" She says. "Sorry i'm late. I'm over slept" Keira just give Diana a smile. Diana says like everything is okay. And acts like nothing a problem.



Lia Assignment : Short Story

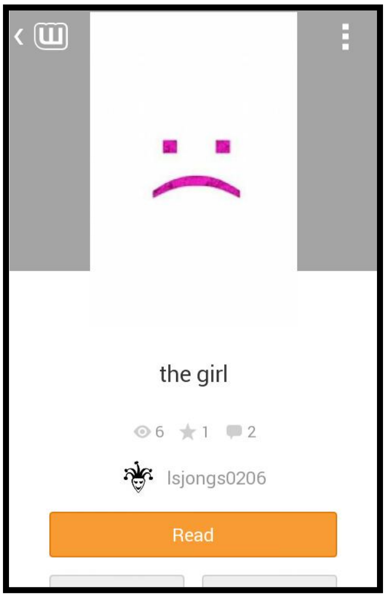
👁 2 ★ 0 💬 0

shafa_safira



One year ago, I went to the Jakarta.The scheduled of the plane is 8:00 pm. We arrived in the airport at 07:30 am.My mom checked in the ticket.After that, we waited until the door opened.The door opened we got into the plane.

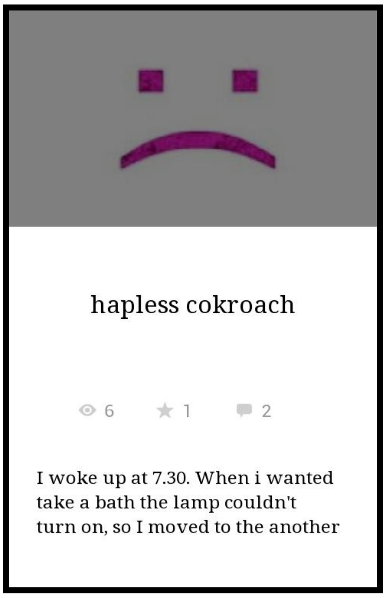
In the plane, i got the chair position on right, beside the window of the plane. I sat beside my mom. One hours later,i heard some song from my earphone because the plane was landed,i stop listened to the music and put the earphone in the drawer chairs because i wanted to saw the scenery when landed.After arrived at Soekarno-Hatta Airport,I checked my stuffs on my bag.I thinked that no anything wrong. After got out from the plane,i remembered that my earphone was in the drawer chairs in plane.I wanted to go back to the plane and took my earphone.But, the plane was alteady flight.I was so sad, i tell my parents.They were little bit angry with me, they said "You should be more careful in in keeped your own



the girl

👁 6 ★ 1 💬 2

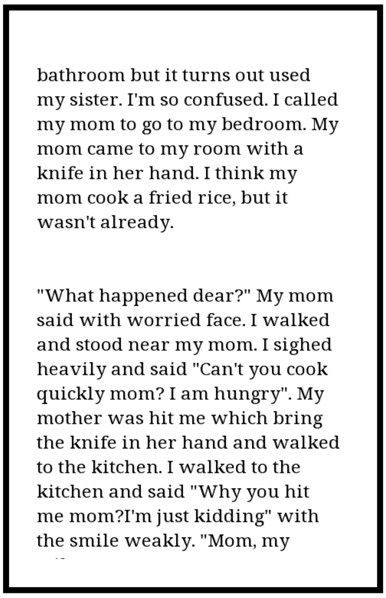
lsjongs0206



hapless cokroach

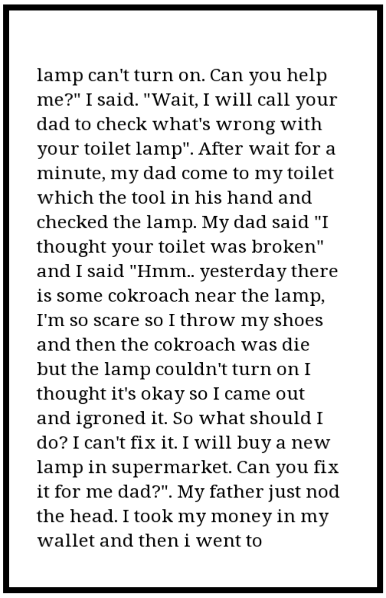
👁 6 ★ 1 💬 2

I woke up at 7.30. When i wanted take a bath the lamp couldn't turn on, so I moved to the another

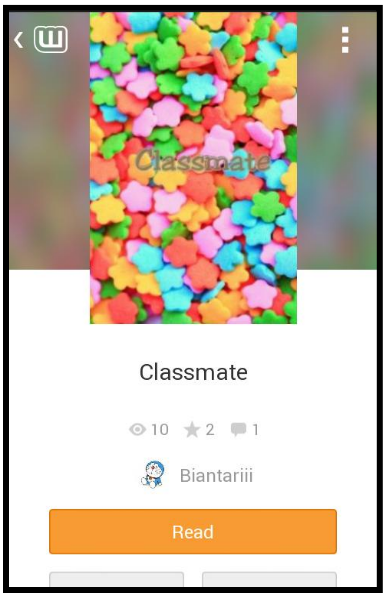


bathroom but it turns out used my sister. I'm so confused. I called my mom to go to my bedroom. My mom came to my room with a knife in her hand. I think my mom cook a fried rice, but it wasn't already.

"What happened dear?" My mom said with worried face. I walked and stood near my mom. I sighed heavily and said "Can't you cook quickly mom? I am hungry". My mother was hit me which bring the knife in her hand and walked to the kitchen. I walked to the kitchen and said "Why you hit me mom?I'm just kidding" with the smile weakly. "Mom, my



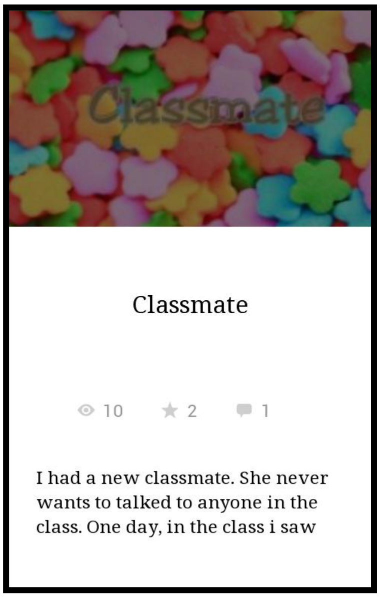
lamp can't turn on. Can you help me?" I said. "Wait, I will call your dad to check what's wrong with your toilet lamp". After wait for a minute, my dad come to my toilet which the tool in his hand and checked the lamp. My dad said "I thought your toilet was broken" and I said "Hmm.. yesterday there is some cokroach near the lamp, I'm so scare so I throw my shoes and then the cokroach was die but the lamp couldn't turn on I thought it's okay so I came out and igroned it. So what should I do? I can't fix it. I will buy a new lamp in supermarket. Can you fix it for me dad?". My father just nod the head. I took my money in my wallet and then i went to



Classmate

👁 10 ★ 2 💬 1

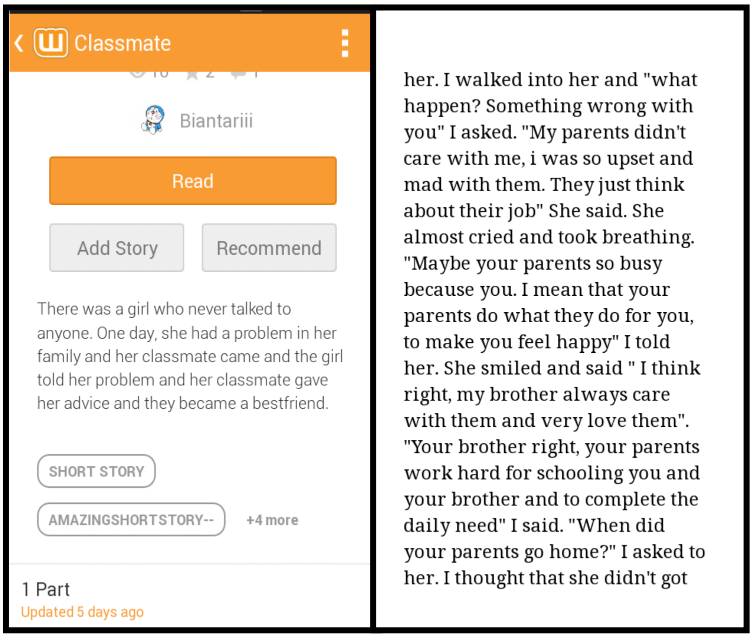
Biantariii



Classmate

👁 10 ★ 2 💬 1

I had a new classmate. She never wants to talked to anyone in the class. One day, in the class i saw



Biantariii

There was a girl who never talked to anyone. One day, she had a problem in her family and her classmate came and the girl told her problem and her classmate gave her advice and they became a bestfriend.

1 Part

Updated 5 days ago

her. I walked into her and "what happen? Something wrong with you" I asked. "My parents didn't care with me, i was so upset and mad with them. They just think about their job" She said. She almost cried and took breathing. "Maybe your parents so busy because you. I mean that your parents do what they do for you, to make you feel happy" I told her. She smiled and said " I think right, my brother always care with them and very love them". "Your brother right, your parents work hard for schooling you and your brother and to complete the daily need" I said. "When did your parents go home?" I asked to her. I thought that she didn't got

16

PYI: From What You don’t Know to What You have Learned with Board Game

Elvina Arapah
LBPP LIA Banjarmasin and Lambung Mangkurat University

Abstract

Pen Your Ideas (PYI) Series by LBPP LIA is a writing lesson in itself because it follows the orderly stages of English teaching containing pre, while and post activities. The topics for Intermediate Levels which are discussed is on local content and CLIL stressing on paragraph development methods. Teaching and learning about contents is not always interesting due to the unfamiliarity of the topics and the lack of knowledge. This might bring the students into frustration and boredom when dealing with certain topics because the book itself lacks communicative activities. In addition, the teaching steps are predictable in every level. Therefore, it is necessary to elaborate on the strategy of teaching and learning. This research intends to apply the use of Board Game as a technique to expose the students on the material of local contents and CLIL included in PYI. The subjects of the study are Intermediate 2 and 3 students in Term III and Term IV for Friday-Saturday Class. The action is conducted on August to November 2015 at LBPP LIA Banjarmasin. Two sessions are conducted in Intermediate 2 and the other two sessions are in Intermediate 3 class. Pre and posttests are given to measure the knowledge of the students before and after the treatment. Questionnaire is given to the subjects to gather their opinion on the technique implementation. Positive improvement in students’ knowledge and student- student interaction is expected after the utilization of the Board Game.

Background

Lembaga Bahasa dan Pendidikan Profesional LIA has been very dynamic in the use of teaching and learning materials. Since 2013, Smartchoice Series has been selected as the materials in use for all branches of LBPP LIA all over Indonesia. The lesson covers vocabulary, grammar, listening, reading, writing and speaking. Writing lesson has been considered important to be emphasized since its portion in the Smartchoice Series is only a little. As a result, Pen Your Ideas (PYI) Series is created as the companion of the main books used and as the enrichment lesson. Paragraph writing is the central attention of this book series –elementary, intermediate, and high intermediate.

PYI Series by LBPP LIA is a writing lesson in itself because it follows the orderly stages of English teaching containing pre, while and post activities. Based on the guidelines given, Lesson 1 of PYI should be taught after Unit 2 of the Smartchoice book, and Lesson 2 is after Unit 5. In intermediate levels, students start writing on their own, they have to find the data by googling, and they write based on the text's generic structures and language features learned. Each lesson is also equipped with the listening activity to provide students with data and needed scaffolding to help the students pin point important data for the paragraph that they write.

The PYI topics for Intermediate Levels which are discussed is on local content and CLIL stressing on paragraph development methods. Teaching and learning about contents is not always interesting due to the unfamiliarity of the topics and the lack of knowledge. This might bring the students into frustration and boredom when dealing with certain topics because the book itself lacks communicative activities. In addition, the exposure to the materials in form of speaking activity is not explicitly stressed on.

The PYI teaching steps are actually predictable in every level. Therefore, it is necessary to elaborate on the feasible strategy of the teaching and learning. This research intends to apply the use of Board Game as a technique to expose the students on the material of local contents and CLIL included in PYI by answering this inquiry: How can the use of board game help in dealing with the PYI books in term of the local content materials, student- student interaction, and students' achievement in writing? Therefore, positive improvement in students' knowledge and paragraph writing ability as well as the student- student interaction is expected after the utilization of the Board Game.

Theoretical Framework

Encouraging students to create a language-learning material is a possibility in making the students acquiring the materials due to some advantages. According to Moiseenko (2015:14-15), there are some benefits of student-designed materials. First, it contributes to peer teaching and learning. Second, it might also take students one step further toward better English. Then, material making helps students enjoy one of the key components of collaborative learning –active engagement. Last, the activity encourages the students to become more autonomous.

Writing lessons can always bring boredom to either the students or the teacher because when the students get stuck developing their paragraph, the teacher has to wait and cannot continue to the next step of teaching. When writing, the students really need the knowledge for continuing their sentences. Gugin (2014:36) elaborates a paragraph-first approach to the teaching academic writing. In his statement, he believes that the challenge of this approach for the teacher is to ensure that students' ideas and content are not lost in an obsessive pursuit of the correct form. In other words, he means that it is important to keep the students on track related to the ideas and content although the grammar is not mistake free.

The use of board game in the EFL teaching and learning might be an alternative in stimulating the students to make their own created learning material or in order to avoid boredom during the writing lesson although there are also challenges to deal with. According to Chia, Gwo and Chi (2014), selecting current board games for EFL's communicative skills facilitation is not as easy as mentioned due to the length and the complexity of common simulative game structures. The selection of simulation board games for communicative skills should be accessible and related to every day topics without too many terms and words to explain. That's why that teacher-or-student-made board games will be more target oriented and focus on the related lesson

The teaching and learning process in LBPP LIA is not strict by always following the flow of the book. Nevertheless, teachers are free to modify it as long as it is for the sake of achieving the terminal and enabling objectives of the lesson plan. As in PYI books, the required materials are already given without determining obligatory media and teaching techniques used as long as the objectives are reached. In terms of teachers' creativity for PYI lesson, some elements can be adjusted to meet the need such as the materials, the media used and the teaching techniques. Since the materials are all the content ones, there should be a utilization that enables the students to easily learn those materials.

By applying Kemmis and Taggart's model of Classroom Action Research, this study was conducted to test whether the used of board game can be of any assistance. Each cycle has two sessions in which each session has the steps of Plan, Action, Observe and Reflect as shown in this figure:

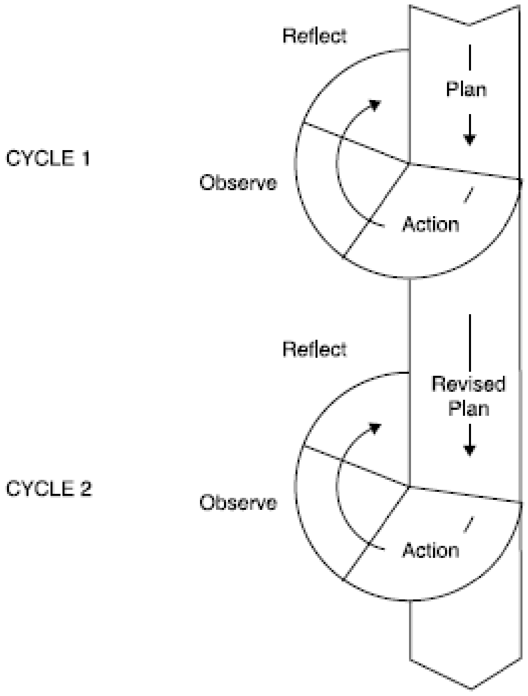


Figure 1 Cyclical Action Research Model based on Kemmis and Mc Taggart (1988) in Burns (2010:9)

In the planning, a problem or issue is identified and a plan of action is developed in order to bring about improvements in a specific area of the research context. Action involves some deliberate interventions into the teaching situation that is put into action over an agreed period of time. Observation is observing systematically the effects of the action and documenting the context, actions and opinions of those involved. Finally, reflection is about evaluating and describing the effects of the action in order to make sense of what has happened and to understand the issue has be explored more clearly. It might determine the further cycles of the CAR to improve the situation even more. (Burns:2010)

The subjects of this study are Intermediate 2 and 3 students in Term III and Term IV for Friday-Saturday Class of LBPP LIA Banjarmasin. There were 10 students involved in this study. The action is conducted on August to November 2015 at LBPP LIA Banjarmasin. There are two cycles of the classroom action research. Two sessions in Cycle I are carried out in Intermediate 2 and the other two sessions in Cycle II are in Intermediate 3 class. Two sessions are planned based on the assumption that the exposure to the board game use might not be enough if it is only in one cycle or two sessions. The procedures applied in this study are designed as follows:

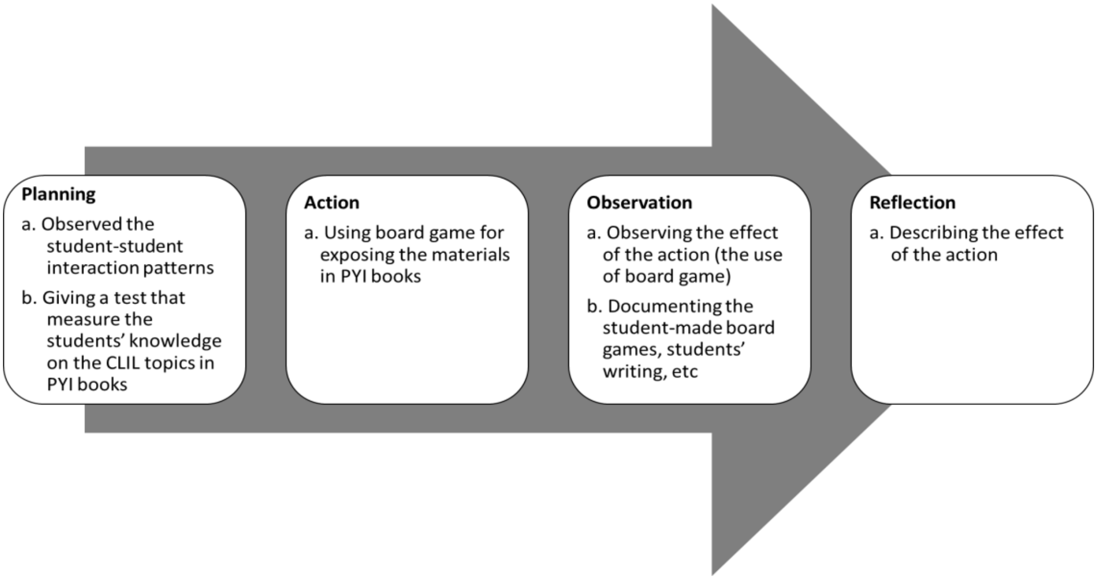

Planning
a. Observed the student-student interaction patterns
b. Giving a test that measure the students' knowledge on the CLIL topics in PYI books
Action
a. Using board game for exposing the materials in PYI books
Observation
a. Observing the effect of the action (the use of board game)
b. Documenting the student-made board games, students' writing, etc
Reflection
a. Describing the effect of the action

Figure 2. The cyclical stages of the study

Planning

From the teacher's observation in the class before the action, when it came to PYI books, the students were actually excited to learn the content of the materials because some of them are new knowledge for the students. Nevertheless, when they have to write the paragraph, it seems like the students do not have enough knowledge to write about the topics. As a result, the paragraphs produced are mostly identical with one that can be found online which means the students just copy and paste.

Based on the result of the preliminary study that evaluates the students' knowledge on the local content from PYI Book of Intermediate 2 and 3 for Unit 1, a further action could be taken. Blank exercise with thirty questions are assigned for Intermediate 2 and thirty five statements were asked on their TRUE or FALSE facts in the extra exercise of Intermediate 3 (see Appendix 1 and 2). The extra exercise for Intermediate 3 unit 1 has been given twice, before and after the materials were introduced. The range of score is from 1 – 5. Then, the results are shown in the table below:

No.	**Name**	**Intermediate 2 Unit 1**		**Intermediate 3 Unit 1**				
		Exercise 1		**Exercise (1st)**		**Exercise (2nd)**		
		Total True	**Score**	**Total True**	**Score**	**Total True**	**Score**	**Score Difference**
1.	Adelia Justina	19	3.17	19	2.71	21	3	0.29
2.	Aisya Nur Khalida	12	2	5	0.71	14	2	1.29
3.	Anang Jarkasi	19	3.17	11	1.57	21	3	1.43
4.	Gt. Marethasanda S. A.	19	3.17	8	1.14	21	3	1.86
5.	Maryanti	12	2	3	0.43	14	2	1.57
6.	M. Dio Syahputra	14	2.33	11	1.57	16	2.29	0.72
7.	M. Fakhrurrazi	15	2.5	9	1.29	17	2.43	1.14
8.	Arum Meutia Hidayati	15	2.5	21	3	17	2.43	-0.57
9.	Riska Meliana Syahfitri	5	0.71	2	0.29	-	-	-
10.	Salsabila Usman	17	2.83	9	1.29	19	2.71	1.42
11.	Sherina Puteri S.	9	1.5	5	0.71	11	1.57	0.86
MEAN		14.18	2.35	9.36	1.337	17.1	2.243	1.001
		(N=11)		(N=11)		(N=10)		(N=10)

In exercise 1 of Intermediate 1 Unit 1, Students no. 2, 5, 9 and 11 are fluent speakers of English. However, when they are pre-tested about the local content materials, they failed. They don't have enough knowledge about them. In exercise 2 of Intermediate 3 Unit 1, the students were asked to do the exercise twice, before and after they learn the materials. The means show a significant difference, that is 0.906. Moreover, almost all students obtained better scores, except student no. 8 in the second exercise. This displays that the materials are quite hard before the students learn them, and after they are exposed to them, the students are kind of learning them but not quite meaningful because the score differences between the first and the second exercise are not more than 2.00

Pre and posttests are given to measure the knowledge of the students before and after the treatment. Each unit is tested separately; then, there are four pre and posttests created. Questionnaire is given to the subjects to gather their opinion on the technique implementation in the end of the last treatment.

Action

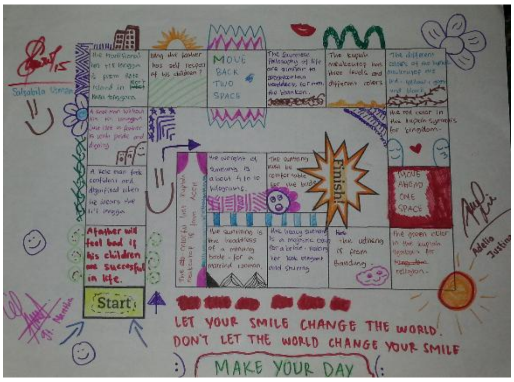
The treatments conducted in the research are implemented in the teaching procedures as follows:

a. Pre-tests are given before the students read any materials from the PYI.
b. The student groups are formed and blank templates of board game for each group are distributed.
c. The students created their own board game by adopting the material from the PYI book.
d. The finished board games are played and exchanged among groups.
e. Post-tests are conducted after the students finished playing.

As for the material discussions from the PYI, it was done before the students did the activity with the board games or after they have done it. To facilitate the board game development, these steps are outlined:

a. The teacher provided the blanks templates of the board game taken from some photocopiable sources like books and internet.
b. The students are asked to determine the patterns of their board whether they would take True False one or Wh-question one.
c. The students are free to decide the tricks and the numbers of the questions based on the boxes available in the blank templates.

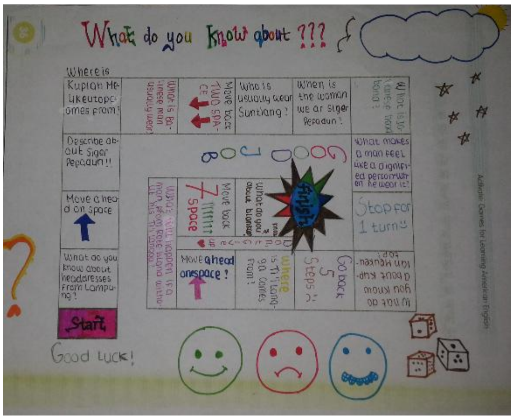
Below are some of the boards that have been made by the students:


MOVE BACK TWO SPACE
Finish
MOVE AHEAD ONE SPACE
A father will feel bad if his children are successful in life.
Start
LET YOUR SMILE CHANGE THE WORLD.
DON'T LET THE WORLD CHANGE YOUR SMILE
:) MAKE YOUR DAY (:

Board 1

START
FINISH
True or False?
Go Back to the start
Yay! It's your lucky day!
Go your 4 more steps!

Board 2


What do you know about ???
Where is Kupiah Meukeutop comes from?
Describe about Siger Pepadun!!
Move ahead on space
What do you know about headdresses from Lampung?
Start
Good luck!
Who is usually wear Suntiang?
When is the woman wear Siger Pepadun?
Stop for 1 turns
Move ahead one space!
Go back 5 steps
Finish

Board 3

Observe

In observing the effect of the action –the use of board game–, the teacher or the researcher used her notes or the field notes. Besides, the students were asked to fill out a questionnaire in the last session or the second meeting of Cycle 2.

Reflection

In describing the effect of the action, the data elaborated are from the results of the pre and posttest, the field notes and the questionnaire. The description is on how the use of board game might help in the English teaching and learning process in terms of the students' achievement and the materials covered especially on the local content and CLIL.

Data Analysis

In the two meetings of Cycle I, Pre and Posttest were always carried out. Pre and Posttest 1 tested the students to write paragraph of analogy. The Pre-test was the task taken from the PYI Intermediate 2 Unit 1, and the Posttest was the writing part of the mid-term test. Pre and Posttest 2 were about to write paragraph of process. The Pre-test was the task from the PYI Intermediate 2 Unit 2, and the Posttest was the writing part of the promotion test.

Similarly, in the meetings of Cycle II, Pre and Posttests were also managed. The results of Pre and Posttest 3 were taken after the student wrote paragraph of classification. The Pre-test was the task from the PYI Intermediate 3 Unit 1 and the Posttest was the writing part of the Intermediate 3 mid-term test. The Pre and Posttest 4 were about to write paragraphs of comparison and contrast. The pre-test was constructed based on tasks from the PYI Book for Intermediate 3 Unit 2. The Posttest was taken from task from the PYI book for Intermediate 3 Unit 2 because the promotion test hasn't been conducted. To score, LBPP LIA's Writing Rating Scale is adapted. (See Appendix)

As for the data from the field notes and questionnaire, they are analyzed into findings qualitatively. The data analysis includes the data categorization, data tabulation and data display. So, the discussions and conclusion were triangulated from the findings in the tests, observation, and questionnaire.

Result and Discussion

From the pre and posttest results (see appendix), it is shown that although three meetings in both Cycle I and II showed increase in the means, the last meeting doesn't show the same improvement. In addition, the results of each meeting show various numbers from one meeting to the others. In the First Meeting of Cycle I, there is a difference of increase from 0.25 to 1.75 for the individual student's scores. As for meeting 2 in Cycle I, the increase is between 0.35 – 1. However, two students showed no improvement and one student even got lower score in after the treatment test.

As for Meeting 1 Cycle II, five students showed no change in their scores of before and after treatment test. The difference of score increase is only between 0.25 and 0.5. It is a low increase compared with the previous test results. Unfortunately, in Meeting 2 of Cycle II, there is only one student's score improves for 0.4 in the before-and-after treatment test. To make it worse, the rest students' scores decreased, ranged between 0.1 and 1.2.

Based on the observation, it was discovered that the use of board game in utilizing the PYI materials brings some strengths and weaknesses. First, it is good for minimizing teachers' dominance during the teaching and learning process. In this situation, the students take their role in creating and making use the available material for more elaboration. This experience is hopefully beneficial for more effective teaching. Second, the activity promotes the 4Cs: communication, collaboration, critical thinking and creativity as part of the 21st century learning. Starting from the board making to the playing time, the students have to interact in their group, and this triggers their critical thinking and creativity as well as training them to be autonomous learners. Third, this board game use is a part of utilizing teaching aids for the English classroom. Although it is not the technological oriented one, it could stimulate the students to use their English subconsciously. By having students made the board, the targeted elements of the language can be covered.

These are some photographs taken when the students played with the board games in pairs and groups:

Photograph 1. Students played in pair

Photograph 2 Students played in groups

Photograph 3.Students played in groups

Some weaknesses that can be seen after the use of this board game activity are more on the relation of the activity with the students' paragraph writing. The board game activity is supposed to increase the students' knowledge on the topics. However, when it is writing time, it didn't prove that this significantly increase the students' skills in writing paragraph. This might be due to the consideration that when one writes, it is not only about how far one understands and how much one has the knowledge of the topics. Therefore, there are other things to become the concerns in writing such as the organization, the mechanics and so forth. This observation conclusion goes hand in hand with the results of the pre-and-posttest.

At the end of the research, the students were asked how useful this technique was for them. Their answers vary. Some sounds supportive to the use of the board game. Others stand their points that the activity may actually bring the not-so-favorable conditions, too. Below are the students' answers or the results:

+	-
fun when you know the meaning of the English word /fun to study and color the board game, It makes me open and read the book / entertaining / as an entertainment that makes us alive and colorful	might get stuck when you don't know the meaning of the word
helping in learning new things in English / get more knowledge / make me know more / helping in creating the paragraph / making easier to understand the lesson /helping to memorize an article content in a fun way / make me learn new information	get bored when I have to make the board alone / boring
interesting and enjoyable	frustrating
improving our English and remembering ability	taking too much ink in coloring the board

From the students' opinion, it is necessary to observe whether the students are suitable with the activity. In other words, adjusting to students' learning styles for effective learning in order to minimize the students who feel that they don't suit the activity.

Conclusion

In conclusion, it could be stated that the use of board game in the classroom as an alternative to teaching the materials from PYI book is quite helpful in terms of increasing the students' knowledge on the local content and CLIL. Moreover, the simultaneous student-student interaction could also been discovered during the making and the playing of the board game. The effect on the students' writing is that the knowledge helps the students to elaborate ideas in during the writing; nevertheless, in terms of organization it is not really seen. It might be due to the reason that during the game, the paragraph organization cannot be discussed explicitly. The students just played.

It is recommended that in further research which is related to learner-produced materials, there should be opportunity to manage peer assessment on the submitted and contributed materials created by the students as Moseenko (2015) has stated.

References

Burns, Anne. “Doing Action Research in English Language Teaching – A Guide for Practitioners” New York: Taylor & Francis, 2010.

Chia, Gwo & Chi, Jung Wu, Dong Chen & Wen Huang. 2014. “Using Digital Board Games for Genuine Communication in EFL Classrooms” retrieved from https://www.academia.edu/14690475/Using_digital_board_games_for_genuine_communication_in_EFL_classrooms on November 21st 2015

Gugin, David. “A Paragraph-First Approach to the Teaching of Academic Writing.” *English Teaching Forum*, Volume 52 Number 3 (2014): 24-29 cont. 36.

Moiseenko, Veronika. “Encouraging Learners to Create Language-Learning Materials.” *English Teaching Forum*, Volume 53 Number 4 (2015): 14-23

Rodilla, Regine Helena Mateos. “The Beneficial Use of Board Games and the LEGO Serious Play Method” retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwim4afJxqDJAhVCo5QKHeGHBS8QFgglMAE&url=http%3A%2F%2Fwww3.uah.es%2Fmaster_tefl_alcala%2Fpdf%2Ftfm%2Fregina_mateos_rodillo.pdf&usg=AFQjCNEYsjDJKZp02ptsrUna3ovESyq7bQ&sig2=GUY4Ajk-jebiVw8n_nYQ3A on November 21st 2015

___LBPP LIA. Teaching the Pen Your Ideas Series (PowerPoint Slides). Jakarta: LBPP LIA. 2014

Appendix

Pen Your Idea TEST (Intermediate 2 Unit 1)

These statements are about the headdresses:

Ti’i langga, Kupiah Meukeutop, Suntiang, Blankon* and *Siger Pepadun

Write down the right name of the headdress next to the statement.

Statements	Headress
1. It is from Rote Island, East Nusa Tenggara.	
2. It is a colorful hat from Aceh.	
3. This headdress shows the characteristics of his people.	
4. It is the headdress of a Minang bride.	
5. It is the Yogyakarta headdress is a batik and showing the noble and generous traits of the Javanese.	
6. It is the bridal tiara, which is a magnificent headdress from Tulang Bawang Lampung.	
7. It resembles the responsibilities of a married woman in taking care of the husband and children.	
8. It resembles the Indonesian rhyming poem, the *pantun.*	
9. Not wearing it is like a father without pride and dignity	
10. It is a heavy headdress of a bride and weighs about 3 to 5 kilograms.	
11. This Yogyakartan headdress for men is similar to the Javanese philosophy of life.	
12. It has four levels and different colors –red, yellow, green and black.	
13. Wearing this tiara makes the bride feel like a queen wearing a crown	
14. It makes the bride terribly tired wearing it on her head.	
15. The tiara is very impressive and the wearer will make the same impression, beautiful and royal.	
16. Its civility and simplicity is similar to the noble and generous traits of the Javanese.	
17. It accentuates a man’s outfit in the same way a *pantun* gives flavor to a story	
18. Wearing it makes a man feel like a dignified person proud of his success in educating his children	
19. Its grand design is intricate.	
20. This heavy headdress is majestic crown for a bride, making her look elegant and stunning.	
21. It is attractively structured and colored and has several meanings.	
22. It is made of gold, or other metals plated with gold, so it is expensive.	
23. A Rote man is proud of wearing it because it represents his identity.	
24. It is like a *pantun* which is beautifully designed and has various meanings	
25. It hides the hair of the wearers in the *mondholan* as the Javanese stresses the importance of keeping a secret	
26. It elegant and timeless, like a crown.	
27. It symbolizes several aspects: heroism, kingdom, religion and strictness	
28. Any bride wearing it sitting on her bridal chair resembles a queen sitting on the throne	

29. The long hair of the wearer is tied and tucked in the knot on the back of this headdress.	
30. It is like *pantun* which has symbolic meaning expressed in the last two lines.	

Pen Your Idea TEST (Intermediate 3 Unit 1)

This test is only to measure your knowledge on the issues of PAINTINGS AND SCULPTURE. It does not have influence on your score. Write T if the statement is TRUE, and F if it is FALSE. Please do them carefully.

Name: ____

PAINTINGS

1. Raden Saleh is a famous Indonesian painter.
2. Affandi is a another famous Indonesian painter
3. Painting can be classified into oil, pastel, and acrylic.
4. Oil paintings do not always use drying oil.
5. Basuki Abdullah and Raden Saleh are painters who used oil paint.
6. The medium for pastel paintings is sticks containing a powdered pigment and a binder
7. The surface of a pastel painting is strong enough, then a glass frame is used.
8. Pastel paintings also need protection because they get dirty easily.
9. Acrylic paint is not water-resistant when dry because it uses thinner with water
10. A finished acrylic painting can resemble a watercolor or an oil painting.
11. Before the 19th century, Indonesian art was mostly decorative and religious.
12. During the period of 19th century, it was a time of growing nationalism.
13. In the third era of Indonesian painting trend, western-style paintings emerged.
14. From 1940, artists started to mix western techniques with Southeast Asian imagery and content.
15. In 1960s, abstract expressionism and Christian art slowly made their way into community.
16. Impressionistic styles focus on the work done indoors and outdoors.
17. Photorealism is a kind of paintings which use camera and based on the photo captured
18. Surrelialistics has the element of surprise in the unexpected lines and imperfectness.

SCULPTURE

1. I Nyoman Nuarta is a sculptor from Yogyakarta.
2. Kasongan is an art village where pottery artists reside.
3. Gregorius Sidharta is a sculptor from Bali and the creator of Garuda Wisnu Kencana (GWK)
4. Stone, metal, glass, clay and wood are the natural materials for sculpting.

5. A big piece of rough natural stone is shaped by chipping away parts of it is called stone carving
6. Indonesian stone sculptors are I Nyoman Nuarta, Purwadi and Sidharta.
7. The rarely used metal for cast metal sculptures are bronze and copper.
8. A metal is cast into a shape contained where it is easy and takes the shape of the container.
9. Glass is used for sculpting through carving, casting or blowing.
10. Clay is one of the oldest materials normally used for pottery.
11. Wood carving has not been widely practiced.
12. Indonesian sculptures can be categorized into three eras, Hinduism, Buddhism and Islam.
13. Hindu-Buddhist sculpture in Indonesia was strongly influenced by Balinese art
14. An example of Hindu-Buddhist sculpture is the Borobudur Temple in Central Java.
15. Islam which was only dominant in Sumatra has influenced the sculpture features in the 15th century.
16. The Islamic architectural features in mosques showed the religion influences.
17. Hendra Gunawan, Trubus and Edhi Soenarso are some of Indonesia's famous wood sculptor.

Thank You

Key of Pen Your Idea TEST (Intermediate 2 Unit 1)

No.	**Headdress**	No.	**Headdress**	No.	**Headdress**
1.	TI'I LANGGA	11.	BLANKON	21.	KUPIAH MEUKEUTOP
2.	KUPIAH MEUKEUTOP	12.	KUPIAH MEUKEUTOP	22.	SIGER PEPADUN
3.	TI'I LANGGA	13.	SIGER PEPADUN	23.	TI'I LANGGA
4.	SUNTIANG	14.	SUNTIANG	24.	KUPIAH MEUKEUTOP
5.	BLANKON	15.	SIGER PEPADUN	25.	BLANKON
6.	SIGER PEPADUN	16.	BLANKON	26.	SIGER PEPADUN
7.	SUNTIANG	17.	KUPIAH MEUKEUTOP	27.	KUPIAH MEUKEUTOP
8.	KUPIAH MEUKEUTOP	18.	TI'I LANGGA	28.	SIGER PEPADUN
9.	TI'I LANGGA	19.	SIGER PEPADUN	29.	BLANKON
10.	SUNTIANG	20.	SUNTIANG	30.	KUPIAH MEUKEUTOP

The Key: In 3 Unit 1

Part 1					Part 2					
T	7.	F	13.	F	1.	F	7.	F	13.	F
T	8.	T	14.	F	2.	T	8.	F	14.	T
T	9.	F	15.	T	3.	F	9.	T	15.	F
F	10.	T	16.	F	4.	T	10.	T	16.	T
T	11.	T	17.	F	5.	T	11.	F	17.	T
T	12.	T	18.	T	6.	F	12.	F		

RATING SCALES FOR WRITING PART

GRAMMAR

SCORE	DESCRIPTION	NUMBER OF MISTAKES
4 – 5	Minor errors in using the grammar learned	< 3
3	A few errors in using the grammar learned	4 -10
2	Some errors in using the grammar learned	11 – 15
1	Many errors in using the grammar learned	16 – 20

VOCABULARY

SCORE	DESCRIPTION	NUMBER OF MISTAKES
4	Minor errors in using the words and expressions learned	<3
3	A few errors in using the words and expressions learned	4 – 10
2	Some errors in using the words and expressions learned	10 – 15
1	Many errors in using the words and expressions learned	

RELEVANCE

SCORE	DESCRIPTION
1	The writing is somewhat relevant to the task. (80 – 100 words)
0	The writing is completely irrelevant to the task. (< 80 words)

COMPONENTS	MARK
Grammar	5
Vocabulary	4
Relevance	1
Total	10 x 2

SCORE	DESCRIPTION	NUMBER OF MISTAKES
4	Minor errors in using the words and expressions learned	<3
3	A few errors in using the words and expressions learned	4 – 10
2	Some errors in using the words and expressions learned	10 – 15
1	Many errors in using the words and expressions learned	

RELEVANCE

SCORE	DESCRIPTION
1	The writing is somewhat relevant to the task. (80 – 100 words)
0	The writing is completely irrelevant to the task. (< 80 words)

COMPONENTS	MARK
Grammar	5
Vocabulary	4
Relevance	1
Total	10 x 2

Pen Your Idea TEST (Intermediate 2 Unit 2)

Name:

WRITE DOWN A PARAGRAPH OF PROCESS UNDER THE NATURAL DISASTERS TOPICS GIVEN.
Flash Flood

Drought

Earthquake

Volcanic Eruption

Pen Your Idea TEST (Intermediate 3 Unit 2)
Name:

WRITE DOWN A PARAGRAPH OF COMPARISON AND CONTRAST

CRT TV	LCD TV
• medium for visual entertainment	• medium for visual entertainment
• affordable for most households	• affordable for most households
• bulky and heavy	• slim and light
• excellent screen resolution	• poor screen resolution
• high energy consumption	• low energy consumption
• harmful radiation	• a low amount of radiation

-- --

----

a film camera	a digital camera
• capture images and different ways of recording an image • an image that makes impression on film • storing capacity: 24-36 images on a roll of film • developing and printing images: complicated process using chemical substances before printed	• capture images and different ways of recording an image • an image that is converted into electrical information • storing capacity: 10,000 images in a 16-giga-byte memory chip • developing and printing images: uploaded to a computer and can printed at once

----

-- --

----

conventional teaching method	modern teaching method
• takes place in the classroom • uses textbooks in class • requires students to take notes • uses a conventional/ regular whiteboard • requires teachers to correct papers • requires students to submit papers in person • guides students in learning	• doesn't have to take place in the classroom –e-learning any place • uses not only textbooks but also digital materials in class • lets students take pictures of notes using their cellphones • uses a smart/interactive whiteboard • requires teachers to correct papers • requires students to submit papers via e-mail • guides student in learning

----

-- --

Conventional Aircraft	Stealth Aircraft
• machines that flies by gaining support from the air • machines that flies by countering the force of gravity • can easily be detected by radar • has metal body and reflect radar signal back to a radar receiver • the shape of the aircraft surface: round, aerodynamic shape, smooth surface	• fly by gaining support from the air • fly by countering the force of gravity • move secretly, quietly and cleverly • covered with Radar Absorbent Materials (RAMs) which absorb radar signal • the shape of the aircraft surface: flat surfaces with flat edges and reflect radar signal at different angles

----

-- ---

The Result of Before-and-after Treatment Tests

No.	Name	Intermediate 2 Unit 1 (paragraph of analogy)		Intermediate 2 Unit 2 (paragraph of process)		Intermediate 3 Unit 1 (paragraph of classification)		Intermediate 3 Unit 2 (paragraph of comparison and contrast)	
		Before	**After**	**Before**	**After**	**Before**	**After**	**Before**	**After**
1.	Adelia Justina	-	-	2.75	2.75	-	-	-	-
2.	Aisya Nur Khalida	2.75	3.5	3	2.75	3	3	3.4	2.75
3.	Anang Jarkasi	-	-	-	-	3	3	-	-
4.	Gt. Marethasanda S. A.	3.25	3.5	2.9	3.25	3	3	3.1	3.5
5.	Maryanti	3.5	4	2.75	4.25	3.5	4	3.6	3.5
6.	M. Dio Syahputra	3.25	4.5	2.75	3.75	3	3	3.2	3
7.	M. Fakhrurrazi	3.5	3.8	2.8	3.5	3.5	3.5	3.3	3
8.	Arum Meutia Hidayati	3.5	4	-	-	3	3.5	3,.6	3
9.	Riska Meliana Syahfitri	3.5	4.5	2.75	3.75	-	-	3.7	3.5
10.	Salsabila Usman	-	-	2.75	2.75	-	-	3.7	2.5
11.	Sherina Puteri S.	-	-	2.75	3.25	2.75	3	-	-
SUM		**23.25**	**27.8**	**25.32**	**28**	**24.75**	**26**	**27.4**	**24.75**
MEAN		**3.32 (N=7)**	**3.77 (N=7)**	**2.8 (N=9)**	**3.11 (N=9)**	**3.09 (N=8)**	**3.25 (N=8)**	**3.43 (N=8)**	**3.09 (N=8)**
DIFFERENCE		**0.45**		**0.31**		**0.16**		**- 0.34**	

17

Preparing Students for ‘A Real Life’ by Implementing Deeper Learning Method

Aris Masruri Harahap
LBPP LIA Harapan Indah

Abstract

Deeper learning has widely attracted so many attentions from researchers, teachers, and also parents recently. This happens because it is recognized as an approach in education which prepares students for ‘a real life’ (work and civic life). A research by Cassel and Kolstad shows us that there is a shift regarding skills that companies demand by the year 2000. They do not concern a lot on skills like reading, writing, and arithmetic. They now demand more on interpersonal skill, teamwork, and problem solving for employees candidate. As a response to this shift, deeper learning has offered one solution.

This CAR paper demonstrates an attempt to give a response to the shift by implementing one of six competencies in deeper learning which is collaborative learning. Thus, an activity based on the competency was designed for students in EL-3 level to see whether they are ready for the shift or not. The CAR was conducted using teacher’s observation in the classroom and post questionnaire filled by the students. The result shows us that all of the students gave positive response to the activity and almost all of them stated that they want to redo the activity. In conclusion, the activity has been successfully applied to meet the purpose of deeper learning.

Keywords: deeper learning, collaborative learning, nature of work shifting

Background

It is commonly known that many schools in Indonesia give a lot of attention on teaching students so that they can answer paper-based tests. It is perhaps the simplest reasoning caused by national curriculum that requires students to pass National Exam (UN), which is a paper-based test. Students both in junior high school (SMP) and senior high school (SMA) are prepared for the exam even when they are still in first grade. When they enter higher grade, the pressure becomes greater. Many of third grade students are asked by their parents to enroll additional class outside school although some schools already prepare extra class at school. This has put much pressure not only to the students but also to teachers and parents.

Preparation for something big is important. But, it does not mean that passing the national exam is the only way to measure students' ability and competency. The energy put in preparing the exam is too much since it ignores other important aspects that students need to learn. Focusing on the National Exam, something important has been forgotten that school is meant to prepare students for 'a real life'. School is supposed to be a place that prepares students for work and civic life. What is the meaning of learning or studying if you cannot use what you have learned or studied in your life?

Moreover, a research conducted by Cassel and Kolstad shows that there is a shift regarding skills that companies demand by the year 2000.[1] They do not concern a lot on skills like reading, writing, and arithmetic. Now, they demand more on interpersonal skill, teamwork, and problem solving for employees candidate. In this era of globalization, this research can be a big issue in any country, including Indonesia. If we ignore this fact as we keep focusing to teach students only to answer questions on a piece of paper, we are doing something bad to young generation.

As a response to this problem, deeper learning method can be one of solutions that we can apply. We need to do something to prepare young generation for 'a real life' not only for National Exam. National Exam is just one of so many ways to measure students' competencies. We should not focus only to that. The shift that companies demand nowadays however must get a lot of attention from teachers, parents, and decision makers as it urges us to change our approach in preparing future of young generation. This CAR paper demonstrates an attempt in giving a response to the shift by implementing one of six competencies in deeper learning method which is collaborative learning. An activity based on the competency was designed for students in EL-3 level in LIA Harapan Indah, Bekasi to see whether they are ready for the shift or not. This activity requires students to work together and is ended with students delivering presentation in front of the class.

Theoretical framework

Deeper learning is a term which was introduced by William and Flora Hewlett. It is an umbrella term which is based on a belief that there is a change or shift in nature of work and everyday life. It is also a method that can be used to prepare students for the shift. After it was introduced in 2010, it has attracted many attentions. In U.S now, there is a growing number of schools that apply this deeper learning method.

---

[1] See full discussion in:
-Cassel, R.N., and Kolstad. R. "The critical job-skills requirements for the 21st century: Living and working with people".
-"Skills Desired by Fortune 500 Companies.

There are six interrelated competencies in this method. They are:
1. Master core academic content
2. Think critically and solve complex problems
3. Work collaboratively
4. Communicate effectively
5. Learn how to learn
6. Develop academic mindsets

Each of the competencies is related to each other. When I was thinking of how to apply this method, I thought of an activity that uses all the six competencies. This is difficult.

As it is said that each competencies is related each other, I then thought of collaborative learning as a starting point. After that, I designed an activity based on collaborative learning. Collaborative learning itself requires all members in a group to work together to achieve one common goal.[2] Then, I thought of a goal that students in their group must achieve. The goal must be communicated in the group so they can plan steps needed to do. In this way, students learn to speak up their mind to others. But, there must be time limitation so they can learn not only to speak but also to listen, they will think of the time. If all members in a group only want to speak not to listen, this group may fail to achieve the goal. A time keeper in each group is strongly needed then. This person will remind his/her friends about the time.

Developing academic mindset as one of the competencies can be achieved through exercising students to believe in themselves related to academic work.[3] Doing a small research can be one of exercises to boost students positive attitudes. I then prepare topics that students can talk about in their group. This topic requires students to do a small research. But, although the research is trivial and not time consuming, it requires students to overcome differences that may appear in discussion as each person may have different point of view. By doing this, I want them to learn respecting others' opinion while learning to solve problem they have.

Working in a group can also be a learning process for each student. In this way, students will see each other's ability and also approach in learning. Students with more skills and knowledge might have tendency to teach their friends in the group as they realize that the group's outcome is important, that a goal must be achieved together, and that one's work will influence others' work. In other words, students are urged to help their friends softly. It is not by teachers' command or instruction but by their own awareness.

---

[2] Dooly, M. (ed.). "Constructing Knowledge Together". *A Guidebook to Moderating Intercultural Collaboration Online*.

[3] Taken from "Deeper Learning Competencies":
Deeper learning requires students to develop positive attitudes and beliefs about themselves in relation to academic work. Academic mindsets are the motivational components that influence students' engagement in learning. In turn, engagement in deeper learning reinforces positive academic mindsets. Students with strong academic mindsets readily put in effort to learn and persist in the face of difficulty. They make use of cognitive, metacognitive, and self-regulatory strategies because they care about learning and are purposeful in doing what is required to succeed

Why EL-3?

EL-3 level is part of English for Adult (EA) program in LIA that consists of adult students ranging from high school students, college students, and workers. Coincidentally, almost all students in El-3 where I conduct this CAR are high school students. There is only one student who is a college student. I decided to do a research in this class because I want to know their nature. I want to know whether they are ready to face the 'real life' (work and civic life) or not. In the next three years, at most, the high school students will face, at least two choices: working or college. If they choose college, it means they will have more time to 'delay' facing working life. But, no matter what their choice is, soon they will face the real life. As a teacher, I want my students to have a preparation for this. The sooner the better I think. So, I decided to introduce them the shift that happened in work and civic life and I also hope that they can use skills taught in class for their own well-being.

Data collection

To know whether the activity that I designed is successful in implementing deeper learning method or not, I collect some data through observation and questionnaire filled by the students.

1. Observation

The observation that I did require my presence in the classroom from beginning of the activity until it's done. I was there in the class and moved around from group to group. I did this to see and to make sure that the students really collaborate. I wanted my students to be aware of my presence and that I was watching them. This is really important to do. It is because if I was not there, I could not make sure that they really collaborate or not. Besides that, as a researcher, I need to observe the situation using my own senses. I wanted to see and to hear the students' interaction while they were doing the activity. Besides that, I also recorded videos of the students when they delivered presentation in front of the class.

2. Questionnaire

The next thing I did was collecting data from questionnaire. When the activity was being done, there were seventeen students present in the classroom. I distributed the questionnaire after all the students have finished presenting result of their discussion. I did this to give me one, two, or more insights about the activity from my students' point of view. Their opinions are important for me because they may show me things that I missed from my observation. On the one hand, the questionnaire can strengthen result of my observation, but on the other hand it can weaken result of my observation. So, I need both approaches (observation and questionnaire) in collecting data to see the activity from more than one perspective.

The activity

1. Grouping

The activity that I designed uses one of six competences in deeper learning method which is collaborative learning. While doing the activity, I wanted my students to learn how to work in a team to reach their goal at the end of the activity. In doing so, the first thing to do is that I had to put them in group. After that, I asked them to do some tasks and gave them opportunity to do it by themselves (in group).

In making group, I gave my students opportunity to make their own group. I told them that each group consists of three to four members. Then, five groups were made by them: Group 1 consists of three students (Steven, Inas, Ian), Group 2 consists of three students (Tresna, Rinda, Ryan), Group 3 consists of three students (Farhan, Febby, Ocky), Group 4 consists of four students (Dian, Catur, Rafita, Chandra), Group 5 consists of four students (Wendy, Mikhael, Annisa, Dini). I told them that in each group there should be (at least):

1. A manager to manage and to lead the team works well
2. A time keeper to help the team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided

I told the students to not be strict with this organization model. They may help each other so they can be more effective and more efficient in working, for example: a manager can also be a writer, a time keeper can also help the researchers, etc.

The reason behind this organizational model is that I want to put my students in a work-based situation. This will make them aware that all members in a group are important, they complete each other, and if there is a member who is irresponsible, it will affect the whole system. By applying this, I also want my students to be responsible of their own job but not to close their eyes if others need a help. This is why I gave them privilege to not be strict to the organizational model as they may have different perspective than I do which may be better than I have provided.

After I told them about grouping, I told them about the goal that they have to achieve. The goal is that they have to deliver a presentation in front of the class about a topic that they will discuss and write result of discussion on an A3 sized paper. The topics that I have prepared are: *(1) the most delicious food in Indonesia (2) the best job in the world (3) the best place to hang out in Bekasi (4) sport as a life style in cities (5) the most delicious food outside Indonesia*. I asked them to choose one topic to be discussed in the group. Each group will have different topic, so they have to race in picking up a topic with other groups. Once a topic is chosen, it cannot be chosen by other groups. After that, I gave each group the paper and told them to write using color pencils and markers that I have prepared.

2. Doing research and discussion
I was afraid that my plan would have gone as a failure. Anticipating this, I made a to-do lists that students should use while doing the activity. It is meant to guide them and makes them aware that they have goals to reach. Here is format of a to-do lists that I handed to the students:

	To do lists	**Give a checkmark (√)**	**Time**
Preparation	1. What will you present? 2. Discuss it with your team!		10”
Do it	3. Now, research it! You may browse it on internet. 4. Don’t forget to discuss your findings with your team.		35”
Evaluate	5. Before you start writing result of your discussion, why don’t you evaluate it? Check it!		5”
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.		15”
Practice	7. Ok, I think you better practice presenting your findings now.		10”

Because of time limitation, I told the students to follow the order of to-do lists so that they can do the task well and finish it on time. Based on the to-do lists, there are five steps that students should do. First, they have to discuss what they will present related to the topic chosen. After that, they may research it on internet and then discuss their findings.

From my observation, there was one thing that really attracted my attention; it was the students seemed to have no problem in dividing job responsibility and it happened in all group. Perhaps, it was just a matter of luck that it went smoothly. But, I can see a positive thing here about the students that they may have a nature of working in a team. They knew that there is time limit and they have just begun the activity.

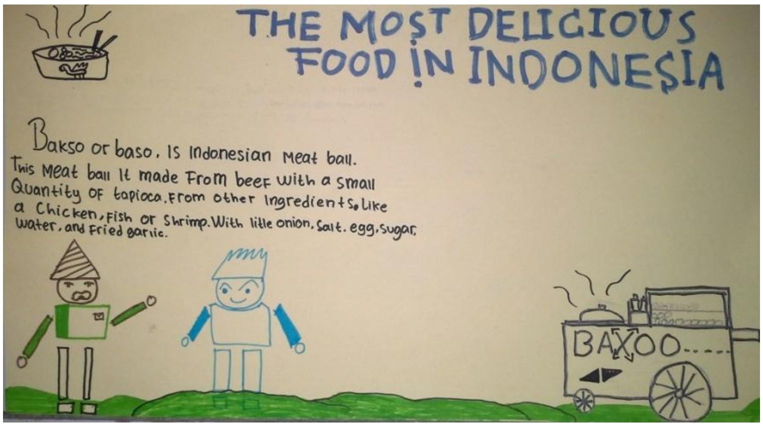
After the students divided the job, they had to decide what they will present. I found that from the five groups, there was only one group that spent more than other groups. From the ten minutes given, the other four groups spent around five to eight minutes. This group seemed to have a tough debate among members in the group. While other groups have already started doing research, they were still discussing about what they will present from a topic they chose. From the questionnaire, I found that this thing really happened. There are 4 of 17 who thought there was tough discussion or debate in their own group. One of the four said that "there was no a real debate, it was just that we have different opinion in deciding the topic".[4] I concluded that the four perhaps came from same group that I saw having a problem in discussing what they will present.

From the questionnaire given to the students, I found that 16 of 17 said that they prefer to work in a team than alone. Another interesting thing to tell is that from the five groups, there were two groups that did not follow the to-do lists. In these groups, each of them has one writer who functioned more likely an artist. Both of them decorated the A3 sized paper while other members were doing research. Based on to-do list time elapsed, they should do research and discussion but these two students did not care at all. When I approached them, both of them had same points that decorating will make the paper looks beautiful and it takes time. Those are the reasons why they did it. More than that, from my observation I saw that other members did not see it as a problem.

Here, I can see that students can come up with their own ideas although I have already prepared them material. They come up with more artistic value than I do which I even never think about it, the decoration. Moreover, this action, decorating paper, then was followed by other groups. I was thinking of they would use color pencils and markers to make their points of discussion look bold because of having different color. The decoration consists of pictures to support their ideas. See the pictures below:

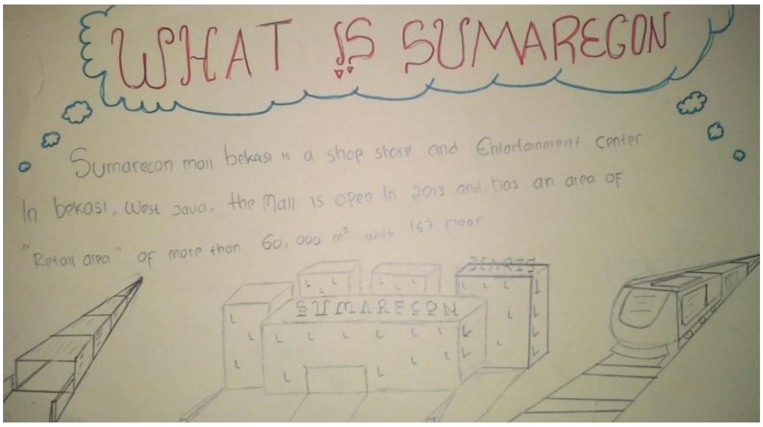
---

[4] The real statement is in bahasa Indonesia: "*Gak terlalu sengit. Cuma tadi ada perbedaan pendapat tentang temanya dan menentukan topiknya.*" The translation is my own.


THE MOST DELICIOUS FOOD IN INDONESIA
BAXOO

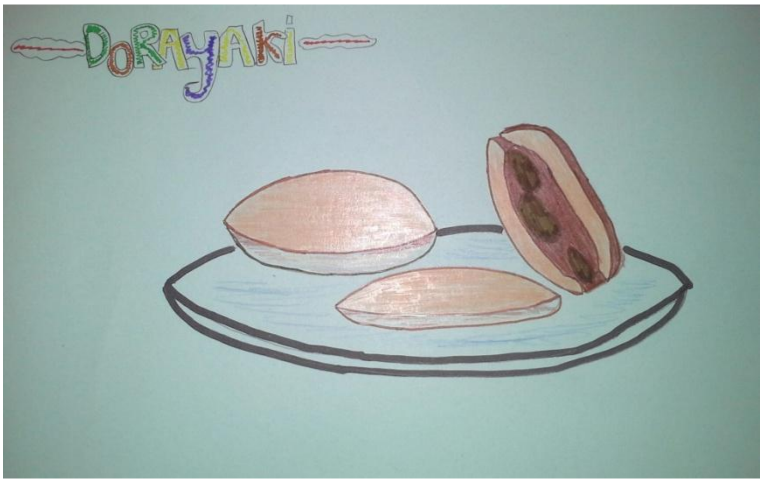
Bakso or baso, IS Indonesian Meat ball. This Meat ball It made From beef with a small Quantity OF tapioca. From other Ingredients. Like a Chicken, Fish or Shrimp. With litle onion, Salt. egg, sugar, water, and Fried garlic.

(Group 1, *Bakso: the most delicious food in Indonesia*)


WHAT IS SUMAREGON
SUMARECON

Sumarecon mall bekasi is a shop store and Entertainment center In bekasi, West Java. the Mall is open In 2013 and has an area of "Retail area" OF more than 60, 000 m² with 167 floor

(Group 3, *Summarecon Mall Bekasi: The best place to hang out in Bekasi*)



(Group 5, *Dorayaki: the most delicious food outside Indonesia*)

3. The presentation

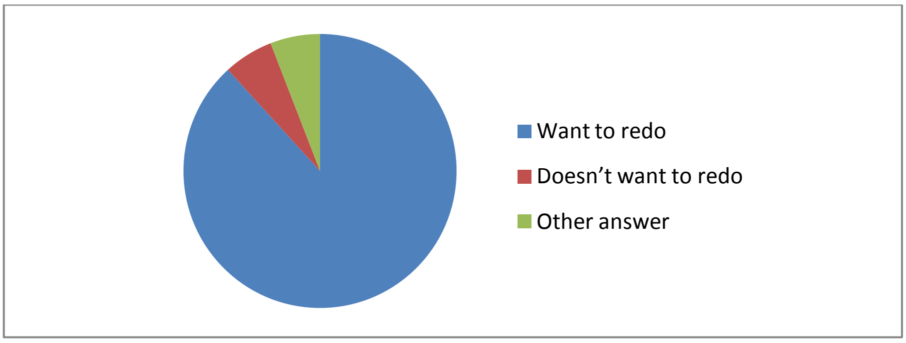
After the students finished doing research and discussion, they had to present their result of discussion. All members in each group had to be in front of the class delivering presentation. Group 1 who chose the first topic (the most delicious food in Indonesia) come up with bakso as the most delicious food in Indonesia. In the presentation, Inas who is the only girl in the group started the presentation. Most of the time, she looked cheerful with a big smile in her face when delivered presentation. It is totally different with her teammates who looked perhaps uninterested, nervous, or shy. She was the one who presented almost all points from the group. The other groups had something in common with group 1. There was one person who was 'dominant' in delivering the presentation. Quite different from others, Group 5 seemed to have something different. There was no one who was dominant in this group. Each member spent almost the same duration of time in delivering presentation. But, to say the truth, this group sounded boring and their presentation was not interesting compared to other groups. It does not mean that other groups' presentation were excellent. From my point of view, it was just caused by each group had someone who was dominant. These persons had succeeded to make their own group 'sounded more interesting'. (To watch example videos of students delivering presentation click this link: https://drive.google.com/open?id=0B_t4xwwN-UI7cElraDNwVGhNZjA)

Conclusion and discussion

Although the presentation was not a big success, I could say that the activity was fruitful. From the questionnaire, I could see that all students gave positive response to the activity. In the questionnaire, I asked their opinion about the activity, was it interesting or not. Fifteen students chose an option that it is interesting. Two other students chose other option but both wrote positive response about it. One wrote that it is *very* interesting and the other one wrote it can make students know each other. It is interesting to note that the activity can make students closer and make them know each other. The activity itself requires the students to discuss which trains each student to speak up their mind.

I have already stated above that students seemed to have no problem in dividing job responsibility. Perhaps, it was just a matter of luck that it went smoothly. It is perhaps they have a nature of working in a team. Another question in my questionnaire asked them whether they prefer working in a team or alone. Almost all students stated that they prefer to work in a team. There is only one student who said that s/he prefers to work alone. In the questionnaire paper, s/he gives a reason for the answer which is working alone gives him/her more freedom than working in a team. Fortunately, s/he gave a glimpse of hope that this activity might make those who prefer working alone can also like working in a team as s/he said that this activity is interesting. In the questionnaire number 4, I intentionally provided a question to inform me whether this activity could make those who prefer working alone to become liking teamwork. The student who said that s/he prefers working alone answered this question by saying ‘yes’, which means it has successfully made him/her to like working in a team.

The last thing to discuss is that a question whether the students want to redo the same or similar activity like this one or not. A chart below shows students’ answer to the question.



From the chart above, we can see that almost all of them stated that they want to redo the activity. The one who chose other answer option wrote ‘sometimes’ in questionnaire paper. It may mean that s/he wants to redo the activity but perhaps it is more likely that s/he wants to say like ‘it is okay to redo the activity but do not do it too often’. There may one side in his/her heart that s/he doesn’t like the activity. The one who answered that s/he doesn’t want to redo the activity shows an inconsistency in his/her answers to the questionnaire. In one hand, s/he said that s/he doesn’t want to redo the activity but in another hand, s/he said that this activity is interesting. I see there are several possibilities regarding this thing. First, s/he may be lying that the activity is interesting. Second, s/he may be careless when giving answers. Third, s/he may be saying the truth when saying that this activity is interesting but s/he prefers working on something else unlike this activity in the class.

It is impossible for me to make an activity that all of my students like. But, I am working towards it. Perfection is impossible to achieve but to achieve excellent is possible. I want to make activity in classroom as many as I can which is fun for students but they can still learn something important from it. The conduct of this CAR is one of things that I am working at.

References:

Alliance for Excellent Education. “A Time for Deeper Learning: Preparing Students for a Changing World”. Accessed 10 September 2015; available from http://all4ed.org/reports-factsheets/a-time-for-deeper-learning-preparing-students-for-a-changing-world/; Internet

Cassel, R.N., and Kolstad. R. "The critical job-skills requirements for the 21st century: Living and working with people". *Journal of Instructional Psychology 25* (3) (1998): 176–180

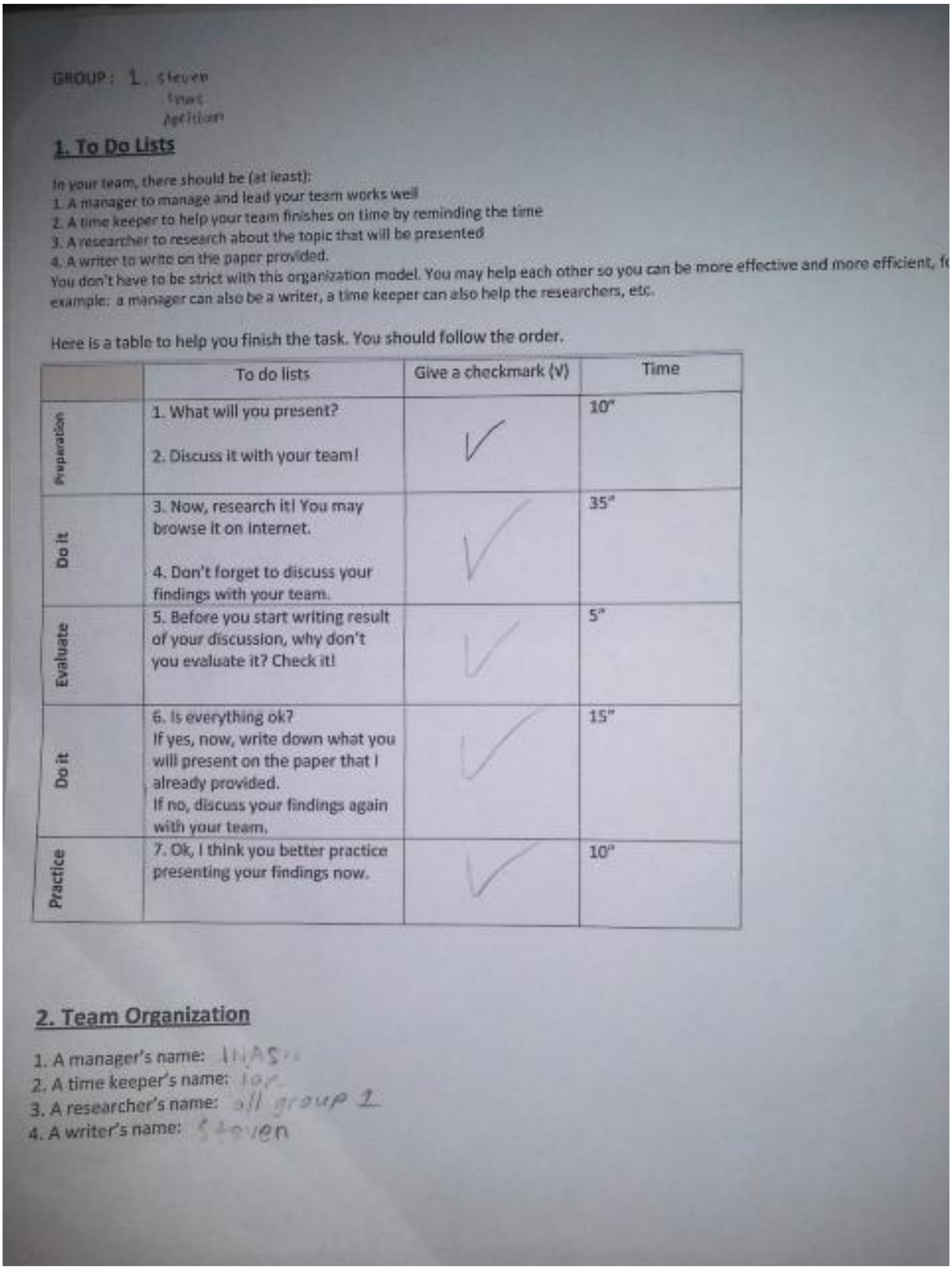
“Deeper Learning Competencies”. Accessed 10 September 2015; available from: http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined; Internet

Dooly, M. (ed.). “Constructing Knowledge Together”. *A Guidebook to Moderating Intercultural Collaboration Online*. Bern: Peter Lang, 2008

“Skills Desired by Fortune 500 Companies”. *Odyssey of the Mind* newsletter, 1995; available from: http://www-tcall.tamu.edu/trainingmaterials/SLN/Course%204%20Handouts/4.7%20(b)%20Skills%20Desired%20by%20Fortune%20500%20Companies.pdf; Internet

Wikipedia, “Deeper Learning”. Accessed 10 September 2015; https://en.wikipedia.org/wiki/Deeper_Learning

Appendix 1
To do lists



GROUP : 1. Steven
Inas
Aprilian

1. To Do Lists

In your team, there should be (at least):
1. A manager to manage and lead your team works well
2. A time keeper to help your team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided.

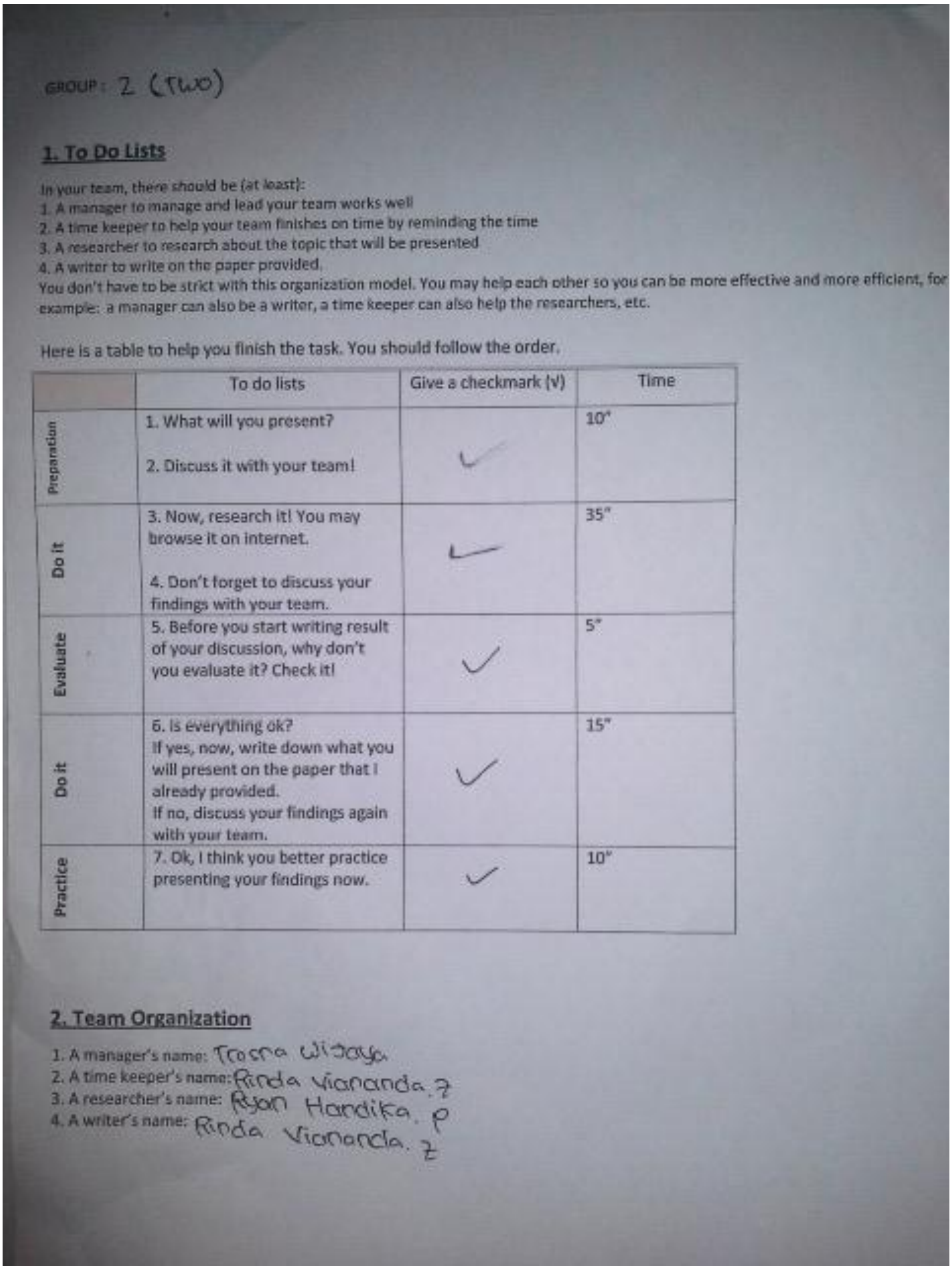
You don't have to be strict with this organization model. You may help each other so you can be more effective and more efficient, fo
example: a manager can also be a writer, a time keeper can also help the researchers, etc.

Here is a table to help you finish the task. You should follow the order.

	To do lists	Give a checkmark (√)	Time
Preparation	1. What will you present? 2. Discuss it with your team!	✓	10"
Do it	3. Now, research it! You may browse it on internet. 4. Don't forget to discuss your findings with your team.	✓	35"
Evaluate	5. Before you start writing result of your discussion, why don't you evaluate it? Check it!	✓	5"
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.	✓	15"
Practice	7. Ok, I think you better practice presenting your findings now.	✓	10"

2. Team Organization

1. A manager's name: INAS[illegible]
2. A time keeper's name: [illegible]
3. A researcher's name: all group 1
4. A writer's name: Steven



GROUP : 2 (TWO)

1. To Do Lists

In your team, there should be (at least):
1. A manager to manage and lead your team works well
2. A time keeper to help your team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided.

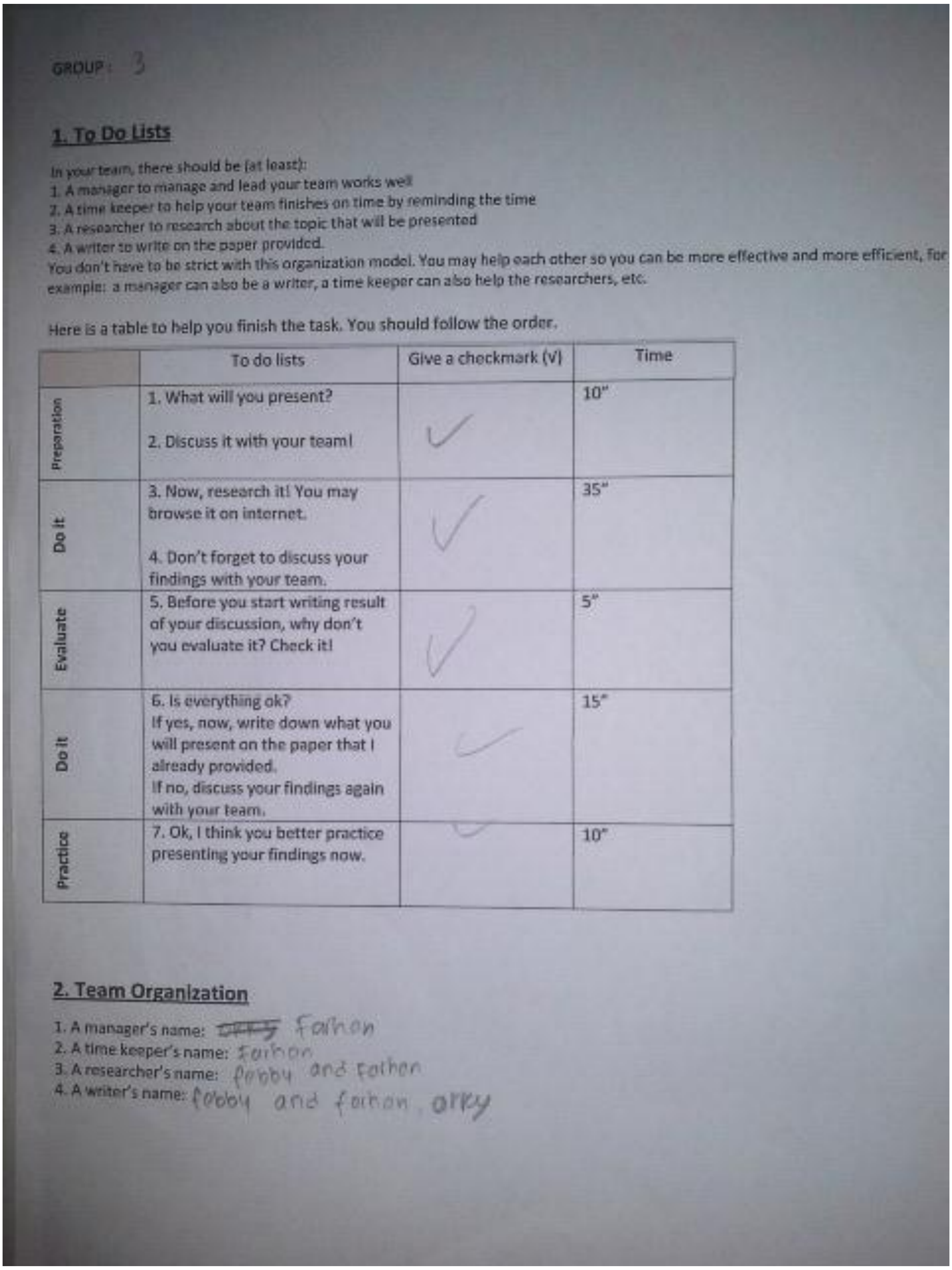
You don't have to be strict with this organization model. You may help each other so you can be more effective and more efficient, for example: a manager can also be a writer, a time keeper can also help the researchers, etc.

Here is a table to help you finish the task. You should follow the order.

	To do lists	Give a checkmark (V)	Time
Preparation	1. What will you present? 2. Discuss it with your team!	✓	10"
Do it	3. Now, research it! You may browse it on internet. 4. Don't forget to discuss your findings with your team.	✓	35"
Evaluate	5. Before you start writing result of your discussion, why don't you evaluate it? Check it!	✓	5"
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.	✓	15"
Practice	7. Ok, I think you better practice presenting your findings now.	✓	10"

2. Team Organization

1. A manager's name: Trosna Wijaya
2. A time keeper's name: Rinda Viananda. Z
3. A researcher's name: Ryan Handika. P
4. A writer's name: Rinda Viananda. Z



GROUP : 3

1. To Do Lists

In your team, there should be (at least):
1. A manager to manage and lead your team works well
2. A time keeper to help your team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided.

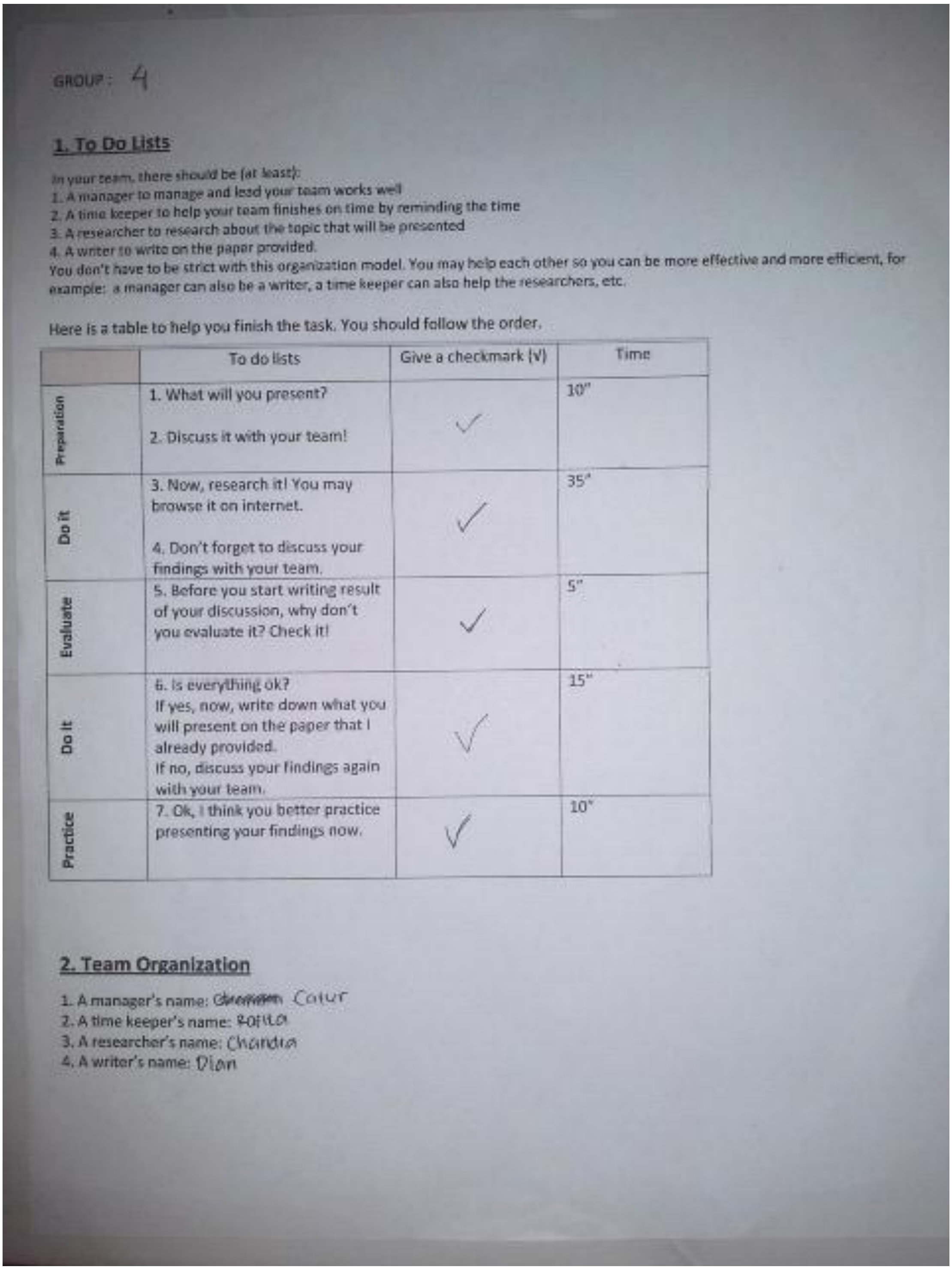
You don't have to be strict with this organization model. You may help each other so you can be more effective and more efficient, for example: a manager can also be a writer, a time keeper can also help the researchers, etc.

Here is a table to help you finish the task. You should follow the order.

	To do lists	Give a checkmark (V)	Time
Preparation	1. What will you present? 2. Discuss it with your team!	✓	10"
Do it	3. Now, research it! You may browse it on internet. 4. Don't forget to discuss your findings with your team.	✓	35"
Evaluate	5. Before you start writing result of your discussion, why don't you evaluate it? Check it!	✓	5"
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.	✓	15"
Practice	7. Ok, I think you better practice presenting your findings now.		10"

2. Team Organization

1. A manager's name: ~~[illegible]~~ Farhan
2. A time keeper's name: Farhan
3. A researcher's name: fobby and farhan
4. A writer's name: fobby and farhan, orky



GROUP : 4

1. To Do Lists

In your team, there should be (at least):
1. A manager to manage and lead your team works well
2. A time keeper to help your team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided.

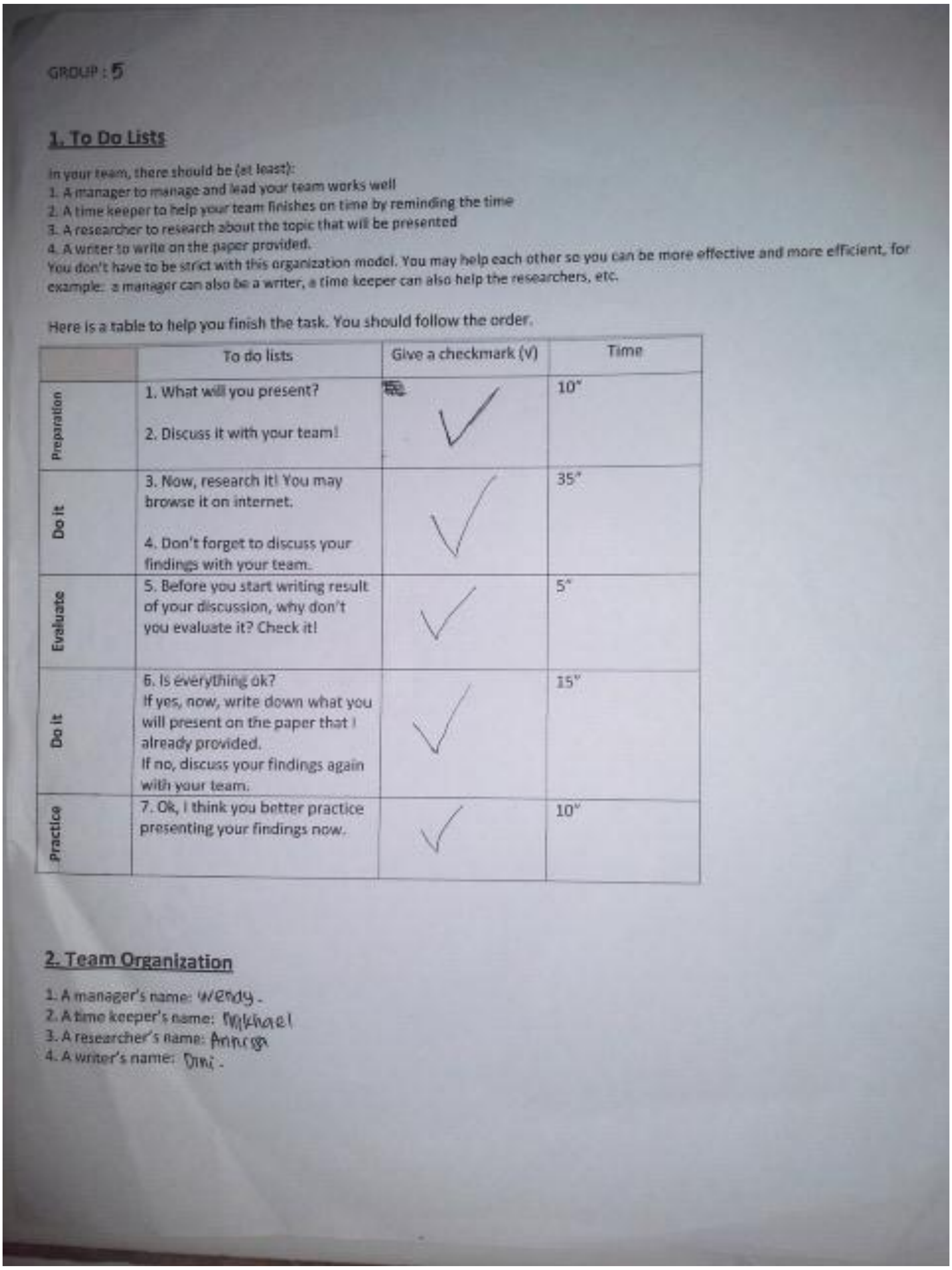
You don't have to be strict with this organization model. You may help each other so you can be more effective and more efficient, for example: a manager can also be a writer, a time keeper can also help the researchers, etc.

Here is a table to help you finish the task. You should follow the order.

	To do lists	Give a checkmark (V)	Time
Preparation	1. What will you present? 2. Discuss it with your team!	✓	10"
Do it	3. Now, research it! You may browse it on internet. 4. Don't forget to discuss your findings with your team.	✓	35"
Evaluate	5. Before you start writing result of your discussion, why don't you evaluate it? Check it!	✓	5"
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.	✓	15"
Practice	7. Ok, I think you better practice presenting your findings now.	✓	10"

2. Team Organization

1. A manager's name: Catur
2. A time keeper's name: Rofila
3. A researcher's name: Chandra
4. A writer's name: Dian



GROUP : 5

1. To Do Lists

In your team, there should be (at least):
1. A manager to manage and lead your team works well
2. A time keeper to help your team finishes on time by reminding the time
3. A researcher to research about the topic that will be presented
4. A writer to write on the paper provided.

You don't have to be strict with this organization model. You may help each other so you can be more effective and more efficient, for example: a manager can also be a writer, a time keeper can also help the researchers, etc.

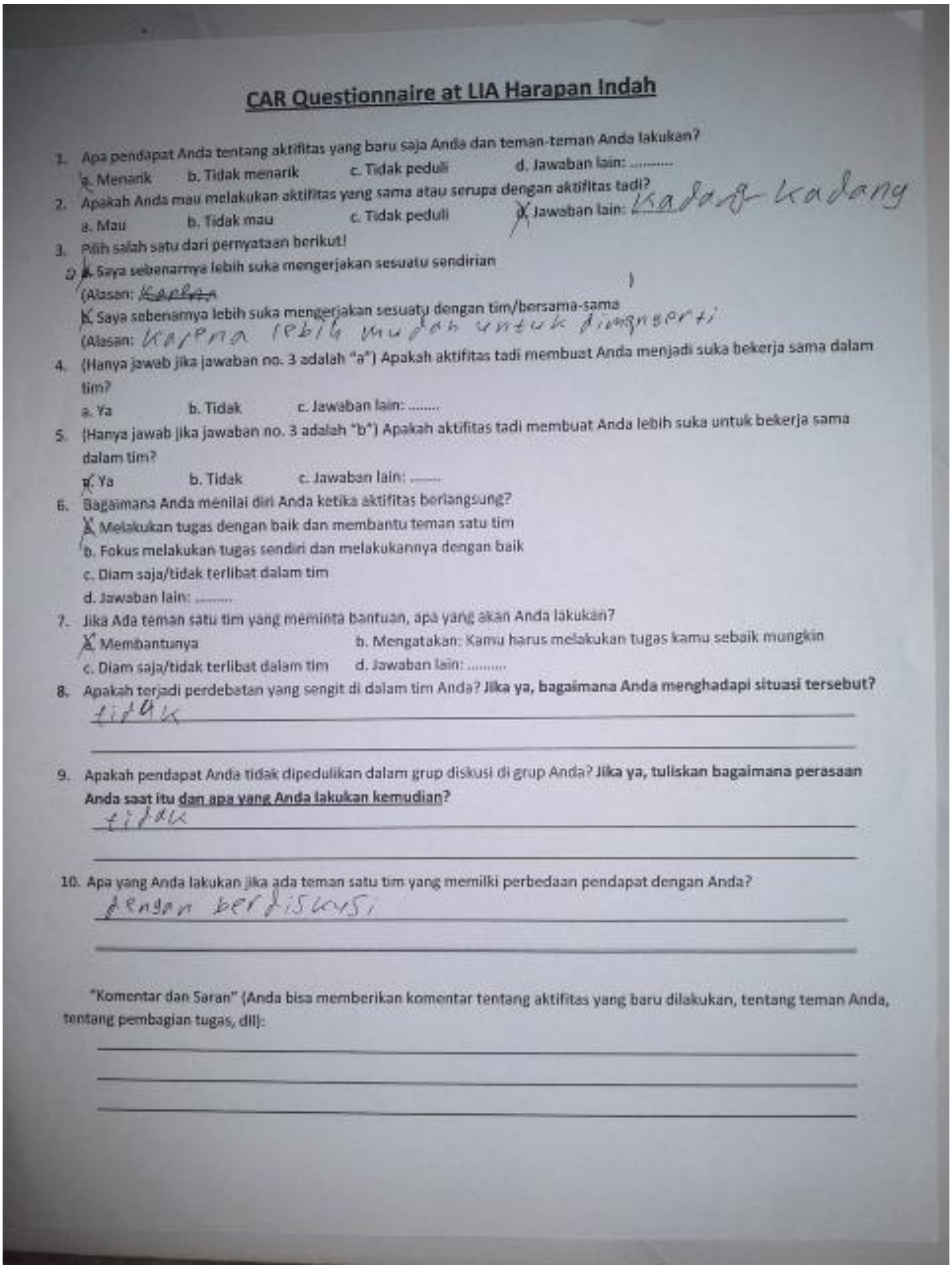
Here is a table to help you finish the task. You should follow the order.

	To do lists	Give a checkmark (V)	Time
Preparation	1. What will you present? 2. Discuss it with your team!	✓	10"
Do it	3. Now, research it! You may browse it on internet. 4. Don't forget to discuss your findings with your team.	✓	35"
Evaluate	5. Before you start writing result of your discussion, why don't you evaluate it? Check it!	✓	5"
Do it	6. Is everything ok? If yes, now, write down what you will present on the paper that I already provided. If no, discuss your findings again with your team.	✓	15"
Practice	7. Ok, I think you better practice presenting your findings now.	✓	10"

2. Team Organization

1. A manager's name: Wendy.
2. A time keeper's name: Mikhael
3. A researcher's name: Annisa
4. A writer's name: Dini.

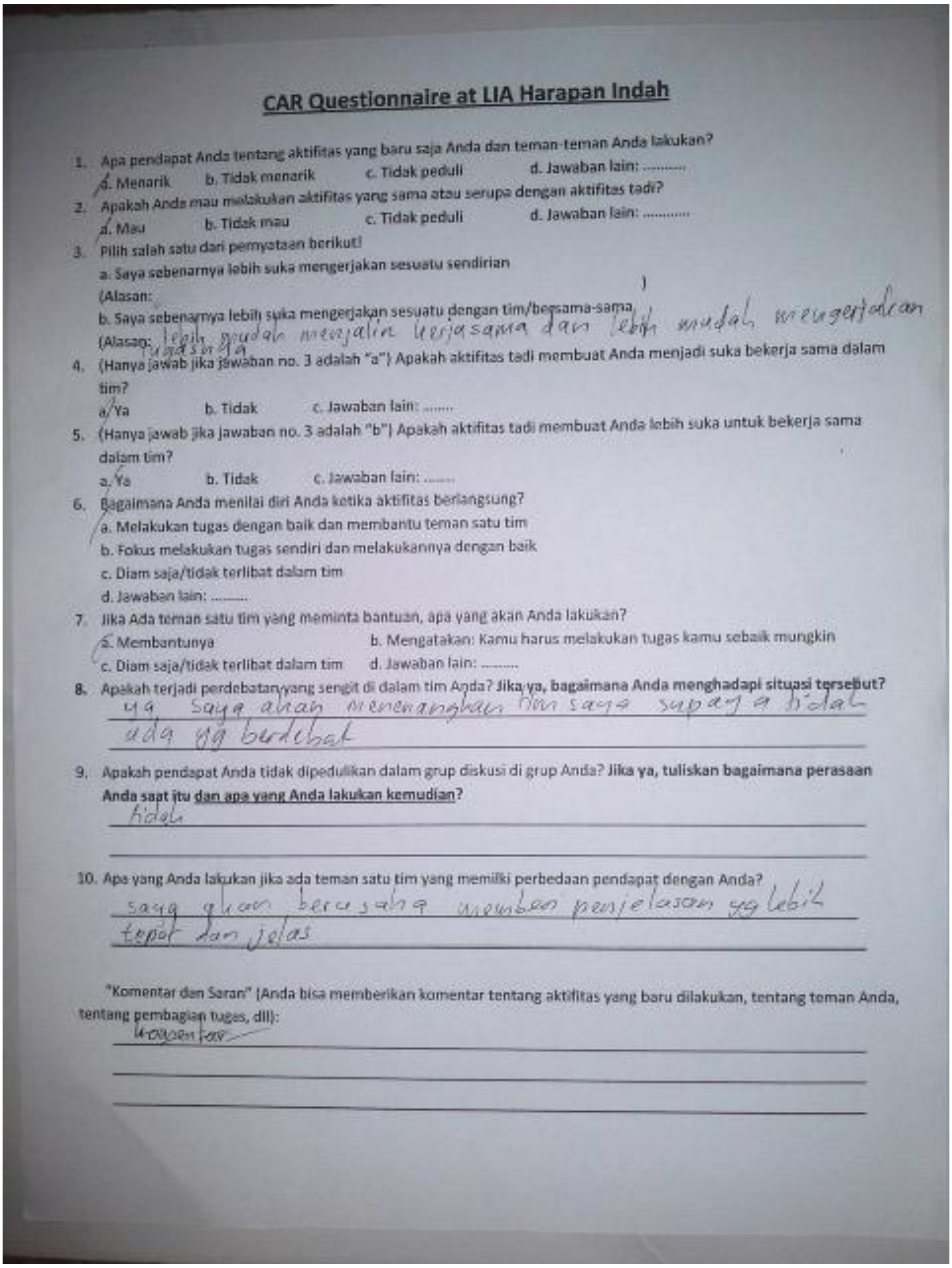
Appendix 2
Questionnaire form



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   a. Mau b. Tidak mau c. Tidak peduli [✓ d. Jawaban lain: kadang-kadang]
3. Pilih salah satu dari pernyataan berikut!
   [✓ a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian]
   (Alasan: ~~Karena~~)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: karena lebih mudah untuk dimengerti
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    dengan berdiskusi

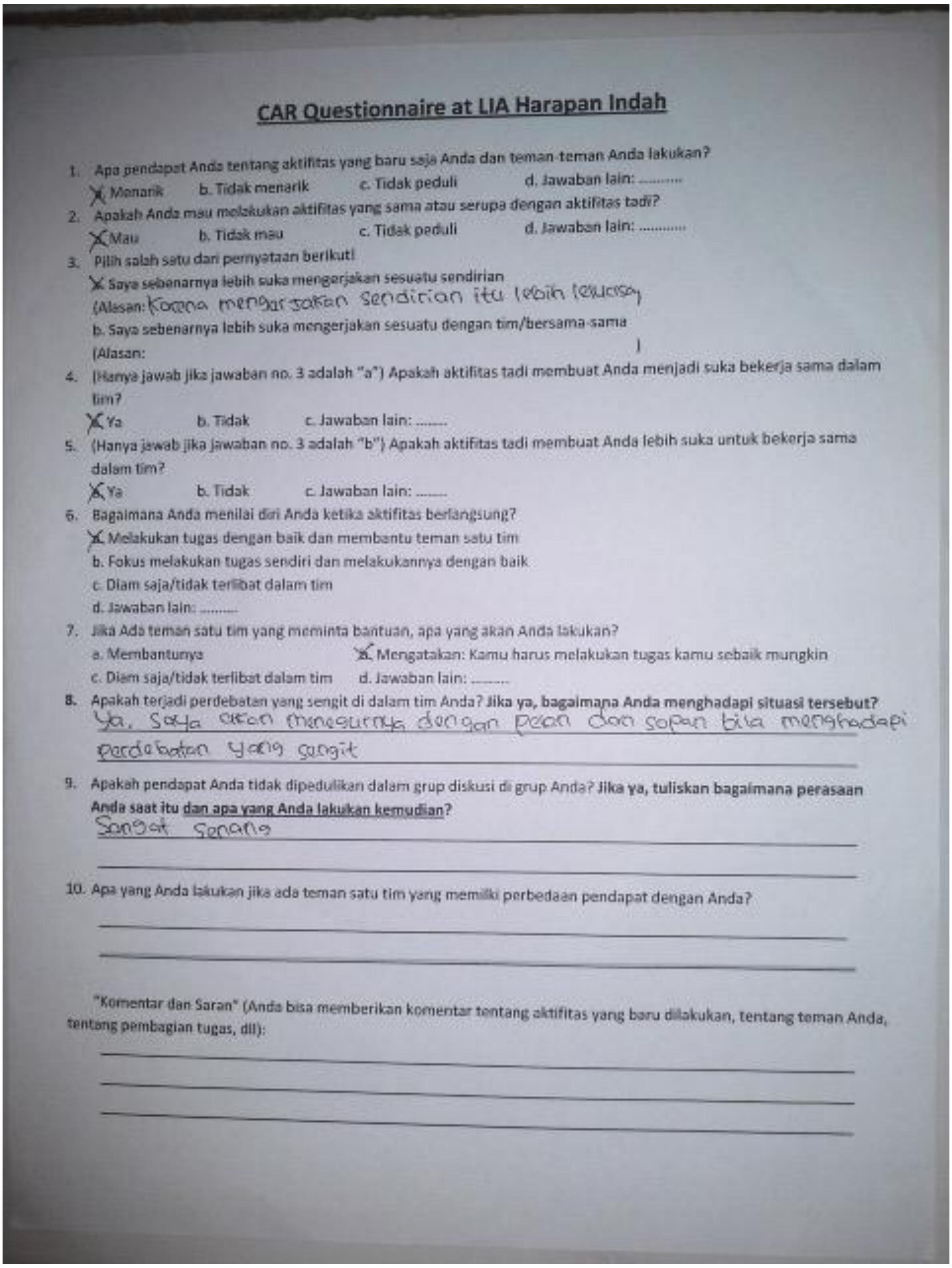
"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama
   (Alasan: lebih mudah menjalin kerjasama dan lebih mudah mengerjakan tugasnya
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   ya saya akan menenangkan dan saya supaya tidak
   ada yg berdebat
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    saya akan berusaha memberi penjelasan yg lebih
    tepat dan jelas

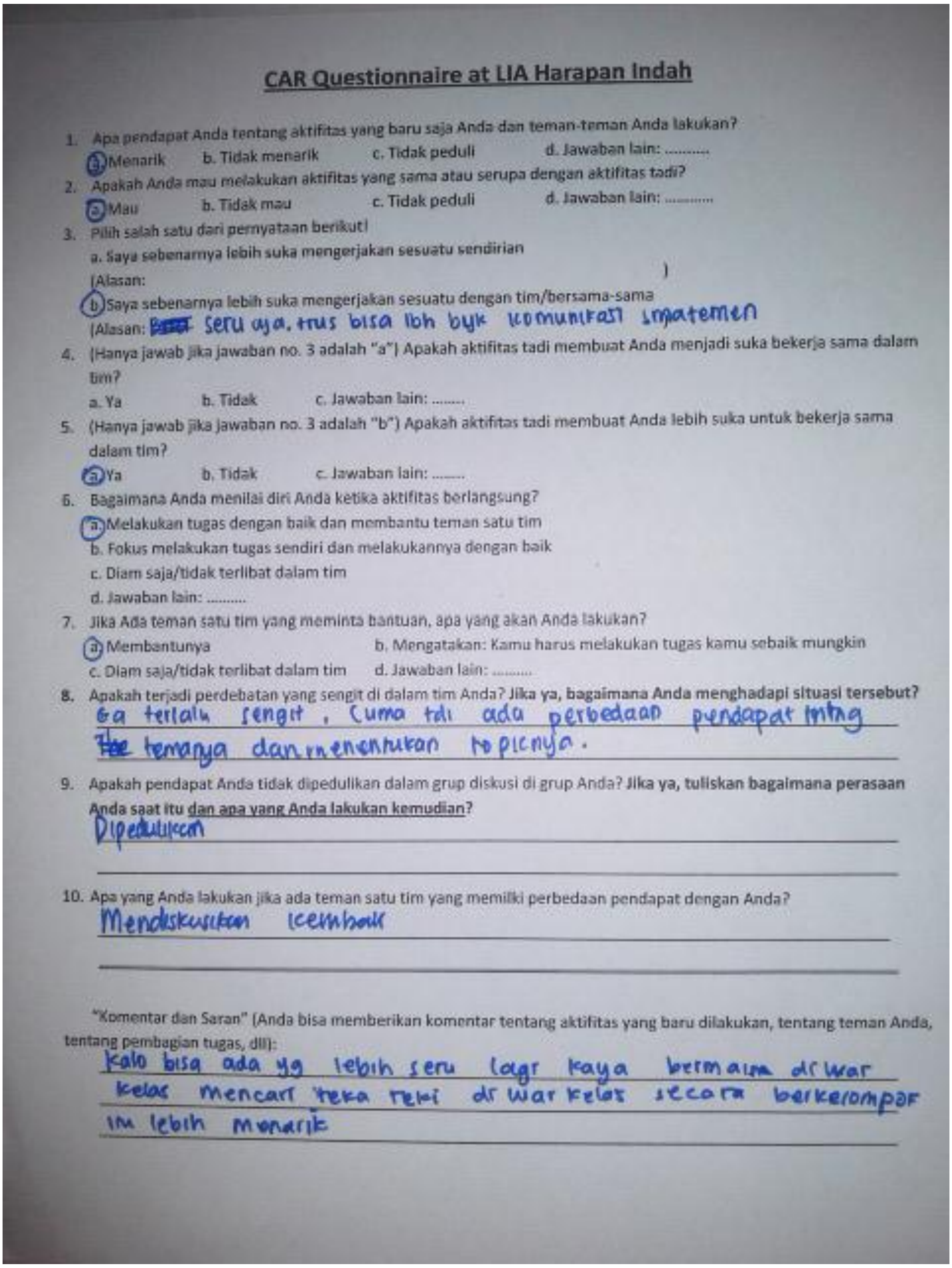
"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):
Kooperatif



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   [✓ a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian]
   (Alasan: Karena mengarjakan sendirian itu lebih leluasa)
   b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama
   (Alasan:)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   a. Membantunya [✓ b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin]
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   Ya, saya akan menegurnya dengan pelan dan sopan bila menghadapi perdebatan yang sengit
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   Sangat senang
10. Apa yang Anda lakukan jika ada teman satu tim yang memiliki perbedaan pendapat dengan Anda?

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

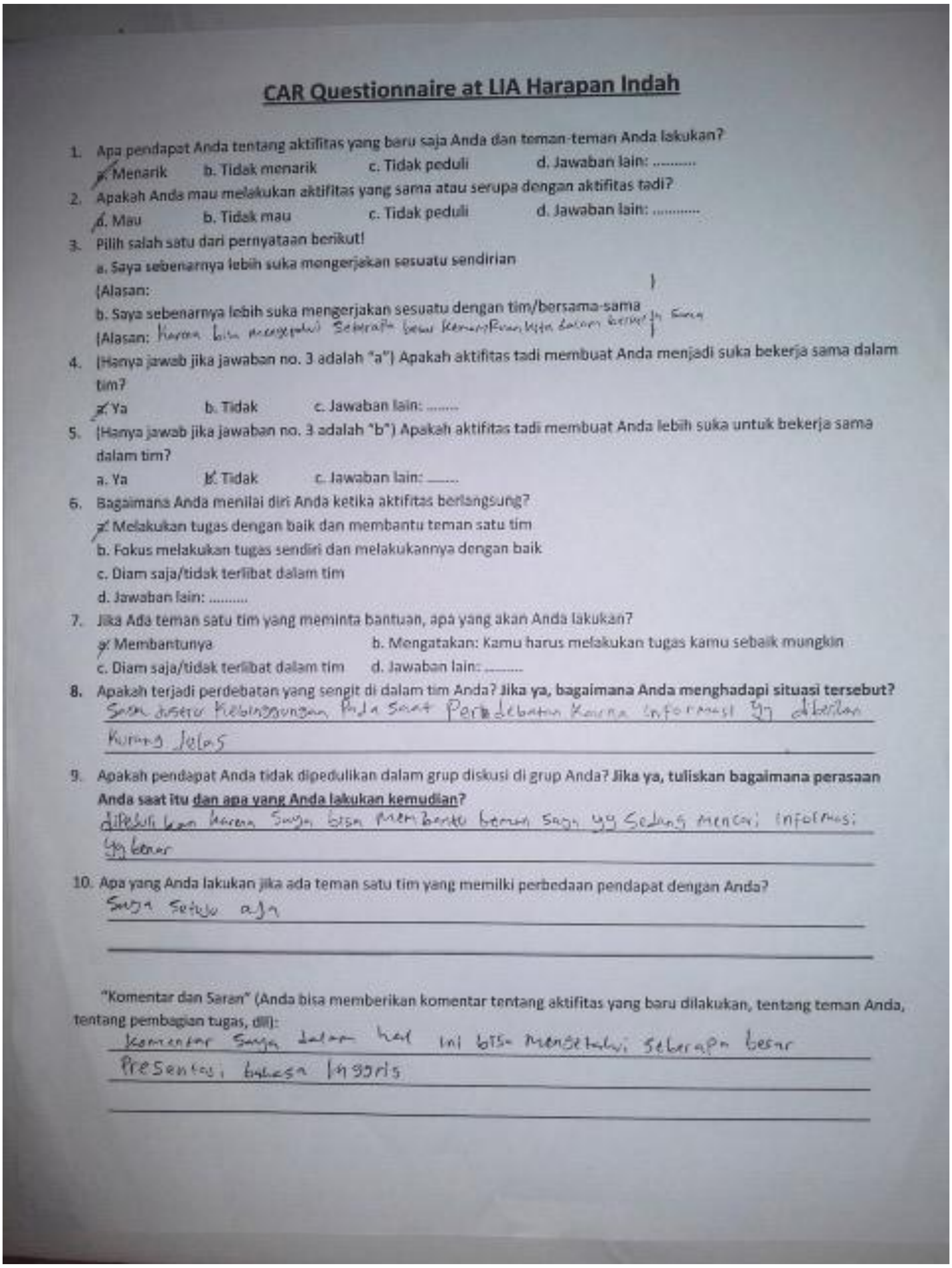


CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: seru aja, trus bisa lbh byk komunikasi sma temen
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   Ga terlalu sengit, Cuma tdi ada perbedaan pendapat tntng temanya dan menentukan topicnya.
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   Dipedulikan
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    Mendiskusikan kembali

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

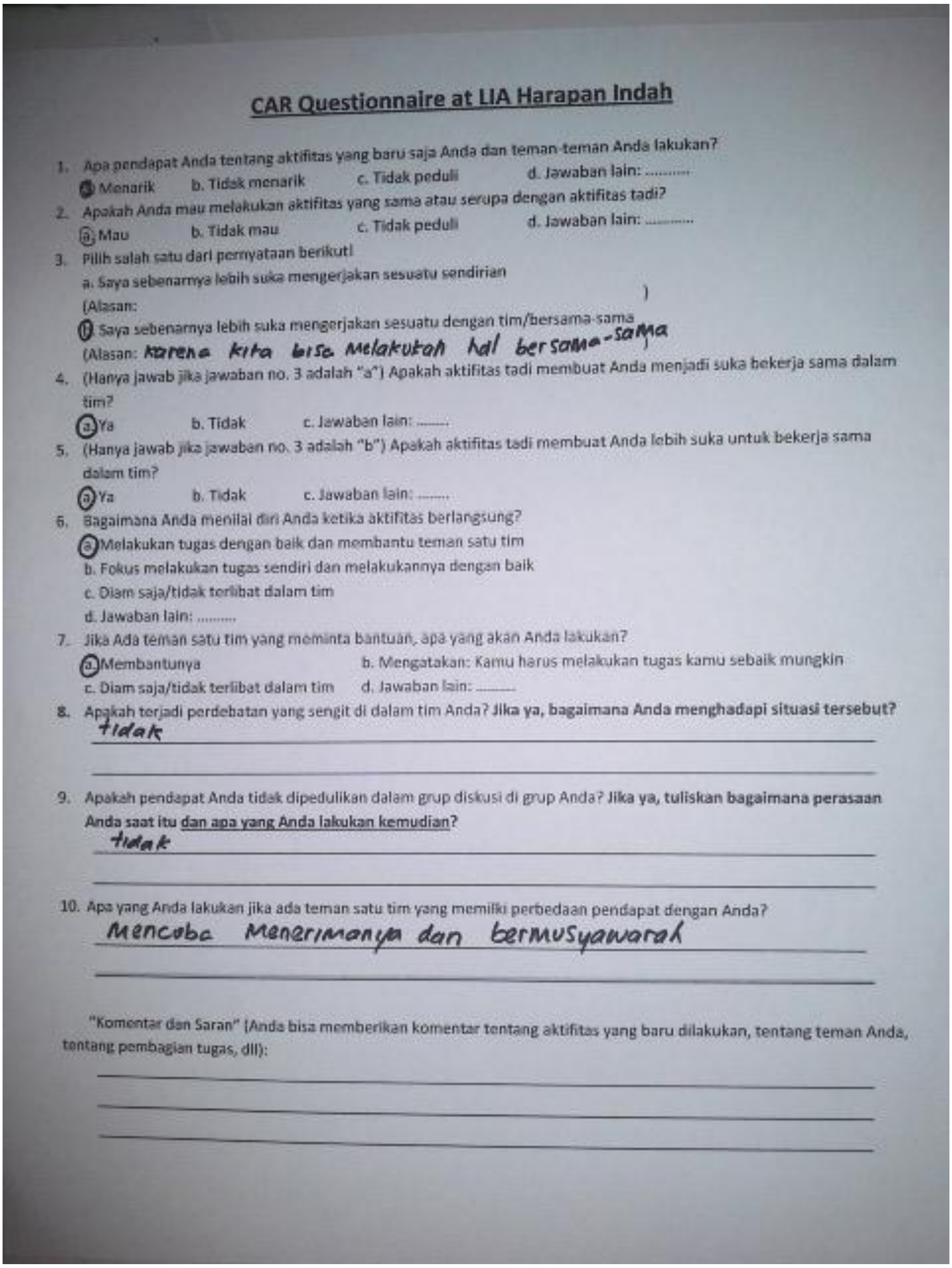
Kalo bisa ada yg lebih seru lagi kaya bermain di luar kelas mencari teka teki di luar kelas secara berkelompok itu lebih menarik



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama
   (Alasan: Karena bisa mengetahui seberapa besar kemampuan kita dalam bekerja yg sama)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   a. Ya [✓ b. Tidak] c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   Saya disertai kebingungan pada saat perdebatan karena informasi yg diberikan kurang jelas
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   dipedulikan karena saya bisa membantu teman saya yg sedang mencari informasi yg benar
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    Saya setuju aja

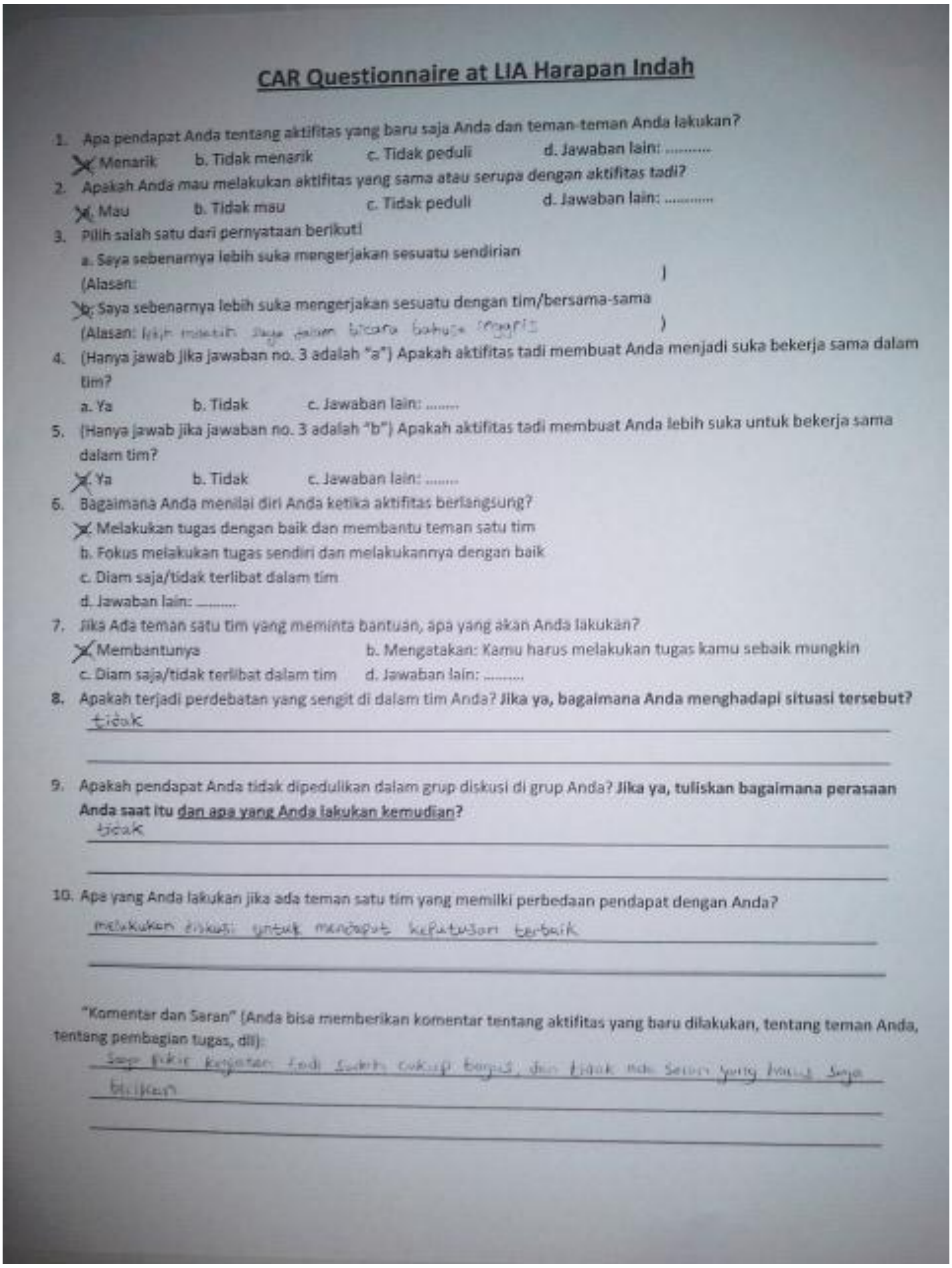
"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):
komentar saya dalam hal ini bisa mengetahui seberapa besar presentasi bahasa Inggris



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: karena kita bisa Melakukah hal bersama-sama)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    Mencoba Menerimanya dan bermusyawarah

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

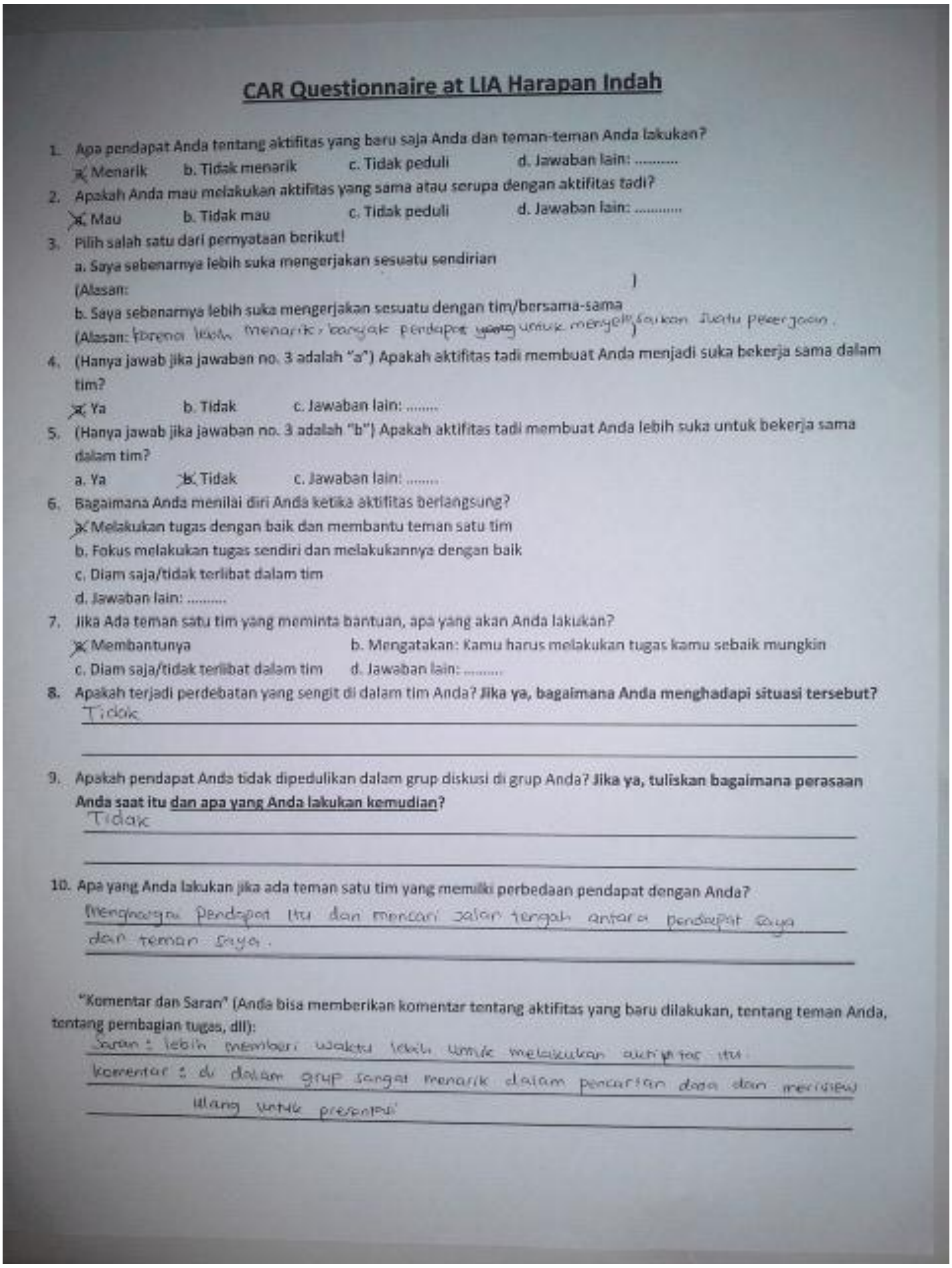


CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: lebih mudah saya dalam bicara bahasa Inggris)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    melakukan diskusi untuk mendapat keputusan terbaik

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

Saya pikir kegiatan tadi sudah cukup bagus, dan tidak ada saran yang harus saya berikan

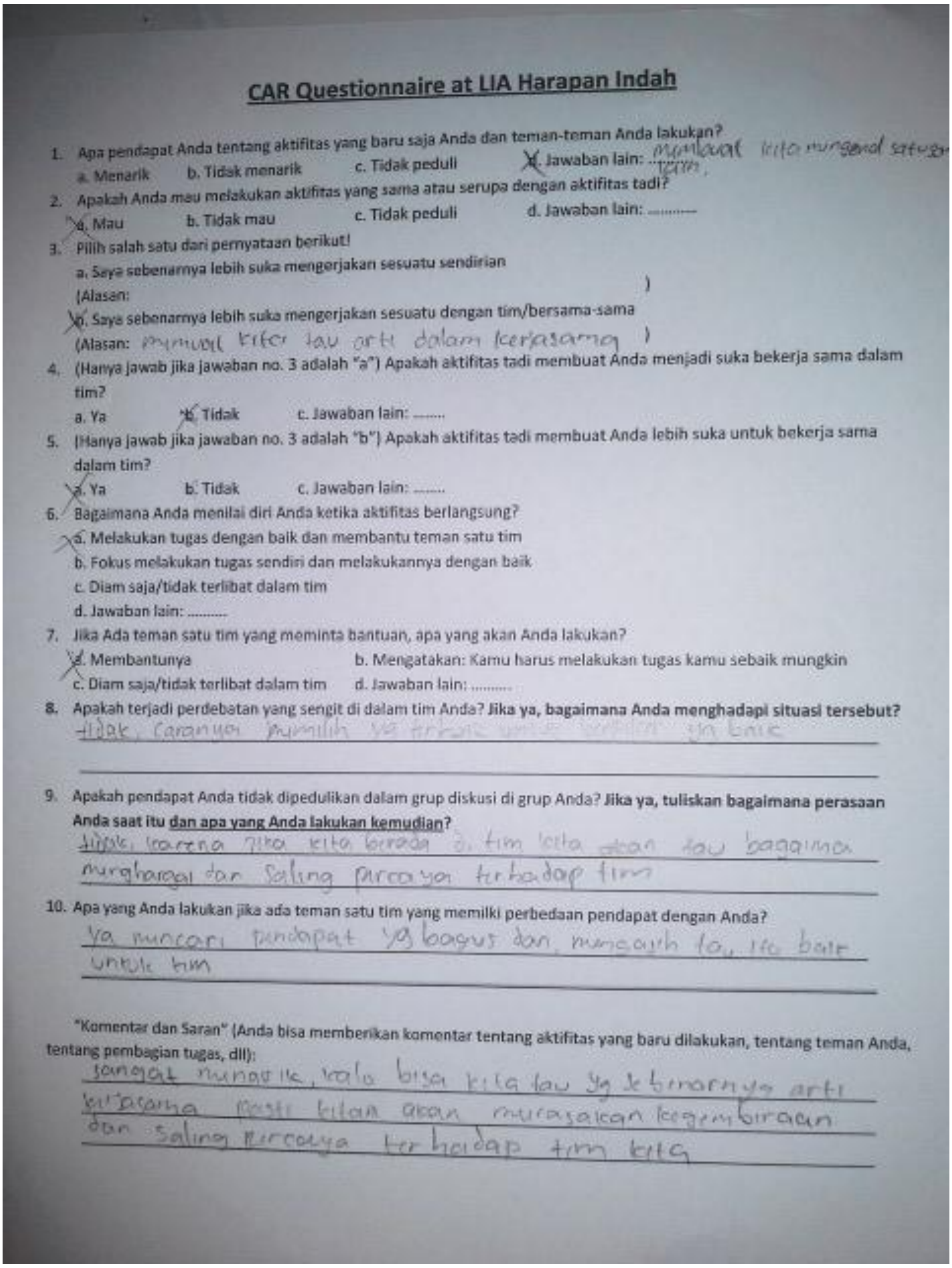


CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama
   (Alasan: karena lebih menarik, banyak pendapat ~~yang~~ untuk menyelesaikan suatu pekerjaan.)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   a. Ya [✓ b. Tidak] c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   Tidak
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   Tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memiliki perbedaan pendapat dengan Anda?
    Menghargai pendapat itu dan mencari jalan tengah antara pendapat saya dan teman saya.

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

Saran : lebih memberi waktu lebih untuk melakukan aktifitas itu.
Komentar : di dalam grup sangat menarik dalam pencarian data dan mereview ulang untuk presentasi

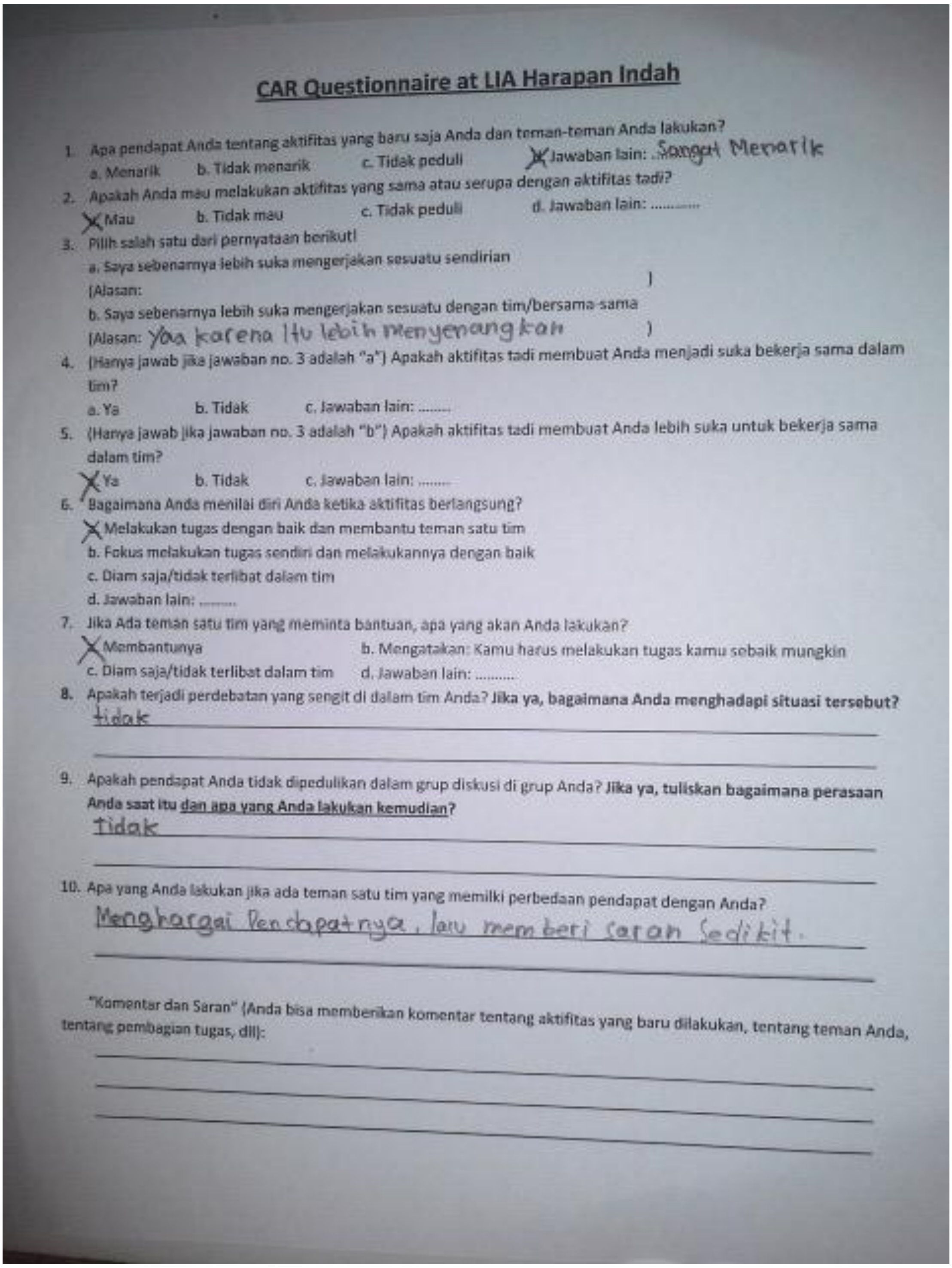


CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   a. Menarik b. Tidak menarik c. Tidak peduli [✓ d. Jawaban lain:] membuat kita mengenal satu team.
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: membuat kita tau arti dalam kerjasama)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya [✓ b. Tidak] c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ a. Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak, caranya memilih yg terbaik untuk [illegible] yg baik
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   tidak, karena jika kita berada di tim kita akan tau bagaimana menghargai dan saling percaya terhadap tim
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    ya mencari pendapat yg bagus dan mengambil ta, itu baik untuk tim

"Komentar dan Saran" (**Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll**):

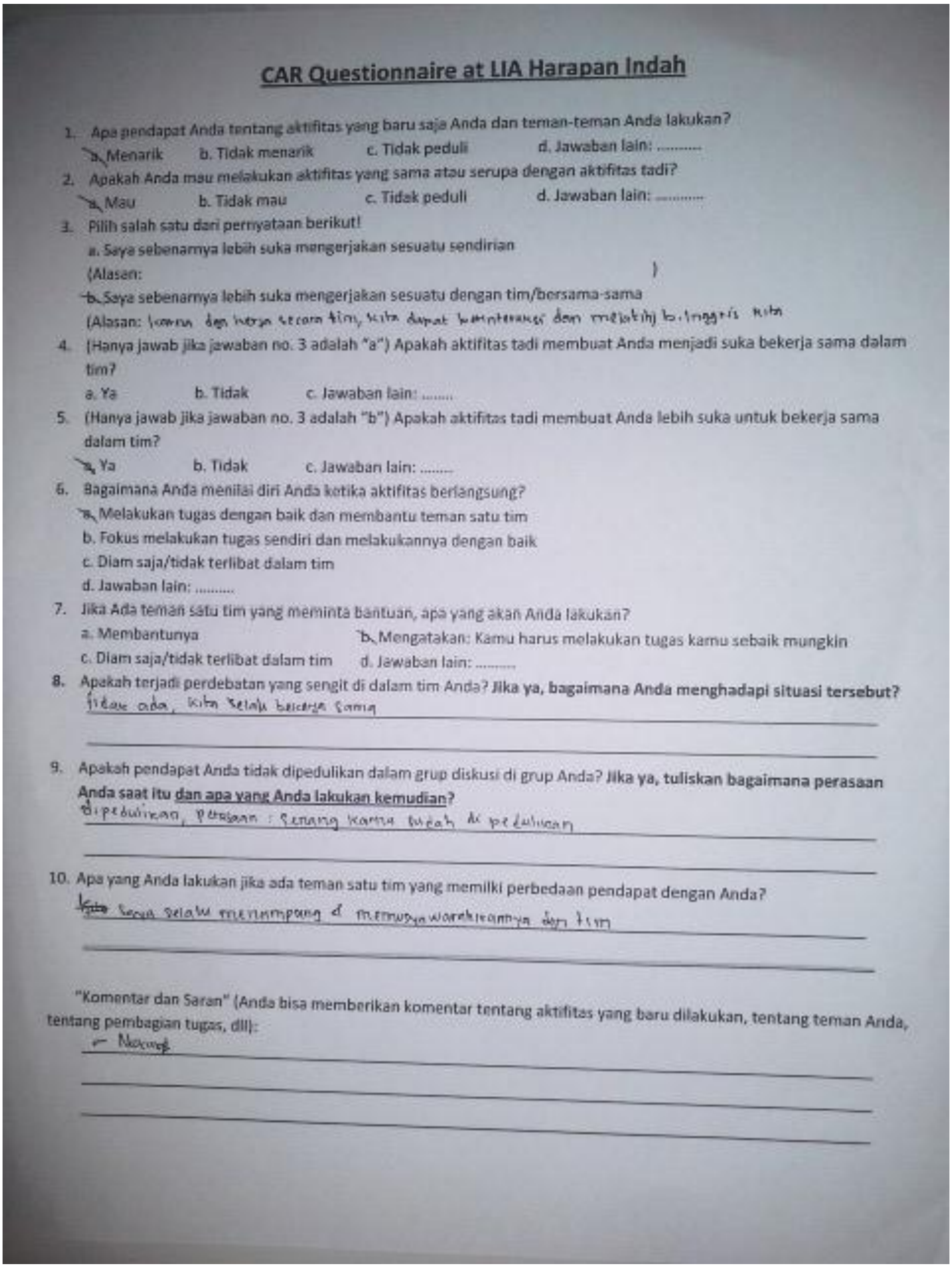
sangat menarik, kalo bisa kita tau yg sebenarnya arti kerjasama pasti kitan akan merasakan kegembiraan dan saling percaya terhadap tim kita



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   a. Menarik b. Tidak menarik c. Tidak peduli [✓ Jawaban lain:] ..Sangat Menarik
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas *tadi?*
   [✓ Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama
   (Alasan: Yaa karena Itu lebih menyenangkan)
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   [✓ Membantunya] b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   Tidak
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    Menghargai Pendapatnya, lalu memberi saran Sedikit.

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):



CAR Questionnaire at LIA Harapan Indah

1. Apa pendapat Anda tentang aktifitas yang baru saja Anda dan teman-teman Anda lakukan?
   [✓ a. Menarik] b. Tidak menarik c. Tidak peduli d. Jawaban lain: ....
2. Apakah Anda mau melakukan aktifitas yang sama atau serupa dengan aktifitas tadi?
   [✓ a. Mau] b. Tidak mau c. Tidak peduli d. Jawaban lain: ....
3. Pilih salah satu dari pernyataan berikut!
   a. Saya sebenarnya lebih suka mengerjakan sesuatu sendirian
   (Alasan:)
   [✓ b. Saya sebenarnya lebih suka mengerjakan sesuatu dengan tim/bersama-sama]
   (Alasan: karena dgn kerja secara tim, kita dapat berinteraksi dan melatih b. Inggris kita
4. (Hanya jawab jika jawaban no. 3 adalah "a") Apakah aktifitas tadi membuat Anda menjadi suka bekerja sama dalam tim?
   a. Ya b. Tidak c. Jawaban lain: ....
5. (Hanya jawab jika jawaban no. 3 adalah "b") Apakah aktifitas tadi membuat Anda lebih suka untuk bekerja sama dalam tim?
   [✓ a. Ya] b. Tidak c. Jawaban lain: ....
6. Bagaimana Anda menilai diri Anda ketika aktifitas berlangsung?
   [✓ a. Melakukan tugas dengan baik dan membantu teman satu tim]
   b. Fokus melakukan tugas sendiri dan melakukannya dengan baik
   c. Diam saja/tidak terlibat dalam tim
   d. Jawaban lain: ....
7. Jika Ada teman satu tim yang meminta bantuan, apa yang akan Anda lakukan?
   a. Membantunya [✓ b. Mengatakan: Kamu harus melakukan tugas kamu sebaik mungkin]
   c. Diam saja/tidak terlibat dalam tim d. Jawaban lain: ....
8. Apakah terjadi perdebatan yang sengit di dalam tim Anda? **Jika ya, bagaimana Anda menghadapi situasi tersebut?**
   tidak ada, kita selalu bekerja sama
9. Apakah pendapat Anda tidak dipedulikan dalam grup diskusi di grup Anda? **Jika ya, tuliskan bagaimana perasaan Anda saat itu dan apa yang Anda lakukan kemudian?**
   dipedulikan, perasaan : senang karena sudah di pedulikan
10. Apa yang Anda lakukan jika ada teman satu tim yang memilki perbedaan pendapat dengan Anda?
    ~~Kita~~ saya selalu menampung & memusyawarahkannya dgn tim

"Komentar dan Saran" (Anda bisa memberikan komentar tentang aktifitas yang baru dilakukan, tentang teman Anda, tentang pembagian tugas, dll):

– Nothing

18

Video Recording Oral Presentations to Develop CV-6 Students' Presentation Skills

Tri Cahayanti Widuri
LBPP LIA Malang

Abstract

CV-6 is the final stage of Conversation Program. Finishing this level, students are expected to be able to communicate well in the business world since the materials taught are related to some business activities. One of the materials, in unit 2, is about giving a presentation. As the students' profile is quite good that they are active and creative enough, it is not difficult for them to arrange the presentation using the correct structure and expressions taught. But when it comes to delivering the presentation, it is still a hard thing for them to present in a natural way which means enhancing a lot of aspects like engaging the audience, emphasis, fluency, and others. So in order to increase their presentation delivery, the teacher conducts a research by applying video recordings as a self-feedback. The teacher-researcher video records each presentation and gives the students a list of questions to help them feedback themselves. After evaluating their own presentation deliveries, they present once more and give the last feedback. The last feedback and video are compared to the first ones to find out whether they can really improve themselves.

Background

Communication skill is more important than technical skill. Someone who is very knowledgeable may get difficulty in advancing his career if he does not have any communication skill. Students of CV-6 are prepared to have good communication skill for their real working lives. The students in the teacher-researcher's class are quite apt. They can understand and remember quickly all the target expressions taught in every lesson. But unfortunately, when it comes to giving a business presentation, it seems that they have problems with the delivery. Most of them do not see the audience while giving their presentation, some speak unclearly since they do not put stress in their important words, some laugh a lot so it does not show seriousness, some stand up awkwardly and do unnecessary things like scratching parts of their body many times, and some repeat words unnecessarily and so on. Since public speaking means sharing your ideas, sharing them with people and influencing people, so it involves communicating with people (Mahili, 2008). That is why it is not only the matter of verbal communication but also non-verbal one. More than a half of a speaker's impact depends on his body language. Body language comprises gestures, stance and facial expressions (total communicator, 2015) After giving the students feedback, the teacher-researcher finds out that it happens due to their nervousness. The students admit that they are not used to public speaking. Since the time allocated for teaching CV-6 level is quite limited, the teacher-researcher thinks that there will not be enough time to make them get used to public speaking. So the teacher-researcher thinks that she must find a way to develop the students' presentation skills effectively.

Theoretical Framework

Students are often unaware of their flaws of weaknesses because they do not have a good recollection of their performance once the task is over and therefore continuously repeat the same mistakes (Kukovec, 2012). Moreover, a speaker is usually unaware of the messages he is conveying nonverbally. When presenters see themselves on a videotape, they are often surprised to see that their body language conveyed an entirely different message from the one they had intended. For example, some people actually shake their heads "no" when they say "yes". That is why the teacher-researcher then decides to video record the students' presentations in order to remind them of their performances. Besides, video recording is not something uncommon nowadays since all students in the teacher-researcher's class have cell-phones with video cameras as their feature. With the video, the teacher-researcher expects the students to make self-assessment of their weaknesses and strengths. Because McMillan (2008) stated that student self assessment, defined as a dynamic process in which student self monitor, self evaluate and identify correctives to learn, is a critical skill that enhances student motivation and achievement. Treating the problem, the teacher-researcher goes through some steps. First of all she explains the students what they should do during their presentation. The teacher-researcher refers to the article in (total communicator, 2003) about the nonverbal language or the body language that a presenter should carry as follow:

1. Gesture

A presenter should use their hands to help emphasize a point, express emotion, release tension and engage the audience.

2. Stance.

How a speaker stands in front of the room speaks before he opens his mouth. His stance can tell the audience that he is happy, scared, confident, or uncomfortable. Audiences "read" these messages unthinkingly but unfailingly. Stance speaks. A balanced stance with weight even but slightly forward tends to say that the speaker is engaged with the audience. A slumped stance leaning to one side can say the speaker doesn't care. The feet should point straight ahead, not quite shoulder-width apart. When not gesturing, the hands should sit quietly at the sides of the presenter. Letting the hands fall to the sides between gestures projects ease. These moments of stillness between gestures also have the effect of amplifying the gestures. The presenter can move around, but should remember to punctuate that movement with stillness. Constant motion, such as swaying, is a distraction that can annoy the listeners.

3. **Facial expression.**

The movements of the presenter’s eyes, mouth, and facial muscles can build a connection with the audience. Alternatively, they can undermine the presenter’s every word. Eye focus is the most important element in this process. No part of the facial expression is more important in communicating sincerity and credibility. Nothing else so directly connects the presenter to the listeners-whether in a small gathering or a large group. Effective presenters engage one person at a time, focusing long enough to complete a natural phrase and watch it sink in for a moment. This level of focus can rivet the attention of a room by drawing the eyes of each member of the audience and creating natural pauses between phrases. The pauses not only boost attention, but also contribute significantly to comprehension and retention by allowing the listener time to process the message.

At the first presentation the teacher-researcher video records all the students’ performance using her cell-phone. Then, she transfers the video recording to each student’s cell phone and gives them a piece of paper consisting of some areas to feedback (reflection paper) as follow:

Areas to feedback	Self-assessment
1. Gesture	
2. Stance	
3. Facial Expression	

The students have to self asses themselves at home by watching their own video and writing down their assessment in the columns on the given paper. After that, the students submit the reflection paper on the next meeting and have a discussion about it with the teacher-researcher. Next, the students deliver another presentation by keeping all the strengths that they have and improving the weakness that they have identified. Here the teacher-researcher video records their presentation once more and gives the recordings back to the students. And lastly, they self assess their second presentation based on the latest video.

Data Analysis

The data collected for the research is the students’ self assessments and the videos. The self assessments for the first recordings are as follow:

1.Ivan Hilmi Novianto

Areas to feedback	Self-assessment
1. Gesture	I was nervous. I didn't use my hands to express my ideas a lot. But at least I was not like a statue.
2. Stance	I just stayed at the same place all the time. I didn't move my body at all.
3. Facial Expression	I think my facial expression was flat. I looked down at the floor often. I didn't really smile because I was nervous.

2. Risky Prismalia

Areas to feedback	Self-assessment
1. Gesture	I think my presentation was not too good because I still read my note often. But I already maximized the use of my hands in expressing the ideas.
2. Stance	I needed to improve my stance because eI didn't move to another place. It was because I was too nervous.
3. Facial Expression	I laughed too much. It's like I was not serious.

3. Rendy Wicaksono

Areas to feedback	Self-assessment
1. Gesture	I put my hands at my back or cross on the stomach. I often touched my nose, my ear and my forehead and neck.
2. Stance	I didn't stand up straight.
3. Facial Expression	I less saw the audience and I read note too much. I think I need to smile more.

4. Happy Primariawan

Areas to feedback	Self-assessment
1. Gesture	Swinging my arms. My hands are on the back. Sometimes I put my hands in my pocket.
2. Stance	My legs keep moving/ shaking. They cannot stand up still.
3. Facial Expression	I didn't really see the audience's eyes. I

	only looked at the wall behind them.

5. Alifatur Rahma

Areas to feedback	Self-assessment
1. Gesture	I had too much gesture
2. Stance	I thought I moved enough or maybe too much
3. Facial Expression	I smiled and made eye contact but still looked at the note.

6. Samuel P

Areas to feedback	Self-assessment
1. Gesture	I hold my hands on the stomach all the time
2. Stance	I was nervous to move myself farther away
3. Facial Expression	I didn’t make enough eye contact with the audience. I looked at the slide a lot.

7. Rendy

Areas to feedback	Self-assessment
4. Gesture	I hold my hands on the stomach all the time
5. Stance	I was nervous to move myself farther away
6. Facial Expression	I didn’t make enough eye contact with the audience. I looked at the slide a lot.

From the data above it can be seen that most of them are nervous so they make some gestures which are actually not relevant or suitable for a presentation delivery. But most of them actually have used their hands to express their ideas though it is not maximal yet. Most of them are not aware of how to make a good stance when delivering a presentation. But after watching their own videos, they realize that having a good stance is very important because it can show the audience how confident they are and it means how ready they are with their material. As well as facial expression, they still have difficulty in expressing their faces appropriately due to the feeling of pressure. In general, the first recordings show that most of the students’ presentations are not satisfying enough. To see whether there is some improvement resulted from the video recording technique in this research, the teacher-researcher has to compare it with the second video recordings which are taken after the students self assess their presentations as follow:

1.Ivan Hilmi Novianto

Areas to feedback	Self-assessment
1. Gesture	I was still nervous but my hands movements were more various because I had a slide show to point to with my hands.
2. Stance	I still stayed at the same place all the time but I moved my body left or night.
3. Facial Expression	I smiled more and tried to see the audience.

2. Risky Prismalia

Areas to feedback	Self-assessment
1. Gesture	I could improve my gesture. I maximized my hands to express my ideas. The objects that I brought for my presentation helped me a lot.
2. Stance	I saw more self confidence from my stance in the second presentation. I walked from the corner to the middle and back to the corner again.
3. Facial Expression	I smiled a lot because that is the way I am but I didn’t laugh too much. I interacted with the audience

3. Rendy Wicaksono

Areas to feedback	Self-assessment
1. Gesture	I used my hands more when I explained my presentation
2. Stance	I stood up straighter than before
3. Facial Expression	I looked at the audience eyes better than before

4. Happy Primariawan

Areas to feedback	Self-assessment
1. Gesture	Using more gestures with my hands

2. Stance	I stood up better and felt more relaxed to move from one place to another
3. Facial Expression	I looked more confident to see the audience's eyes

5. Alifatur Rahma

Areas to feedback	Self-assessment
1. Gesture	I moved my hands enough
2. Stance	I could make myself move more controllably
3. Facial Expression	I looked a bit more nervous than my previous presentation though I still smiled.

6. Samuel P

Areas to feedback	Self-assessment
1. Gesture	I didn't only hold my hands on the stomach
2. Stance	I stood up straight and firm
3. Facial Expression	I make more eye contact with the audience

It can be seen that in the second self assessment paper the students feel that they can be a bit better. They start to use various kinds of hand movement. They also improve their stances by standing straighter and firmer to show their confidence. The students also have tried hard to increase their facial expressions by looking at the audience's eyes more, smile more and also try to make interaction with them.

Result and Discussion

From the data analysis above it can be found out that the students can find out their weaknesses and strengths by themselves. So they try to find a solution to improve their next presentation. By doing this self assessment, the students feel that they are responsible to give better presentation. In the first presentation, students feel that their presentation is not satisfying because there are many body language items that are not appropriate like touching their nose, ears neck or forehead due to their nervousness. They also do not realize when they stand up so stiff without even moving themselves to another place. Even most of them avoid eye contact with the audience.

It is proven in their second presentation self assessment that they can be better in the second presentation. Most of them state that they can make it better though some of them still feel it is not enough. They say that they can move their hands more variously, have better stance and also better eye contact.

Conclusion

To sum up, video recording is a very useful way to find out how good a presenter is. Because using video recording, a presenter, especially CV-6 students who learn how to be good presenters, can see their own performance and then find solution to make it better in their next presentation. So the teacher-researcher suggests that LIA's teachers use video recording and self assessment when they teach CV-6 students how to give a presentation.

References

Mahili, Ifigenia. *Oral Presentations: Theory and Practice*: Thessaloniki: Anykoila Publisher, 2008

Kukovec, Melita (2012). Video recording Oral Presentations to develop students' Speaking Skills. Retrieved August 25, 2015 from www.sdas.edus.si/.../ElopeVol11-1Kukovec.pdf

Total Communicator, 2003, http://totalcommunicator.com/body_article.html

McMillan, James H and Hearn, Jessica: Student Self-Assessment:
The Key to Stronger Student Motivation and Higher Achievement, 2008 retrieved 23 November 2015 from *files.eric.ed.gov/fulltext/EJ815370.pdf*

Appendix

The first and second videos:

1. Ivan Hilmi

2. Risky primalia

3. Rendy

4. Happy

5. Alifatur

6. Samuel

[Seeking / keyframe / 00:08:17 (78.8%)]

19

Using Inside-Outside Circle Technique in EL-2 Class at LBPP LIA Pekanbaru

David Binardo
LBPP LIA Pekanbaru

Abstract

This study is designed to improve the students' speaking skill by using inside outside circle technique. It aims at finding out how inside outside circle technique can be used to improve the speaking skill of the EL-2 students of LBPP LIA Pekanbaru.

This research was carried out for the problem that the teacher found in the class. Lack of participation, motivation, vocabulary, confidence, and interaction, not to mention, their low self-esteem to perform English had become part of the influencing factor. Therefore, the interaction in this class had to be set to overcome the situation. The teacher implemented the inside outside circle technique in skills practice for three meetings. It turned out most of them showed significant improvement.

The findings shown that inside outside circle technique improved students' speaking skill. Indicators of speaking focused on students' pronunciation without any interference of accents. The study also shown that the technique enabled students to enhance the quality of sound patterns they pronounce in order to comprehend each other. Participating in the activity had helped the students to improve grammar and fluency. The average class score of students' speaking skill increased from 2,76 in pre-test became 3,56 in the first cycle. Materials, media, classroom activities, classroom management, teacher's approach, and teacher's strategy were also significantly influenced the improvement of students' speaking skill.

Key words: Speaking skill, Inside-Outside Circle.

David Binardo has started teaching at LBPP LIA Pekanbaru since 2012. This research was done to overcome the situation towards students' speaking skill and as one of the requirements of his bachelor degree.

A. Identification of the Problem

In handling students' low speaking skill, various teaching techniques from cooperative learning have been taken into an effort, such as think-pair-share, talking chips, three steps interview, jigsaw and paraphrase passport to improve students' speaking skill.

The mentioned techniques, indeed, help student to interact, however, not all of them participated in speaking. It is the biggest challenge considering the objectives. As consequence, the researcher tries to find other technique that will enable all students to speak at the same time and can be easily noticed if they do not speak, that is by using Inside-Outside Circle.

As per other mentioned techniques above, the Inside-Outside Circle is also focusing on students centered learning and attracting student's attention. Therefore, the researcher has an intention to implement the mentioned technique.

B. Action

1. The first meeting

The first meeting was conducted on August 11, 2015. The class started at 19.00 to 20.50. In pre-teaching, the topic was "What's she wearing?". The researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students' prior knowledge towards the lesson.

The researcher warmed up the students by showing them posters of clothing related with the targeted vocabulary. Most of them were so excited and gave an enthusiastic respond. The researcher presented examples of sentences using present continuous tense. The students were asked to ask and answer questions towards each other about what their friends are wearing and share opinion.

In the whilst-teaching, soon as the students were able to comprehend the lesson, the researcher prepared the tools to tape the students and asked them to stand face to face in two concentric circles. The researcher introduced and explained Inside-outside circle to the students. It was difficult at first. The researcher had to draw to explain. Having the difficulties, the researcher guided the students and placed them face to face in two concentric circles. In this activity each students in the outside circle were asked to ask question about what people are doing and what people are wearing. They were asked to make up the situation. Later on, the inside circle had to answer the questions given. The students were asked to change their role. The inside students were asked to ask questions and the outside responded. Showing their comprehension and fluency towards this activity, the researcher asked the students to move one small step to the right in order to change partner as they heard the claps.

In the post-teaching, the researcher recalled students' memory on how to talk about what they are doing and wearing. The class responded well. The researcher then re-explained more examples of the lesson and asked some volunteers to have the dialog in pairs.

2. The Second Meeting

The class started at 19.00 to 20.50.The second meeting was conducted on August 13, 2015. In pre teaching, the researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students' prior knowledge towards the lesson. The researcher showed the students some posters related to the lesson. They were asked to tell what are in the posters. The researcher then wrote down some examples on the whiteboard.

In whilst teaching, the students were later asked to stand up and do the inside outside circle activity. It was easier this time since they were familiar. They had to ask and answer questions referring to what are the in the room.

In the post teaching, the researcher asked volunteers to do the dialog. Two pairs were so excited to show their ability off. Some gave comments towards their friends' dialog.

3. The third meeting

The class started at 19.00 to 20.50. The third meeting was conducted on August 18, 2015. In pre teaching, the researcher greeted students and checked the attendance list. The researcher reviewed previous lesson. An ice breaking activity was done to warm up students' prior knowledge towards the lesson. The researcher showed the students some posters related to the lesson. They were asked to tell what are in the posters. The researcher then wrote down some examples on the whiteboard.

In whilst teaching, the students were later asked to stand up and do the inside outside circle activity. It got easier this time since they were enjoying the activity. They had to ask and answer questions about where the place is and how to get there. They had to ask for and give directions. This activity required a mini map to give directions. They were asked to bring their book and use the map provided.

In the post teaching, the researcher asked volunteer to do the dialog. Two pairs were so excited to show their ability off. Some gave comments towards their friends' dialog.

4. The Fourth Meeting

The fourth meeting was conducted on August 20, 2015. This meeting was intended to conduct the Cycle I test. The researcher reviewed the lesson that the students had. The students were asked to come forward with their partner to do the dialog. They were excited as this was their first oral test. Each pair was asked to choose one of three situations. They had to do the dialog as pointed. The researcher also encouraged them to go relax and do the dialog as what they had in the Inside-Outside circle activity.

The students' speaking ability after implementing Inside-Outside Circle out performed the passing score for a very significant number from total number of students in the class. The first indicator which is pronunciation, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The second indicator which is grammar, mean score according to rater 1 was 3,4. According to rater 2 was 3,2 and according to rater 3 3,4. The third indicator, vocabulary, mean score according to rater 1 was 3,6. According to rater 2 was 3,5 and according to rater 3 3,6. Fluency, the fourth indicator, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The last indicator, comprehension, mean score according to rater 1 was 3,5. According to rater 2 was 3,5 and according to rater 3 3,5. The mean of students' achievement based on rater 1 was 3,5 while rater 2 was 3,5 and rater 3 was 3,5. of students' speaking skill referring to the indicators based

The researcher has calculated the students' average score based on the three raters as follow:

1. The students’ average score according to Rater 1

$$M = \frac{\sum x}{N} \qquad \frac{42{,}48}{12} \qquad M = 3{,}5$$

2. The students’ average score according to Rater 2

$$M = \frac{\sum x}{N} \qquad \frac{41{,}7}{12} \qquad M = 3{,}48$$

3. The students’ average score according to Rater 3

$$M = \frac{\sum x}{N} \qquad \frac{41{,}5}{12} \qquad M = 3{,}5$$

4. The students’ average score according to 3 Raters

$$M = \frac{M1+M2+M3}{3} \qquad M = \frac{3{,}5 + 3{,}48 + 3{,}5}{3} \qquad M = 3{,}52$$

C. Reflections

Reffering to the result of the cycle I test above, the researcher made a conclusion that students’s speaking skill was fulfilled. Most of the students were able to reach the requirement of 3.0 for each speaking indicators. They were able to have the conversation going as what they have drilled in Inside-Outside Circle activity, fun, fluent and with comprehension.

The implementation of Inside-Outside Circle had brought them to fluency since they were free to speak during the activity. The activity encouraged them to speak and overcome their lack of self-esteem. The class was noisy, each of them tried to focus on their partner. The obligation to talk and comfortnesss motivated them to keep the talk happening.

Their lack of vocabulary and self-confidence had gone and allowed them to speak naturally. The interaction build between students had improved their self-confidence since they felt comfortable. The situation fulfilled their need. Inside-Outside Circle brought them to a new situation where they had never been before. Talking to many people made them active yet creative without being forced. Their peers helped them to overcome the lack of self-confidence, hesitation and motivated them to talk and interact. The grammar point that they found hard at first turned out to be easy to comprehend and it gave the a high level of awarreness to keep themselves out in making errors.The High self estem and fun atmosphere they got from the Inside-Outside Circle improved their level of comprehension and fluency.

Had all the above proven to be beyond expectation, the researcher decided to end the research. The researcher was overwhelmed by the improvement of each of the student.

D. Discussion

This research was conducted in one cycle only. The cycle had four meetings where in the fourth a test was held. It was 1 hour and 50 minutes meeting for each. The research was done at LBPP LIA Pekanbaru. A test before executing the research was held to see students’ speaking skill. They did not meet the required score of 3.0.

The researcher implemented inside outside circle to find out the extent of Inside-Outside Circle technique to improve students' speaking skill and factors that influenced the improvement. Test result, field notes, observation sheets and recording and interview supported the data taken.

1. **The extent to which Inside-Outside Circle can improve EL-2 students' speaking skill at LBPP LIA Pekanbaru.**

The use of Inside-Outside Circle technique was able to improve students' speaking skill. Furthermore, the mean score of students from test before executing the research and cycle 1 is described in the following table.

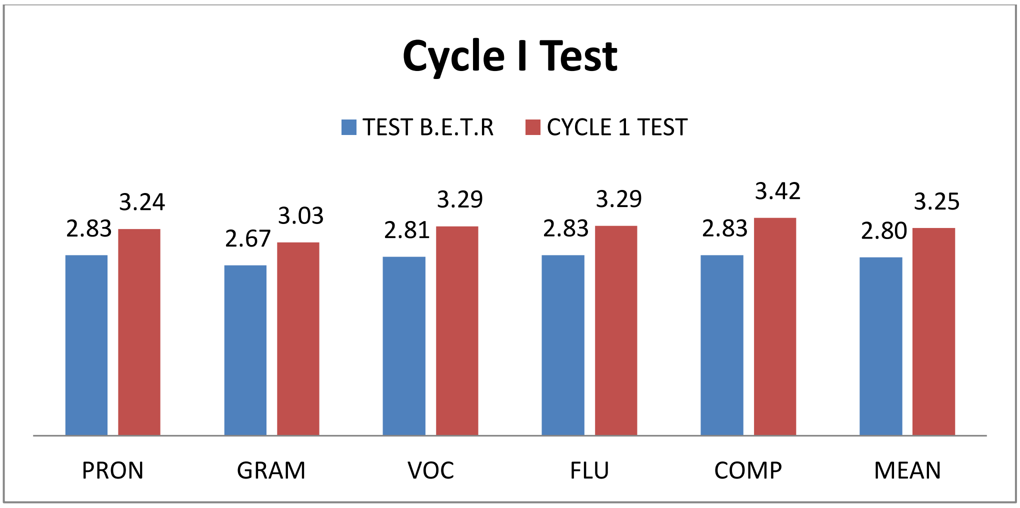
Table 4.5 Mean Score of Speaking Test Results

SCORE	SPEAKING					MEAN
	PRON	GRAM	VOC	FLU	COMP	
TEST B.E.T.R	2.83	2.67	2.81	2.83	2.83	2.80
CYCLE 1 TEST	3.24	3.03	3.29	3.29	3.42	3.25

The above table shows that there were increasing score from test before executing the research, 2.80 to cycle 1 test, 3.25

Meanwhile, based on indicators, the score for pronunciation increased from 2,83 in test before executing the research to 3.24 in cycle 1 test. The next indicator, grammar was from 2.67 in test before executing the research to 3,03 in cycle 1 test. Vocabulary was amazingly increased from 2.81 in test before executing the research to 3.29 in cycle 1 test. As vocabulary increased, fluency took the same path. As it was 2,83 in test before executing the research, it increased to 3.29 in cycle 1. The last indicator, comprehension, increased from 2.83 in test before executing the research to 3.42 in cycle 1 test. The increase and decrease of students' mean score from each indicator can be seen from the following figure.

Figure 4.3 Indicator Based Results of Students Speaking Skill



From diagram in Figure 4.3, it can be seen that there were significant improvements. Moreover, students tried their best to make their own dialog. In addition, direct correction did not take place for the activity was meant to improve their awareness and to let them felt free and overcome their lack of self-confidence. The corrections were given in the summing up, where the researcher recalled students' memory. As in the Assessment's, the students were encouraged to have the dialog to ask for and give directions.

2. Factors that influence the improvement of EL-2students' speaking skill at LBPP LIA Pekanbaru

From the observation, field notes and interview, it was founded that there were some factors which influenced the improvement of EL-2 students' speaking skill at LBPP LIA Pekanbaru. They were effective technique, student-student interactions, interesting material and affective filter.

a. Effective Technique

It can be clearly seen that most of students considered Inside-Outside Circle was effective to be done. And as the technique implemented, it resulted in the students felt free to speak to express their own ideas and were attentive and involved at the first meeting and the class was noisy as the excitement grew when the students expressed their own ideas and they were attentive and involved (third meeting).

The students were active after the implementation of Inside-Outside Circle. The introduction to the new technique grew their interest in doing the activity. The obligation on keeping speaking made them continuously talk whether they liked it or not. The courage built in speaking brought about feeling comfortable to say or comment to other students and researcher or to express idea. The script of interview, it was noticed that interaction between students took an important role in Inside-Outside Circle.

Researcher : Okay. Does the inside outside help you in speaking ?
Student03 : yes
Researcher : how?
Student03 : Communication
Researcher : communicate why?
Student03 : speaking on with partner
Student02 :Yes.
Researcher : Why?How? How? How?
Student02 : How?
Student02 :Owh.Make me ...make me feel confident and ..
Researcher : Why do you feel confident? Why? When you did the IOC?
Student02 :I have a partner to talk and we..We can do the conversation.
Researcher :Now what do you think of inside outside circle activity? The IOC that you did.What do you think?

Student01 : I think of ..the inside outside activity make our and then me to confidence
Student01 : Feel confident. Confident to talk and then I'm confident to speaking

For the reason that student being active in the class, they paid attention and mixed up with the class members whether the researcher or other students, even the researcher was overwhelmed by the students' excitement. The advantages, during assessment, they were encouraged to do their best and felt comfortable.

The interview also supported that the technique was effective. Most of students said the technique was fun and they were willing to do it. It was encouraging. The implementation of Inside-Outside Circle the result was beyond expectation in cycle 1 that was students' freedom in expressing their idea and willing to be involved in classroom activity.

b. Student-student Interaction

Students have the opportunity to communicate with each other and these conditions effectively help them in learning. In addition, from the script of interview, it was noticed that interaction between students took an important role in Inside-Outside Circle.

Researcher : Does inside outside circle help you in speaking?
Student07 : Yes.
Researcher : How?
Student07 : Interaction.
Researcher : Why?
Student07 : Because? Langsung mempraktekan?
Researcher : We have to practice?
Student07 : Ya. We have to.
Student09 : Because not nervous.
Student01 : Because ..my friends ..all follow the materials..inside and outside circle.

A student was having difficulties to overcome his nervousness. In the interview expressed his feeling.

Researcher : Does inside outside circle activity help you and speaking?
Student11 : No
Researcher : Why?
Student11 : Shy.Nervous

The statement from interview in cycle 1, " I try to speak and speak during inside outside circle. " from Student 01 explained that the interaction among students existed. This student was encouraged by the situation she had. Another students, Student 04 mentioned that"I feel . IOC I.. I can speak English."He could interact well with his peers and felt that he can speak for theactivity facilitate the needs. The statement of

“Because I speak to another someone from Student 05 confirmed that everybody in the classroom were fully active in interaction.

Meanwhile by stating “I feel i can more creative.”Student 05 tried to express that felt better study with his peers than by himself. Talking to many people made him active and kept on speaking without being forced yet creative.

c. Interesting Material

Almost all of the materials given related to the students’ real life experience. This made easier for them to speak for it deals with things packed in the material in their life. The students responded well to the material for they already knew how to talk about it in their mother tounge. Almost all of the students agreed that the materials were interesting and itdeals with their life experience.

The script of interview also exposed that material was one of the factor in increasing students speaking score. 5 Students; which were interviewed gave their positive response the material.

Researcher : What do you think of our lessons materials?
Student05 : I think… I think is good
Student02 : It’s good. I like it.Because..
Student02 : Because .. that make me understand and..and make me ...look confident.
Student08 :Because I can to help
Student09 : I like it because it make me smart
Student10 : Because it's not boring

All student statements reflected that the students were in interested in the materials. Statement, “Teach something new.” Student 07 admitted that the material is good and he really liked it. It was because he had never had the materials elsewhere and had prior knowledge about it in his mother tongue. The other one, Student 06 approved that the material is cool for them for it made him smart, “like it because it make me smart.” Student 10 agreed that the material contains knowledge other than English that arouse their interest in learning and by saying, “Because it's not boring “. It was in accord with the idea that the material is interesting because it discusses their own experiences and is in connection with their real life, “I be more smart than before.” Supporting the idea of interesting material, Student 13 admitted it as true that “... I usually speak with friend about it in Bahasa.” It discusses about the things that they really know about and the things that they are familiar with.

The script of interview also exposed that material was one of the factor in increasing students speaking score. Student05, Student10 and Student12 which were interviewed gave their positive response toward the material.

Researcher : What do you think of our lessons materials?Good?Bad? Do you like it?You don't like it?
Student12 : Good

Researcher : Why?
Student12 :Because I can to help
Student09 : I like it because it make me smart
Student10 : Because it's not boring

d. Affective Filter

Inside-Outside Circle implemented in the class organized the environment and instructions so that the affective filter ofthe students in their classroom lower. The researcher avoided over emphasis on error correction, warned his students when they laughed at others mistakes and placed the students in relaxed and comfortable classroom atmosphere that prevented the increase of affective filter which slowed down language development.

It was stated in field note that, “Their reluctance to use English was melting. They were no longer shy in talking to each other (first meeting)”

The field note was supported by the script interview by statement said bythe following students, “.. I think of ..the inside outside activity make our and then me to confidence.” (Student01), “I have a partner to talk and we..we can do the conversation.” (Student 02), ” Yes. I am talk talking from friends.”(Student04).

regarding the researcher, “...

“Ya. Fun learrning and enjoy... The class is so fun and you ..you... you teach us so like..like a fun learning..” (Student 02),”

It was obviously seen that the students discomfort feeling has gone and that the way the researcher taught helped students to get rid their uneasiness in talking. By being friendly to his students, the researcher could place students in their comfortable zone that is really needed in teaching and learning speaking. There were no students who made fun of their peers or laughing at errors made by other students in the classroom.

In contrast, the speaking observation sheet stated that the technique implemented with direct grammar reinforcement done by the researcher and the collaborator, resulted in “Consistently make grammatical and word order errors and restrictthemselves to basic patterns. Uncertainty of usage shows a lack of internalization of patterns (first meeting), with the increasing in vocabulary and fluency. In the second and third meeting, students started to speak, “Uses commonly known idioms easily. Sometimes misuses terms or needs to rephrase ideas because of lexical inadequacies. Vocabulary limitations may interfere with fluency but normal conversation does take place. Spending quite a long time for pre-teaching of vocabulary resulted in students’ rise of capability. They could use compound adjective surprisingly that they didn’t even realize such a progress. Then, the high competence students helped their friends to manage with the conversation. Although, there was misunderstanding in some parts, the students managed to have interactive dialog.”

E. Conclusions

By referring to the analysis and findings, the researcher draws conclusions as follows:

Inside-Outside Circle technique can slightly improve EL-2 students’ speaking skill at LBPP LIA Pekanbaru in cycle 1. This significant improvement can be perceived by the enhanced score achieved by the students in speaking test in each indicator except for grammar from cycle 1. There are some factors that influence the changes of students speaking skill by using Inside-Outside Circle technique:

a. Effective Technique

Inside-Outside Circle technique was proven to be effective for limited number of meetings. Inside-Outside Circle can be used to make the process of practicing dialog between students easier. However, the researcher should be aware for repetition can be boring for students. The effectiveness of this technique is possible to be implemented in many lesson circumstances. In teaching and learning process, using Inside-Outside Circle will lead the students to be better in speaking in some conditions.

b. Student-student Interaction

Students have the opportunity to communicate with each other and this condition has effectively helps them in learning. In the class, where it is almost impossible for the researcher to interact with all of the students, student-student interaction is strongly needed. By implementing Inside-Outside Circle this interaction can exist accordingly.

c. Interesting Material

The students response well to the material that they considered interesting for they already know how to talk about it in their mother tounge. The material of speaking tasks which is provided for students communicate in the class should be related to their real life. The pattern of language within the class is better be intended to be used in normal life.

d. Affective Filter

Inside-Outside Circle implemented in the class is able to lower the effective filter. The students will not be afraid of their researcher and peers as they get to know each other in Inside-Outside Circle. The optimal classroom for language learning and production is a classroom that provides the students with chance of doing something wrong in producing the language and considered errors as a nature for the learners in language learning.

F. Implications

This action research has an implication that using Inside-Outside Circle is possible to deal with teaching and learning problems, particularly in improving students’ speaking skill. The sharing of technique is meant to further development teaching speaking technique in order to gain better result and effectiveness. The result of this mentioned research can be referred to or be taken as one of the source for improving students’ speaking skill.

G. **Suggestions**

By referring to conclusions and implications of the research, the researcher suggests the following so as to improve teaching and learning speaking quality by using Inside-Outside Circle technique.

1. The researcher in using Inside-Outside Circle should consider to integrate other techniques in teaching speaking so that the classroom activity will be more effective, fun and interactive.
2. If necessary, it is suggested to modify the technique’s movement into other technique that basically similar to Inside-Outside Circle, such as picture carousel and line drill in order to avoid boredom.
3. Any researchers in any classes has possibility to use Inside-Outside Circle in their classroom in teaching speaking by adjusting to the situation and condition that they face in their own classroom.
4. For other researchers, it is recommended to do relevant and further research regarding this Inside-Outside Circle technique.

20

Correct Me If I’m Wrong (CMIIW): Immediate Feedback Technique to Improve EC-4A Students’ Pronunciation

Nur Rahmi Pangesti
LBPP LIA Palembang

Abstract

My EC4A students never failed to surprise me. Most of them were active and liked to talk. But, when we practiced for LBPP LIA Palembang creative story telling competition for the first time, most of them did not pronounce their lines well. Therefore, the technique ‘Correct Me If I’m Wrong (CMIIW)’ was proposed in this CAR to offer the solution to this problem. The ‘Correct Me If I’m Wrong (CMIIW)’ is an immediate feedback technique everytime students made mistakes in pronouncing the words. This technique aims to make young learners improving their pronunciation for the LBPP LIA creative story telling competition. The students of EC4A, consisting of 12 students, became the subject of the research. The data were collected by means of class observation, teaching journals, and the video recordings. The findings showed that the technique, ‘Correct Me If I’m Wrong (CMIIW)’, was proven effective to help reducing students’ mistakes in pronunciation up to 96% (from 52 words to 2 words). The video recordings showed that their performance on the last practice day was far better compared to their first practice day.

Keywords: Pronounciation, EC4A class, storytelling competition, ‘Correct Me If I’m Wrong (CMIIW)’, immediate feedback technique.

I. Problem Identification

For the first few meetings, I knew that most of my students are smart. They were confidence and active in the classroom. They were also dilligent students that always came in every meeting. As their teacher, I felt so blessed having this class. Everytime I teached, they had good respond, minggled well, and the class ran smoothly without any major difficulty. Never crossed in my mind that I had to do an action research in this class.

When we were told that there would be a story telling competition, my students and I were so excited. We could not wait to start practicing. Unfortunately, when we started to practice for the first time, I was shocked. Their pronunciation was below the expectation. Their lines were actually simple words. It was a narrative story. But most of the problems were that when they had to pronounce the past tense verbs. Almost all of the students did not pronounce those verbs properly.

The competition would start within less than a month, I felt it was very urgent to find the solution for this problem. Then, I came up with this technique, called ‘Correct Me If

I'm Wrong (CMIIW)'. This technique was hoped to help improving the students' pronounciation when they reading their lines in the competition day.

II. Research Objective

The purpose of this classroom action research was to find out whether the technique 'Correct Me If I'm Wrong (CMIIW)' could be effective to improve students' pronounciation for the LBPP LIA Palembang story telling competition 2015.

III. Literature Review

Immediate feedback refers to teachers' comments delivered on the spot when a mistake or a good point is made by students. Rodgers (2001) proposes that this feedback type is employed by teachers when the aim of the stage of the lesson is to promote accuracy, particularly during the drilling of the target language and during guided practice. Richards (1992) who was concerned about spontaneous correction asserts that it can help learners aware of the mistake straight away. The advantages of using immediate feedback are that it enables teachers to give support or encouragement when students are confused about their making mistakes, when students need to be motivated and also the opportunity for immediate feedback to make sure the message was understood.

I was fully aware that if I corrected students' pronunciation immediately, before they finished a sentence, I must do it carefully. Because immediate feedback can cause a mental block within students (Delpit, 2006), so, I had to give corrections without pressing my students' motivation. Corrections need to be done in a positive way that acknowledges the correct part of students' expression (Lyster and Mori, 2006).

IV. Treatment

1. Subject of research

The subject used for this classroom action research was English for Children 4A class, LBPP LIA Palembang term III/2015. The class consisted of 12 students.

2. Plan of action

This research was conducted in 5 meetings, August 12 to August 26, 2015.For this purpose, 'Correct Me If I'm Wrong (CMIIW)' technique was executed in every meeting, 30 minutes before the class was over. Here are the steps of applying the technique:

a. Ask students to sit in one circle based on their lines number (they got their lines in the previous meeting)
b. Ask students to read the lines one by by one (with or without reading, depends on whether the students have remembered their lines or not).
c. When a student made mistake in pronouncing the word, directly correct it. (directly after the word pronounced or after the whole line finished)
d. Ask the students to repeat pronouncing the whole lines until no mistake happenned.

3. Data collection
    a. Class Observation

It was done to observe the students’ improvement. Every meeting, the activity was videotaped.

b. Teaching Journals

It was the analysis of every meeting referring to the combination of class observations and video recordings.

4. Data analysis

All data obtained from all instruments to collect the data, which were teaching journal and video tapes were analyzed by using descriptive method.

V. DATA COLLECTION AND ANALYSIS

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

1. Teaching journal entries

These are the teaching journal entries recording 4 meetings when this technique was applied. The entries only described how the class was when they were doing this technique. The rest of teaching stages were excluded.

Meeting	DATE	TEACHER’S JOURNAL
1.	August 8, 2015	The first day of practicing. It was so disappointing since all of the students made mistakes in pronouncing their lines.
2.	August 12, 2015	S2 and S6 could pronounce their two lines without any mistake. S8 and S9 could pronounce one line smoothly. Some could pronounce one or two words better. Others still have problems in pronouncing. Some were stumbled because they try to remember their lines.
3.	August 15, 2015	Some students already remembered their lines. S6 could pronounce his two lines smoothly, the first one even with the appropriate facial expression and tone. S1, S3, S5, S8, S11, and S12 could pronounce their two lines without any mistakes. S2, S9. And S7 were almost smooth. While S4 and S10 still needed help.
4.	August 19, 2015	S1, S2, and S7 did not pronounce one word each correctly. Only S7 that had not remembered his lines. Other students already remembered all of their lines. Having remembered made the students read their lines faster and they pronounced it with less expression.
5.	August 22, 2015	S1 made 1 mistake in his first line while S7 made three mistakes in pronouncing his second line. Others had no mistake at all. All of my students already remembered their lines but they still pronounce them in hurry.

6.	August 26, 2015	S4 and S9 made each one mistake in pronouncing one word. Other students can make pronounced all of their words well.

2. Student's performance

These were my students' lines pronunciation comparison. Red words meant mistakes in pronunciation.

Name	Pre-test (The first practice, August 8, 2015)	Post-test (The last practice, August 26, 2015)
S1	Good afternoon friends, we are EC4A Students from Ms. Rahmi's class. We want to tell you our story, about Malin Kundang. Check it out!!!	Good afternoon friends, we are EC4A Students from Ms. Rahmi's class. We want to tell you our story, about Malin Kundang. Check it out!!!
	His mother was so curious and wanted to see him.	His mother was so curious and wanted to see him.
S2	Long time ago, Malin Kundang lived happily with his parents, but they were very poor.	Long time ago, Malin Kundang lived happily with his parents, but they were very poor.
	When they met face to face, Malin's mother recognize her son.	When they met face to face, Malin's mother recognize her son.
S3	One day, his father went away with a ship to change their fate.	One day, his father went away with a ship to change their fate.
	But sadly, Malin didn't recognize her and pushed her away.	But sadly, Malin didn't recognize her and pushed her away.
S4	Years had passed, but his father never returned.	Years had passed, but his father never returned.
	Her mother was so devastated and wanted to curse him into a stone.	Her mother was so devastated and wanted to curse him into a stone.
S5	So, Malin Kundang decided to find his father by sailing with a ship.	So, Malin Kundang decided to find his father by sailing with a ship.
	Suddenly, Malin's wife came and explained everything.	Suddenly, Malin's wife came and explained everything.
S6	Feeling sad, but Malin Kundang's mother let him go.	Feeling sad, but Malin Kundang's mother let him go.
	She told everyone that Malin had amnesia. That's why he couldn't remember his mother.	She told everyone that Malin had amnesia. That's why he couldn't remember his mother.
S7	One night, Malin Kundang's ship was attacked by pirates and burned	One night, Malin Kundang's ship was attacked by pirates and burned

	down.	down.
	Malin loss his memory when he was stranded long long time ago.	Malin loss his memory when he was stranded long long time ago.
S8	Luckily, Malin Kundang could escape.	Luckily, Malin Kundang could escape.
	Suddenly, Malin remembered his mother and hugged her.	Suddenly, Malin remembered his mother and hugged her.
S9	The next morning, he was stranded in a new island.	The next morning, he was stranded in a new island.
	Malin and his mother were so happy because they could be united again.	Malin and his mother were so happy because they could be united again.
S10	In the new rich island, he started a new life.	In the new rich island, he started a new life.
	Since that day, Malin and his family lived happily ever after.	Since that day, Malin and his family lived happily ever after.
S11	He became a successful businessman and married a beautiful woman.	He became a successful businessman and married a beautiful woman.
	From this story, we can learn that children must obey their parents. And parents must listen to their children.	From this story, we can learn that children must obey their parents. And parents must listen to their children.
S12	One day, Malin and his wife sailed over the sea and reached his hometown.	One day, Malin and his wife sailed over the sea and reached his hometown.
	Ok friends, we think that's all. Thank you very much for your attention. We hope you like it. See you again next time, bye... bye....	Ok friends, we think that's all. Thank you very much for your attention. We hope you like it. See you again next time, bye... bye....

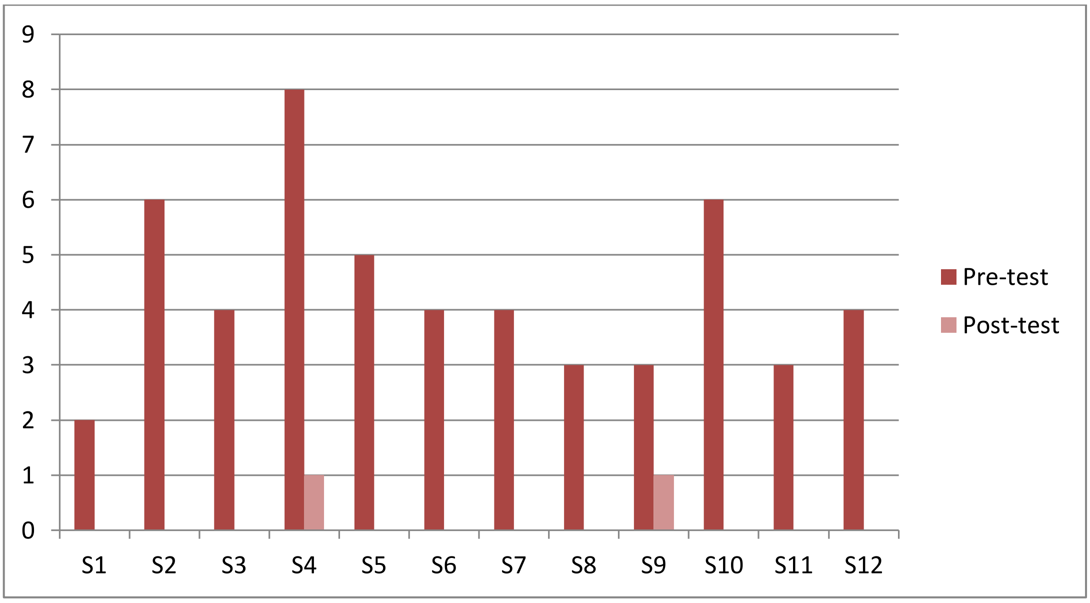


Table 1. Students mispronounced comparison

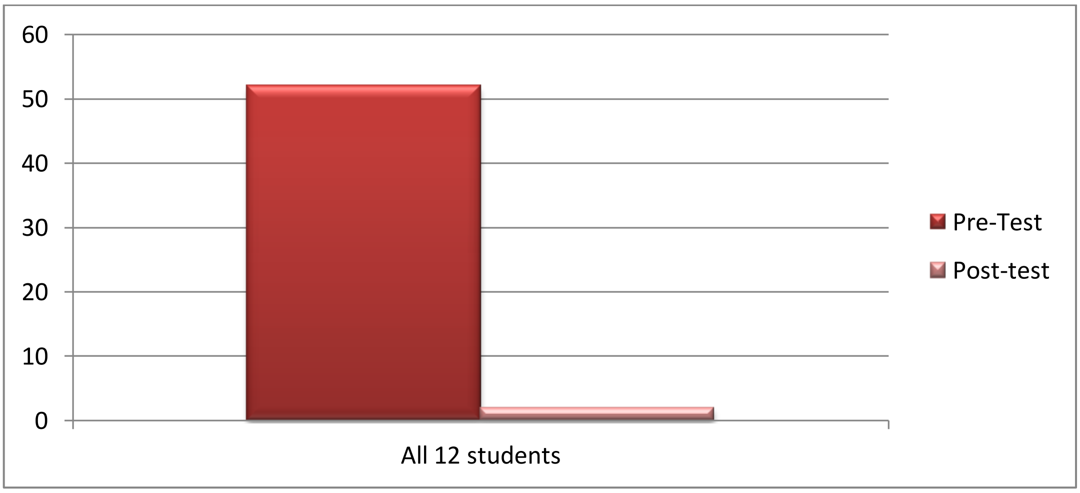


Table 2. Total mispronounced comparison

From the table above, we can see that there were total 52 words were mispronounced by my 12 students. After four times of treatment, there were only two words (wanted and united) were mispronounced on the last day of practicing. So, there was significant result that the students' mistakes in pronunciation can be reduced up to 96% on the post-test. I considered our last day of practice as the post-test since it had the same atmosphere as the pre-test. My students would not feel nervous or intimidated as if in the competition day.

VI. Interpretation and Result

Based on the analysis of the data, it can be concluded that this technique, 'Correct Me If I'm Wrong (CMIIW)' can be applied to improve students' pronunciation. The teaching journal entries indicate that the students were positively affected by the immediate feedback technique. It can also be seen from the result of their performance day that the students have gained the benefit of this technique by showing their improvement pronouncing their lines. In addition, the students' confidence was higher since they believed that they had better pronunciation. It was like killing two birds with one stone, not only did the class participate in the competition but the students' improvement was also higher in terms of pronunciation.

VII. Reflection and Further Plan

Knowing these benefits, for my fellow teachers who are also experiencing this kind of problem, 'Correct Me If I'm Wrong (CMIIW)' can be recommended for the alternative activity for improving students' pronunciation. Hopefully, by having a good pronunciation, students can gain more confidence.

VIII. References

Lestari, D.W. (2014). *'My card on the wall': reviewing using handmade cue cards in ec6b class*. LBPP LIA Palembang.

Heriyati (2013). A *zero-mistake narrative paragraph – a way to make students aware of using past tense and mechanics in writing*. LBPP LIA Palembang.

http://eprints.uny.ac.id/9137/3/bab%202-07202244038.pdf

IX. Appendix

‘CORRECT ME IF I’M WRONG (CMIIW)’:
IMMEDIATE FEEDBACK TECHNIQUE PICTURES

21

Improving Students' Speaking Skill by Applying Two Cooperative Learning Techniques (Think-Pair-Share and Team-Pair-Solo)

Nenden Sri Rahayu
LBPP LIA Buah Batu

Abstract

Speaking as one of the language skills is considered very important to be improved in the teaching and learning process. Speaking plays an essential role in facilitating the students to master the English proficiency and it is also a crucial part of second language learning and teaching (Chaney, [1998] in Kay, 2006). For many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, in this 21 century, the goal of teaching speaking should improve students' communicative skills involving other students. Students can do more things with help of others than they do alone (Kagan, 2011). The objective of this action research is to investigate how the two techniques of cooperative learning can help students to speak better.

The participants are the students in two classes of High Intermediate 1 in Lia Buah Batu, Bandung. The research will be carried out in 2 cycles. The students will be given a topic based on the lesson to be discussed. They will think about the topic in team, discuss it in pair, and share it in solo. The students will be assessed based on some aspects tested in Oral test – comprehension, fluency, pronunciation, grammar, and vocabulary. The expected result of the research is that some aspects of the speaking skill will be improved, so that the students would show an improvement in their speaking skill.

Background

Speaking seems to be the very important aspect to be improved in English teaching and learning process. It is also a skill that can be obviously seen to measure whether the speaker has a good English ability or not. However some students think that it is a difficult skill to acquire. This can be obviously seen from the way students struggle every time they face speaking activities. They cannot speak well because they are lack of vocabulary, pronunciation, and grammar knowledge and also because of their psychological problem like their poor self-confidence to speak in foreign language. Even though the students have been doing this activity again and again during their study in LIA, still they have difficulties to get used to it.

That also happened in my class, High Intermediate 1, term 3 in 2015. There are a lot of discussions in the book. It means that the students have to share their opinion toward something related to the topic of the lesson. However, the result was not as expected. Most of the students face a lot of obstacles in doing their speaking, such as vocabulary, grammar, pronunciation and fluency.

Hence, Think-Pair-Share and Team-Pair-Solo are two approaches of speaking which can be used as effective method to assist the students in expressing their ideas in speaking activity.

Theoretical Framework

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998) in Kay [2006]). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kay, 2006). Moreover, it as in line with the motto of the 21 centuries teaching and learning involving 4 C which is communication, collaboration, critical thinking and creativity.

Students need many opportunities to talk in a linguistically rich environment. Researcher have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley 1992 in Kay [2006]). It means that when the students talk by involving other students is better than when they talk and think by themselves as by doing it in groups, the students can learn from one another.

Instructional strategies such as cooperative learning can transform the instructional classroom into series of rich memorable experiences and thus reduce boredom and anxiety in student learning. Cooperative learning is a strategy in which small teams, each with students of different abilities, use a variety of learning activities to improve their understanding of a subject (Kagan, 2011). Two examples of cooperative learning strategy which are implemented in this research are think-pair-share and team-pair-solo.

The think-pair-share and team-pair-solo strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas (Pimm 1987 in Farridudin [2012]). The students can learn from their friends, they can ask and get something from their friends. Furthermore, in sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Cobb et al. 1991 in Farridudin [2012]).

Additional benefits of using the think, pair, share and team pair solo strategies include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

Research Methods

The technique used in this research is the combination of think-pair share and team-pair-solo. By involving others, students are exposed to varied vocabularies; they can learn something from their friends. Hopefully, this will help them to make more fluent utterances.

There were four steps conducted in this research, which were:

a. Pre-test
b. Treatment 1
c. Treatment 2
d. Post-test.

The research was conducted in two Higher Intermediate classes. One class is the one that become a control group and the other is the class which is given some treatments. There were 8 students in one class and 10 students in the other class. The Think-Pair-Share and Team-Pair-Solo were applied in the class consisting 8 students. It was done 3 times from treatment 1 until post-test. The topic used for the first treatment were taken from Student Book for Higher Intermediate 1, Q; Skills for Success, unit 1, *How to Make a Strong First Impression. The second* treatment were taken from unit 2, Food and Taste. The topic for the post test was taken from unit 2 Taste or Nutrition.

The stages from treatment 1 until post-test are:

1. Think in Team: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic in team for a given amount of time (usually 3-4 minutes).
2. Pair in pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).
3. Share in Solo: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.

Meanwhile, the scoring guide used to score the speaking skill is taken from the assessment of the oral test. The aspects involve:

a) Pronunciation
b) Comprehension
c) Fluency
d) Vocabulary
e) Structure

Result and Disscussion

The result of the research can be seen from the tables below. The first aspect is pronunciation, which is can be seen from the table below.

Table 1. The scores achieved by the student for the first aspect: Pronunciation

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
1	S1	4	4	3	4
2	S2	4	4	5	5
3	S3	3	3	4	4
4	S4	3	3	3	3
5	S5	5	5	5	5
6	S6	4	5	4	5
7	S7	4	4	4	4
8	S8	3	4	4	4
		3.75	4	4	4.25

From the table above, it can be seen that from the pre-test, there are 1 students who got 5, 4 students who got 4 and 3 students who got 3. It means, most of the students have not been able to pronounce the words correctly. Meanwhile, on the post-test, there are 3 students who got 5, 4 students who got 4, and 1 students who got 3. The average score for Ideas on the pre-test is 3.75 and the average score on the post-test is 4.25.The difference is 0.5. It means, after they follow the treatments, they can develop their ability to pronounce the words correctly.

The result for the second aspect, which is Comprehension, can be seen from the table below.

Table 2. The scores achieved by the student for the second aspect: Comprehension

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
1	S1	4	5	5	5
2	S2	3	4	4	5
3	S3	4	4	4	4

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
4	S4	4	4	4	5
5	S5	3	3	3	4
6	S6	4	4	4	4
7	S7	4	4	4	4
8	S8	4	4	5	5
		3.75	4.1	4	4.5

Based on the pre-test score, there are 6 students who got 4 and 3 students who got 3. It means that in general, the students can comprehend the topic quite well. On the post-test, 4 students got 5 and 4 students got 4. The average score for Comprehension on the pre-test is 3.75 and on the post-test is 4.5. The difference is 0.75. So, there is an improvement from the students in terms of comprehending the topic.

The result from the third aspect, which is Fluency, can be seen from the table below.

Table 3. The scores achieved by the student for the third aspect: Fluency

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
1	S1	4	5	5	5
2	S2	4	4	4	4
3	S3	4	4	4	4
4	S4	3	3	3	3
5	S5	3	4	3	3
6	S6	3	3	4	4
7	S7	4	5	4	4
8	S8	3	3	3	3
		3.5	3.8	3.8	3.75

From the table above, there are 4 students who got 4 and 4 students who got 3. It can be interpreted that they have not been able to make a fluent utterance. On the post-test, there are 1 student who got 5, 4 students got 4, 3 students got 3. The average on the pre-test is 3.5 and the post-test is 3.75. the difference is 0.5. We can see that in terms of fluency there is a small improvement.

The result for Vocabulary can be seen from this table.

Table 4. The scores achieved by the student for the fourth aspect: Vocabulary

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
1	S1	4	4	4	5
2	S2	4	5	5	6
3	S3	3	3	3	4
4	S4	4	4	3	5
5	S5	3	3	3	4
6	S6	3	4	4	4
7	S7	3	4	4	4
8	S8	5	4	5	5
		3.6	4	3.7	4.5

We can see that there are 1 student who got 5, 3 students got 4, and 4 got 3. Meanwhile, on the post-test, 1 student got 6, 3 students got 5, and 4 got 4. The average score on the pre-test is 3.6 and on the post-test is 4.5. The difference is 0.9. We can see from the result of the pre-test, the students still used limited vocabulary, but after they got treatments, they had more vocabularies to use in their speaking on the post test.

The result of structure can be seen from the table below.

Table 5. The scores achieved by the student for the fifth aspect: Structure

No.	Name	Pre-test	Treatment 1	Treatment 2	Post-test
1	S1	3	4	4	4
2	S2	4	3	4	5
3	S3	3	3	3	4
4	S4	3	3	3	3
5	S5	3	3	3	4
6	S6	3	3	3	3
7	S7	4	4	4	4
8	S8	4	3	4	4
		3.4	3.3	3.3	3.6

There are 3 students who got 4, 5 students who got 3 on the pre-test. It shows that the students still have an obstacle in making their words and phrases flow together. On the post test, 1 student got 5, 5 students got 4, and 2 students got 3. The average score on pre-test is 3.4. Meanwhile, on the post-test, the average score is 3.6. The difference is 0.2. It shows slight improvement. Perhaps, it was because the students still relied on their native language when they speak.

In general, the result of implementing the two techniques can be seen below.

Table 6. The result from experimental group

	Pre-test	Post-test	Difference
Pronunciation	3.75	4.25	0.5
Comprehension	3.75	4.5	0.75
Fluency	3.5	3.75	0.25
Vocabulary	3.6	4.5	0.9
Structure	3.4	3.6	0.2

Table 7. The result from control group

	Pre-test	Post-test	Difference
Pronunciation	3.75	400	0.25
Comprehension	3.75	3.75	0
Fluency	3.5	3.60	0.1
Vocabulary	3.75	4.0	0.25
Structure	3.5	3.4	-1

From the two table above, it can be obviously seen that there is an improvement in speaking skill performed by the experimental group compared to the control group. It means that the combination of the two cooperative learning techniques –think pair share and team pair solo- can be used to improve students' speaking skill. The significant aspect which is increased a lot is vocabulary. It probably happened because the students got some vocabularies from their friends which they rarely use.

Conclusion

Students find speaking as a challenging task. So, teachers need to find ways to overcome this problem. The cooperative learning strategy can be applied in the speaking class. Think-pair-share and team-pair-solo can be combined to improve their speaking ability. In this technique, the students are exposed to more ideas coming from their partners. After this technique was implemented in the classroom, there are some improvements shown on the students speaking. However, there are some aspects which don't show significant improvement, which are fluency and structure. The slight improvement in Fluency and structure might happen because the students rely too much on their native language. So, it will be better to provide more exposure to make them get used to speak English fluently.

Reference

Farridudin, M. 2012.(online). An article: 7 The Effect of Team Pair Solo Strategy on The Speaking Skill of The Eleventh Year Students at Ma An-Nur Sampang.(http://kompasberita.com/teachingapeaking.html). Accessed on 31st October 2015.

Harmer, Jeremy. 2003. *The Practice of English Language Teaching*. Malaysia: Oxford Illustrators Ltd.

Kagan. 2011. (Online). *Schoolinsites.* (http://images.schoolinsites.com/SiSFiles/Schools/TN/GreenevilleCity/GreenevilleHigh/Uploads/DocumentsCategories/Documents/Kagan.pdf). Accessed on 17th November 2015.

Kay, Hayriye. 2006. (Online) An article: *Teaching Speaking activities to Promote Speaking in Second Language*. University of Nevada. (http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html). Accessed on 14th November 2015.

Nunan, David. 1999. *Second Language Teaching and Learning*. Heinle and Heinle Publishers: Massachusetts.

Richards. Jack, C and Rodgers, Theodore S. 2001. *Approach and Teaching Methods in Language Teaching.* Cambrige University Press: UK. London.

Slavin, Robert, E. 2009. *Cooperative Learning Theory, Riset, and Praktik.* Nusamedia: Bandung.

Ur, Penny. 1996. *A Course in Language Teaching Practice and Theory.* Cambridge University Press: Australia.

22

Increasing Intermediate 4 Students' Accuracy in Writing Past Suggestion and Present Suggestion by Writing Journals

Nugraheni Widyaningtyas
LBPP LIA Malang

Abstract

This research is the continuity of teacher- researcher's previous research -"Increasing IN-2 Students' Fluency and Confidence in writing by Writing Journals"- which focused on the fluency of writing.

As we know that the target of learning English is not only about speaking **or** grammar but also about expressing feelings or opinions in writing. Being able to write naturally is one of the goals of learning English. To reach it, students need students need to practice writing intensively. It can be done by writing every day, keep a notebook or a diary, mail a pen pal, or just set aside an hour for free writing, join a writing workshop. Just pick a topic and start writing. The idea is to write and write and write some more. Writing is a skill that takes practice, and a muscle that students can strengthen and nourish with the right training.

The teacher-researcher assumes that writing is the most difficult skill in learning English since students are tent to avoid it. When we talk about writing, it has many aspects to be noticed such as how to change the ideas into a sentence, how to arrange sentences into a good paragraph, how the use of correct punctuation and of course the how to use the accurate grammar as well. Since we are using the new book- Smart Choice- which includes the writing skill in every unit, and also we have Pen Your Ideas materials which focus on writing activities, the teacher-researcher concerns to do a research in students' writing ability.

Struggling writers gradually develop into better writers when they are prompted to write daily and when they receive immediate and specific feedback about that writing. Short daily writing tasks help build learners' writing accuracy and boost their confidence in expressing themselves in writing.

This CAR is meant to try using journal writing to improve students' accuracy in writing specially how to differentiate past suggestions and present suggestions in a daily speaking or writing. The teacher -researcher will give some prompts to the students and check their writing by giving scores and notification as the feedback. The teacher researcher hopes that by writing journals, students could improve their accuracy in using past suggestion and present suggestion in writing. They will find that writing is fun and interesting!

Background

The teacher-researcher has been teaching English in LIA for four years. In that short period the teacher-researcher has taught all the elementary and intermediate classes besides EC and CV classes. Throughout that short experience, the teacher-researcher has come to an assumption that students need to improve their writing ability. The teacher-researcher thinks that most of the teachers often put or set the speaking target more than writing because they think that speaking is the first skill that is needed to be pay attention with. Teachers just put the writing skill less urgent.

The teacher-researcher often finds out when students come to the writing part of a unit or promotion test. When the teacher-researcher became a proctor of another class test and had to check students' writing, the teacher-researcher found that some of them were awful specially in grammar awareness and the number of words they had written.

In this case, the problem came when IN-4 students did the unit test 9 writing which was about present suggestion. Since they had been drilled past suggestion as the target grammar, they did not notice that they must use present suggestion in the test, although the teacher- researcher had explained it before. 33 % of them have used inaccurate grammar. They used past suggestion to explain about the etiquette. They should have used present suggestion when they talk about etiquette. Based on this, the teacher-researcher could see that students needed some treatment urgently to improve their accuracy in writing. One of the techniques that the teacher-researcher has chosen to reach the target is the journal writing. (See the sampel of students writing from the unit 9 test, in Appendix 1)

Struggling writers gradually develop into better writers when they are prompted to write daily and when they receive immediate and specific feedback about that writing. Short daily writing tasks help build learners' writing fluency and boost their confidence in expressing themselves in writing. (Amandah Tayler Blackwell : 2013)

When reading something, many students are not going to come out [in a classroom discussion] and say how they feel about what it is they are reading,but in a journal, students know that it is theirs and that they can freely express themselves. Even teachers can learn a lot about the quieter students through reading their journals."

(Alicia Merrifield, Education World: 2010).

Journal writing enables teachers to develop a personal relationship with each of their students, when she/he responds to the journal entries every day, so they have sort of an ongoing dialogue.The journals provide so much growth in students' writing abilities and use of grammar mechanics while students don not even realize they are working on them.(Julie Kader, Education World: 2010)

Theoritical Framework

According to Michael Lee (Journal Writing Technique, Secret of Great Journal Writing:2014), journal writing is the process of recording your own personal experiences. You can write the detail of your experience as well as your comments, reactions, and reflections on that particular event.Journal writing can be as free formed as possible. There is no standard rule to follow. The important thing to remember is that the content should be coming from your own ideas, based on your experiences.One of the most common problems that students usually encounter is choosing a topic to write about. They may have a plethora of ideas running through their heads, but they just can not seem to make a decision on what to choose.

A good journal writing technique that students can use is to get a piece of paper and a pen. Write down every topic that they can think about. Write every idea have on their head until there is nothing left. Now they have a list of topics that they can write about. Browse through their list and find that topic that strikes them emotionally more than others.Now that they have their topics, they can write their thoughts about it. Some students can not instantly organize their thoughts and put them in paragraph form.In this situation, teachers need to help students by providing prompts.Many teachers are more comfortable providing a daily prompt for students than they are letting them write freely. A prompt might be a sentence to complete, a question to respond to, or a quote to explain.Besides providing the prompts, the teacher-researcher needs to set goals to monitor the students' accuracy in writing activity. After the first activity, the teacher-researcher records students' scores and gives feed back. The feedback is emoticon smile or flat/ sad face.

Research Design

A. Participants.

Subjects are 7 students of IN-4 class, LBPP LIA Malang, which consist of six college students and one senior high school student.This class was chosen as the subject of treatment since teacher- researcher found the problem in the unit test writing result. The research was done at the beginning of term 3. It took about three- four times re with different prompts/ situations

B. Instructional Treatment

The use of journals is a way to help the students to express their ideas and feelings and to improve their accuracy in writing using the target grammar; past and present suggestion. This time the teacher-researcher provided some situations on the board- one situation for each meeting- and provides paper. After a period of time, teacher put all the writings in the simple book or journal for each student. Teacher-researcher thinks that it will make the writing monitoring easier. Students were explained that they would write more about this certain grammar. They were also told that the teacher-researcher would check their journals and gave them some feedback.

The teacher-researcher helped students by providing prompts. Below are some of prompts the teacher-researcher used to motivate them.

First situation.

Ryzki is a college student. One day, while she was attending a lecture, she took picture of her lecturer's presentation. When the lecturer saw it, she seemed Irritated. Now, write your opinion by answering the following questions:

1. What she should have done?
2. What would you have done differently?
3. What should a student do with his/her cell-phone while studying in the classroom?

Second situation.

A few years ago, Karen was offered a job in Tokyo but she did not take it because she was too afraid of new things. Now, she feels regretful. Now, write your opinion by answering the following questions:

1. What she should have done?
2. What would you have done differently?
3. If she gets a new job, what should she wear on her first day of work?

Third situation.

Mr. Jones is 67 years old. He got retired now from his office. He had been very busy before he got retired. He worked on weekend so much. And now he is regretful since he realized that he really missed the moment with his children.

1. What should he have done when he was younger?
2. What would you have done differently?
3. What should a father do with his children in order not to miss the beautiful moment in life?

RESULT AND DISCUSSION

The first situation / the first treatment

No	Initial Name	Score	Mistakes	Notification
1	A	-	-	-
2	B	1	Verb- wrong suggestion	☹
3	G	1	Verb- wrong suggestion	☹
4	K	3	-	☺
5	N	3	-	☺
6	T	2	Verb- wrong suggestion	☹
7	Z	3	-	☺

There was one student absent. There were two students who got 1, and one student got 2. It means that they still have difficulty to use the grammar. There were three students got 3.

The result can be checked in the Appendix.2

The second situation / the second treatment

No	Initial Name	Score	Mistakes	Notification
1	A	3	-	-
2	B	1	Verb- wrong suggestion	☹
3	G	-	-	
4	K	3	-	☺
5	N	3	-	☺
6	T	-	-	-
7	Z	3	-	☺

There were two student absent. There was one student who got 1, and four student got 3. The student who got 1 is the same student "B". it means he still have problem.
The result can be checked in the Appendix 3.

The third situation / the third treatment

No	Initial Name	Score	Mistakes	Notification
1	A	3	-	- ☺
2	B	3	-	☺
3	G	3	-	☺
4	K	3	-	☺
5	N	2	-	☺
6	T	-	-	-
7	Z	3	-	☺

There was only one student absent. There was one student who got 2, and five students got 3. Nobody got 1. It means that they already able to handle the problem.
The result can be checked in the Appendix 4.
Based on the data above, we can see that at the last treatment almost all students got 3 point. Nobody got 1. It means that this treatment works. It is just a kind of drilling. So, teacher researcher thinks that students have improved their accuracy in using that target grammar.

Conclusion and Suggestion

It can be clearly seen that the use of journal writing to improve students' accuracy in using the past suggestion and present suggestion is very effective. It makes students getting familiar with the grammar and the writing activity as well. It builds students' confidence of expressing their thoughts and feelings and make them love writing.

This technique will give us a better result if we use various prompts / situations not only about the common situation given by the teacher but also about what they have in life and of course it needs more time to practice.

In making this CAR, the teacher-researcher's problem was dealing with the time. Since teacher-researcher have been teaching IN-4 for more than three times, and have noticed the problem at the first place, time at that time teacher-researcher decided to start unit 9 at the beginning of term 3 in October 2015. The teacher-researcher hopes that this research can be improvised by other researchers.

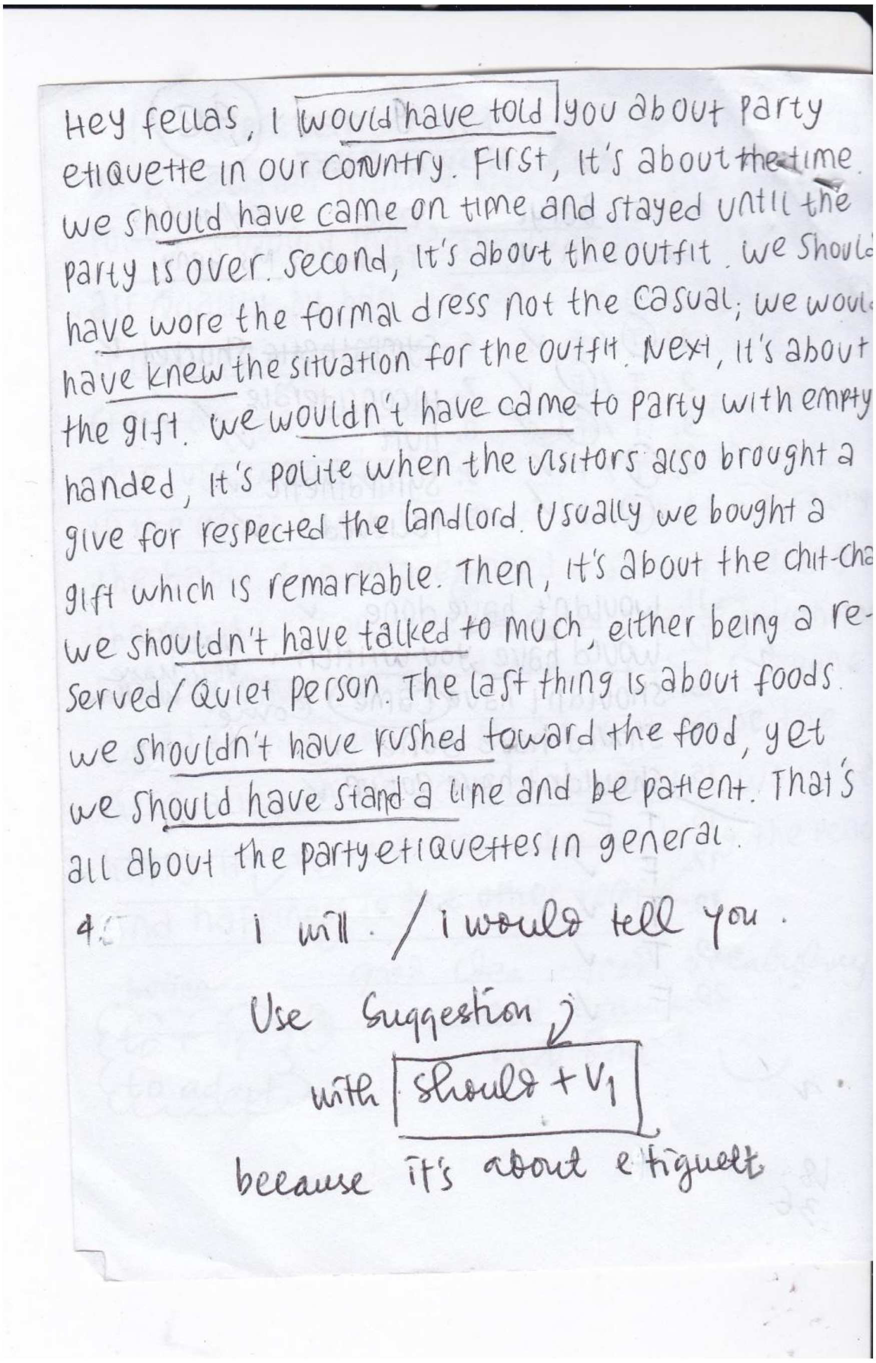
References

Education World.
Hopkins, Gary: 2010
Ways to Increase Writing Fluency (speed)
Blackwell, Amandah Tayler: 2013
Journal Writing Technique, Secret of Great Journal Writing.
Lee, Michael: 2014

APPENDIX 1

Unit 9 Writing Test Result :

The writing was about Party Etiquette, student should use present suggestion. This is one of the wrong writing. This used past suggestion.



Hey fellas, I would have told you about party etiquette in our country. First, it's about ~~the~~ time. we should have came on time and stayed until the party is over. Second, it's about the outfit. we Shoul have wore the formal dress not the casual; we woul have knew the situation for the outfit. Next, it's about the gift. we wouldn't have came to party with empty handed, it's polite when the visitors also brought a give for respected the landlord. Usually we bought a gift which is remarkable. Then, it's about the chit-Cha we shouldn't have talked to much, either being a reserved/Quiet person. The last thing is about foods. we shouldn't have rushed toward the food, yet we Should have stand a line and be patient. That's all about the party etiquettes in general.

4

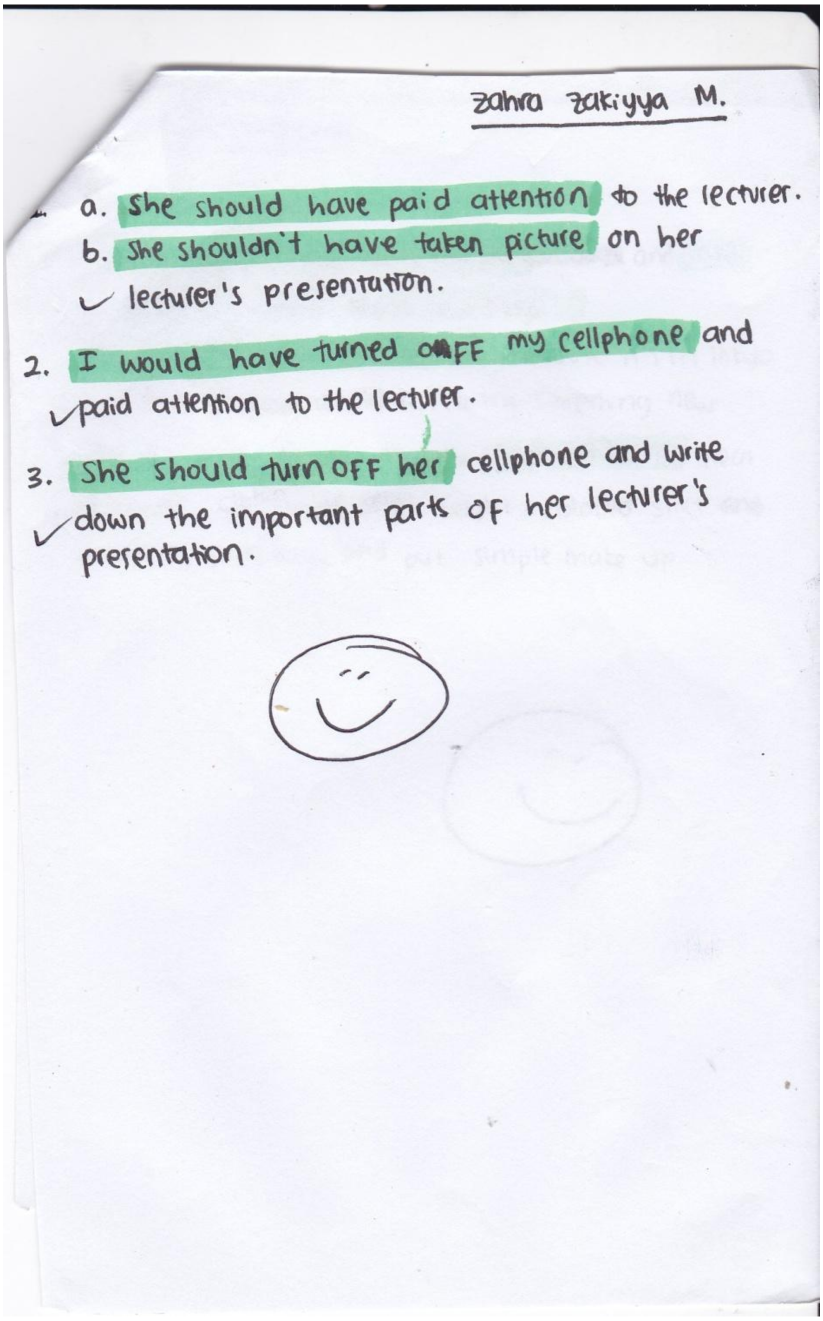
i will. / i would tell you.

Use Suggestion

with $\boxed{\text{should} + V_1}$

because it's about etiquett

Appendix 2

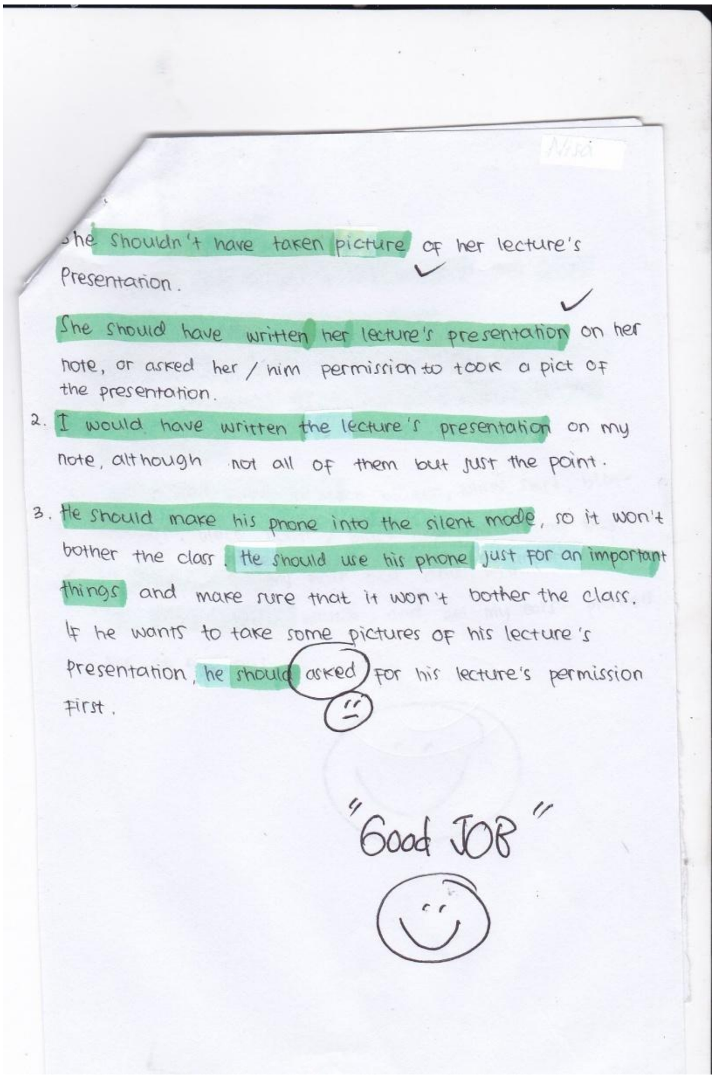


Zahra Zakiyya M.

1. a. She should have paid attention to the lecturer.
b. She shouldn't have taken picture on her
✓ lecturer's presentation.

2. I would have turned off my cellphone and
✓ paid attention to the lecturer.

3. She should turn off her cellphone and write
✓ down the important parts of her lecturer's
presentation.



Nisa

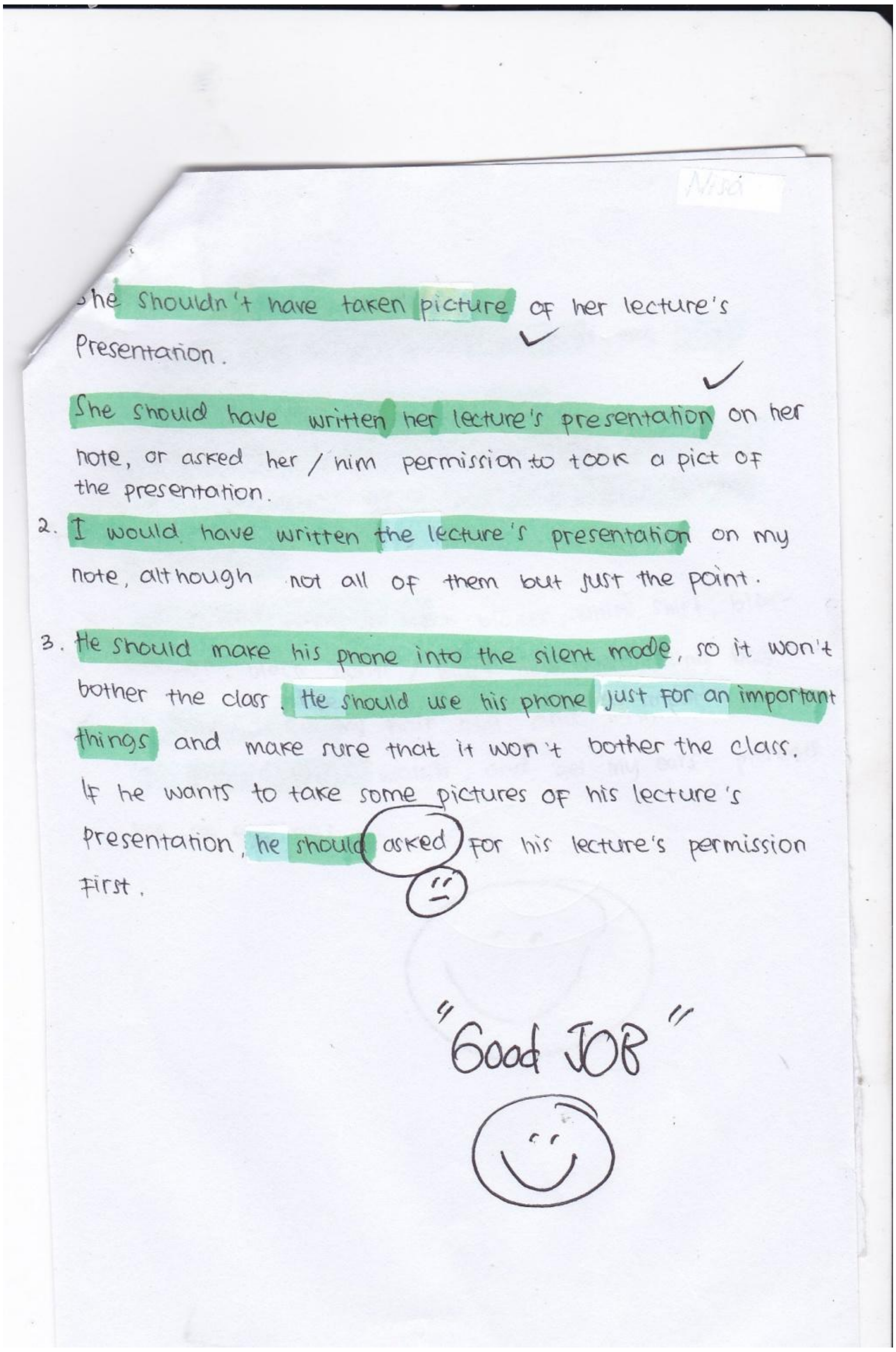
She shouldn't have taken picture of her lecture's Presentation. ✓

She should have written her lecture's presentation on her note, or asked her / him permission to took a pict of the presentation. ✓

2. I would have written the lecture's presentation on my note, although not all of them but just the point.

3. He should make his phone into the silent mode, so it won't bother the class. He should use his phone just for an important things and make sure that it won't bother the class. If he wants to take some pictures of his lecture's presentation, he should asked for his lecture's permission First.

"Good JOB"



[redacted]

She shouldn't have taken picture of her lecture's Presentation. ✓

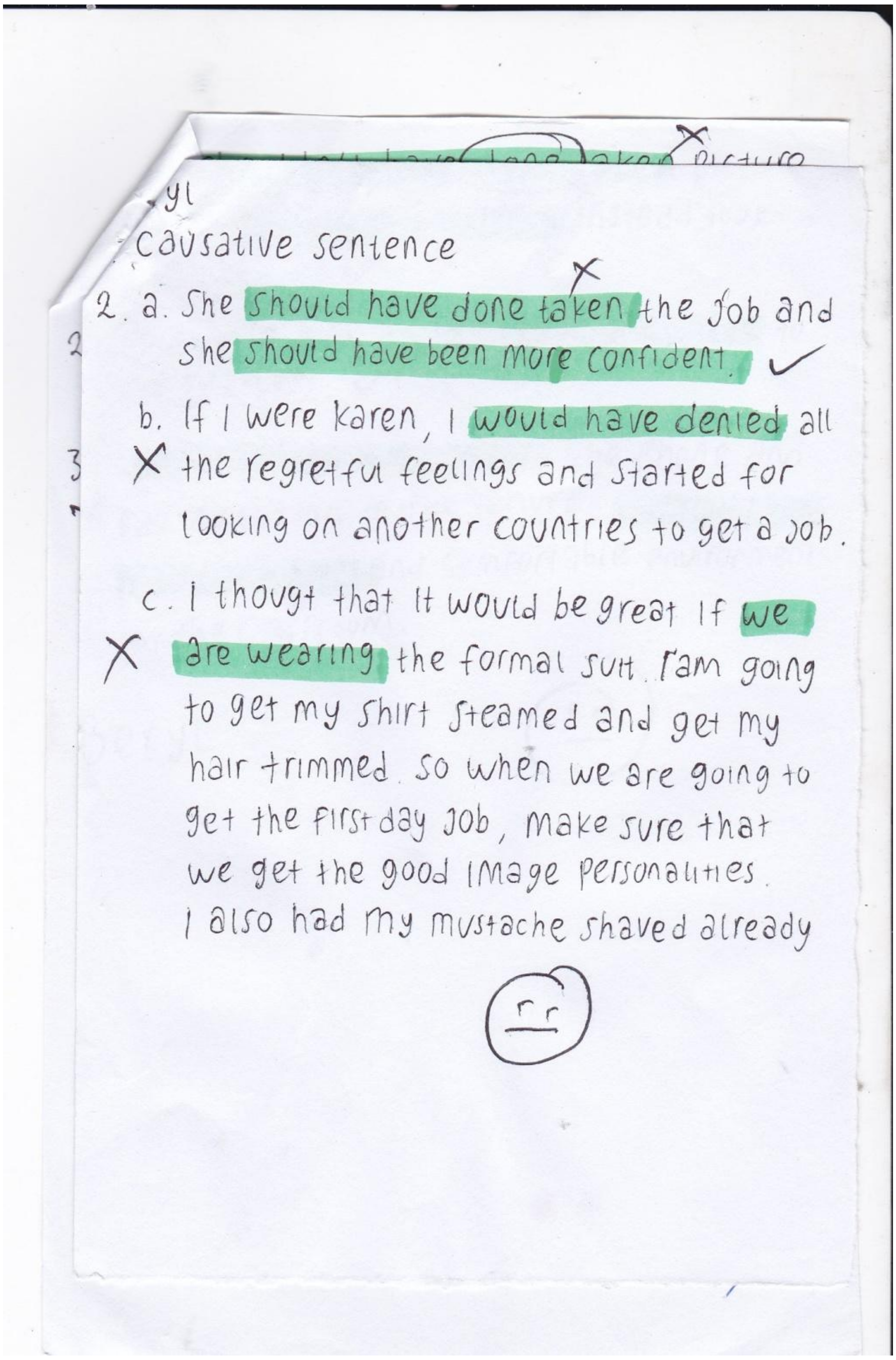
✓
She should have written her lecture's presentation on her note, or asked her / him permission to took a pict of the presentation.

2. I would have written the lecture's presentation on my note, although not all of them but just the point.

3. He should make his phone into the silent mode, so it won't bother the class. He should use his phone just for an important things and make sure that it won't bother the class. If he wants to take some pictures of his lecture's presentation, he should asked for his lecture's permission first.

"Good JOB"

APPENDIX 3



yl

Causative sentence

2. a. She should have ~~done~~ taken the Job and she should have been more confident. ✓

b. If I were karen, I would have denied all ✗ the regretful feelings and Started for looking on another countries to get a job.

c. I thougt that It would be great If we ✗ are wearing the formal suit. I am going to get my shirt steamed and get my hair trimmed. So when we are going to get the first day job, make sure that we get the good image personalities. I also had my mustache shaved already

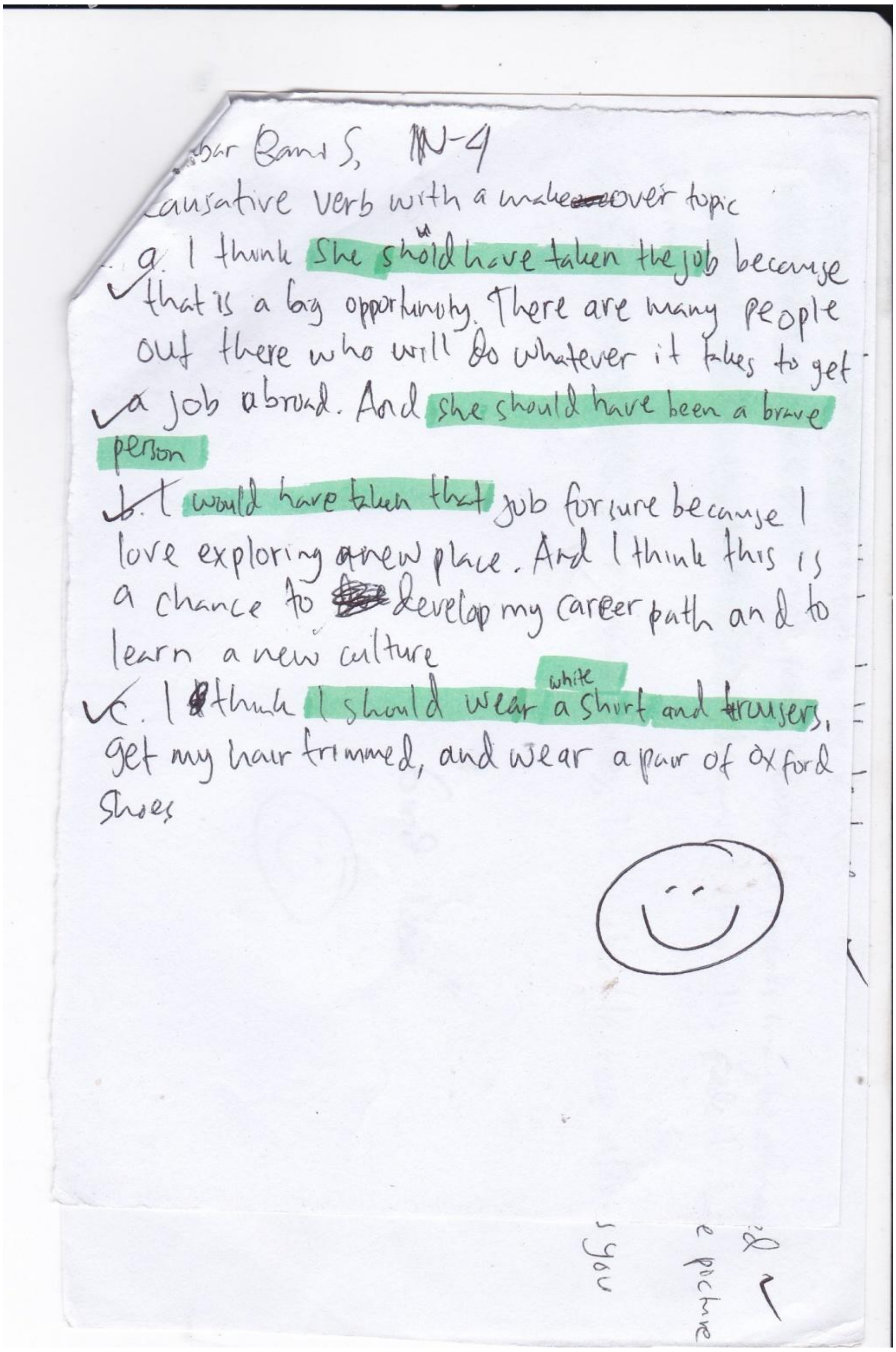
Zahra Zakiyya Mustaqima

1. ✓ caussative sentences

2. (1) She should have taken the job ~~[illegible]~~ and tried to be confident about new things.

✓ (2) I would have taken the job because it's in Tokyo and I ~~[illegible]~~ would like to try something new.

3. At the first day of my job, I should wear neat ✓ business clothes, like ~~[illegible]~~ bright-colored shirt, ~~[illegible]~~ trousers, sling bag, and put simple make up.



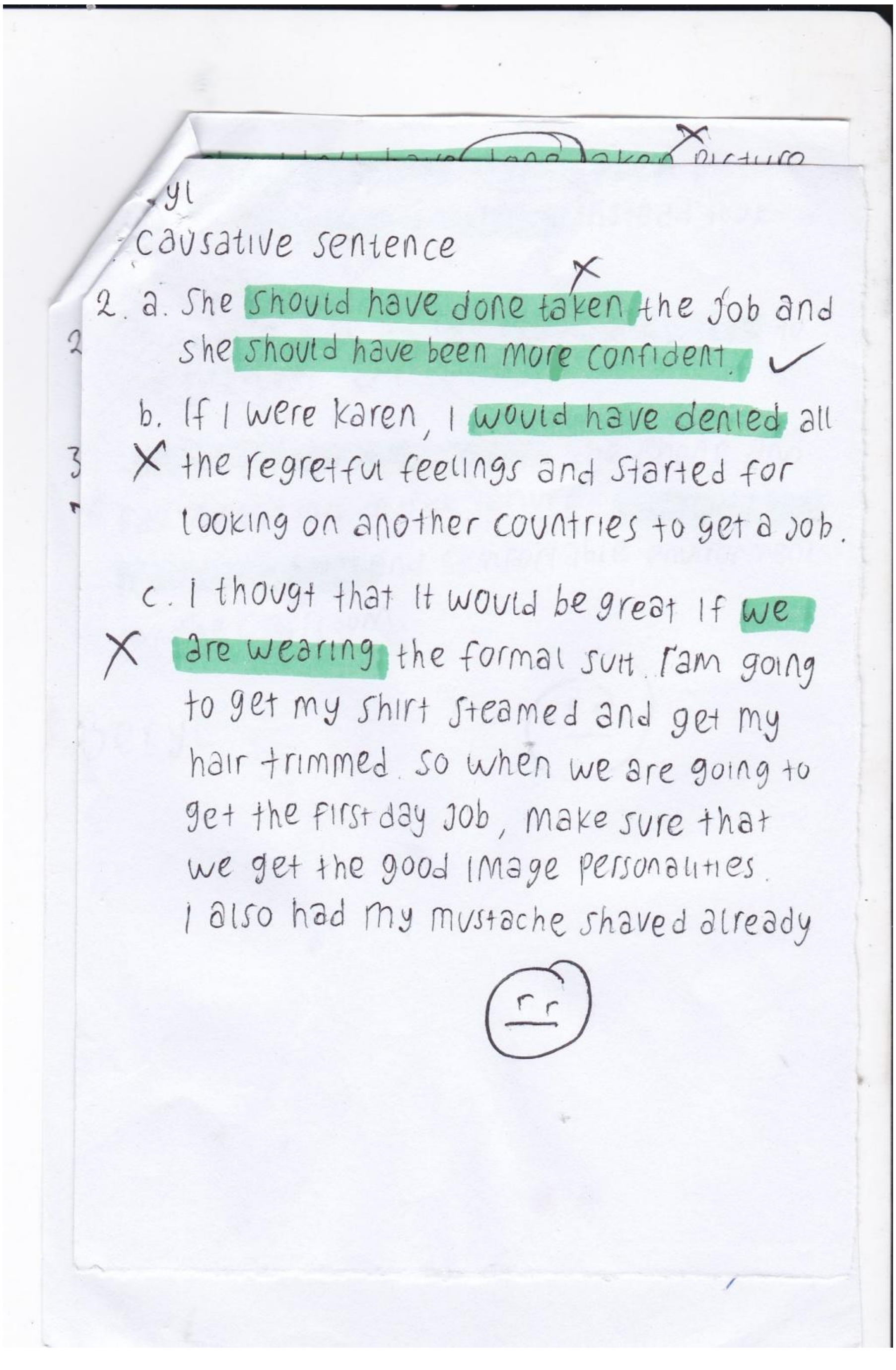
bar Band S, IN-4

ausative verb with a makeover topic

a. I think she should have taken the job because that is a big opportunity. There are many people out there who will do whatever it takes to get a job abroad. And she should have been a brave person

b. I would have taken that job for sure because I love exploring ~~a~~ new place. And I think this is a chance to ~~[illegible]~~ develop my career path and to learn a new culture

c. I think I should wear a white shirt and trousers, get my hair trimmed, and wear a pair of oxford shoes



yl

Causative sentence

2. a. She should have done taken the job and she should have been more confident. ✓

b. If I were karen, I would have denied all the regretful feelings and started for looking on another countries to get a job.

c. I thougt that it would be great if we are wearing the formal suit. I'am going to get my shirt steamed and get my hair trimmed. So when we are going to get the first day job, make sure that we get the good image personalities. I also had my mustache shaved already

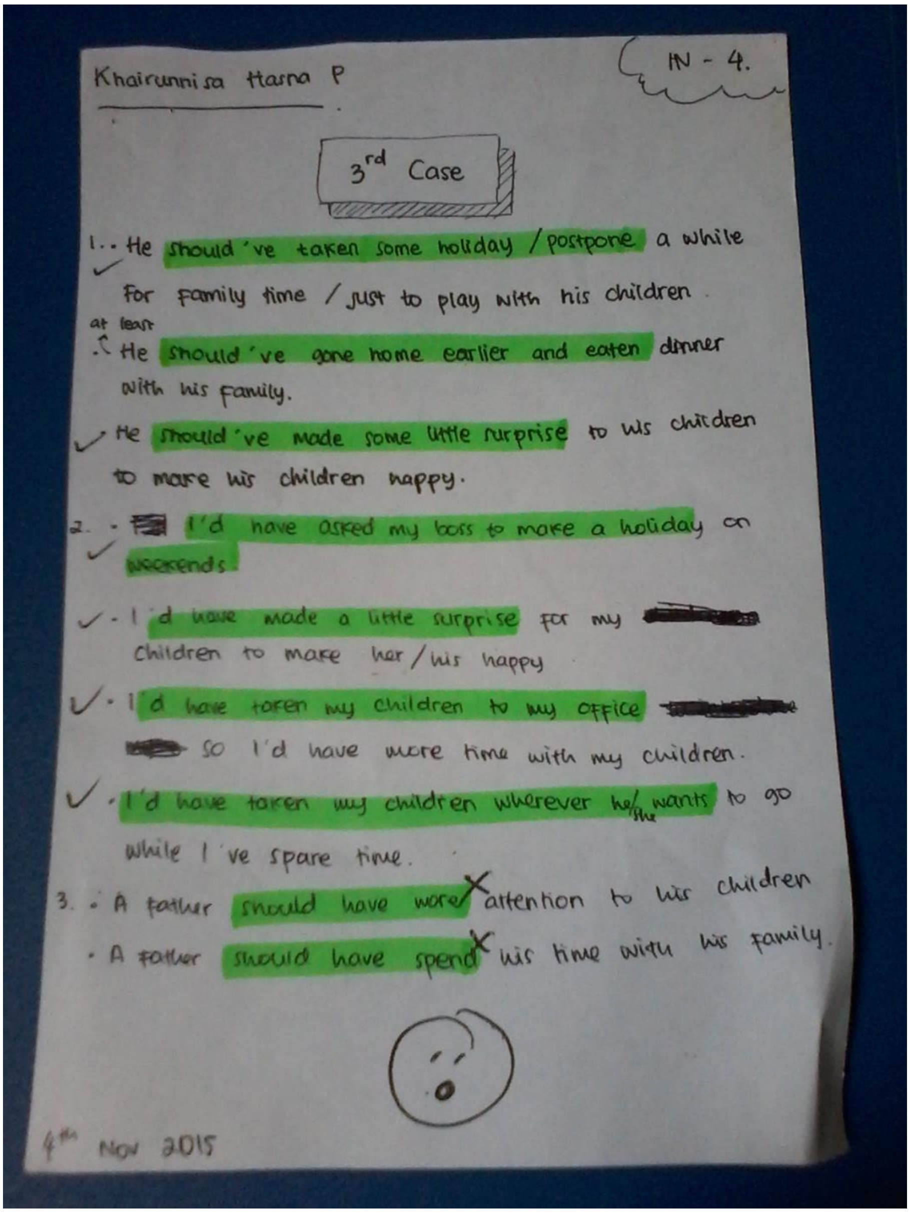
1 .A: Hi, my name is Lutvia, what's yours?
B: Hi,………………………… ……………………………
A: ………………………………………… By the way, what do you do, Jian?
B: I'm a ………… How about you?
A: I'm a student, too ……………………………..?
B: I go to SMA 3 Malang. And you?
A: I go to SMA 1 Malang. What class are you?
B: …………………………………… Are you also in the 11th class?
A: No, I'm still in the 10th class.

2. A: Hello, I'm Eko, and you?
B: ……………………………………….
A: ……………………………………Dito.
B: ………………………………………… Eko.
A: …………………………………….
B: I'm a teacher. How about you?
A: I'm a student. Where do you teach?
B:……………………………………… ……………………?
A: I study at Brawijaya University.
B: What semester are you?
A: ……………………………………

3. A: Hi, my name is Lina, and how about you?
B: ……………………………………………………
A: ………………………………………Lola.
B:………………………………………Lina.
A: ……………………………………………
B:……………………………………, and you?
A: I'm a student also. …………………………?
B: ………………………………………… , and you?
A: I go to SMA 5 Malang. …………………………….
B: ………………………………………………, and you?
A: me too.

4. A: ………, …………………………Endro, what's yours?
B: ….., ……………………………………. ……………………
…………………, Endro.
A: ……………………………………, Andri. By the way,………………………………………, Andri?
B: ………………………………., and you?
A: ………………………………. Where do you work?
B: ………………………………………, how about you?
A: …………………………………………….

Appendix 4



Khairunnisa Harna P

IN - 4.

3rd Case

1. · He should've taken some holiday / postpone a while ✓
For family time / just to play with his children.

at least
· He should've gone home earlier and eaten dinner
with his family.

✓ · He should've made some little surprise to his children
to make his children happy.

2. · [redacted] I'd have asked my boss to make a holiday on ✓
weekends.

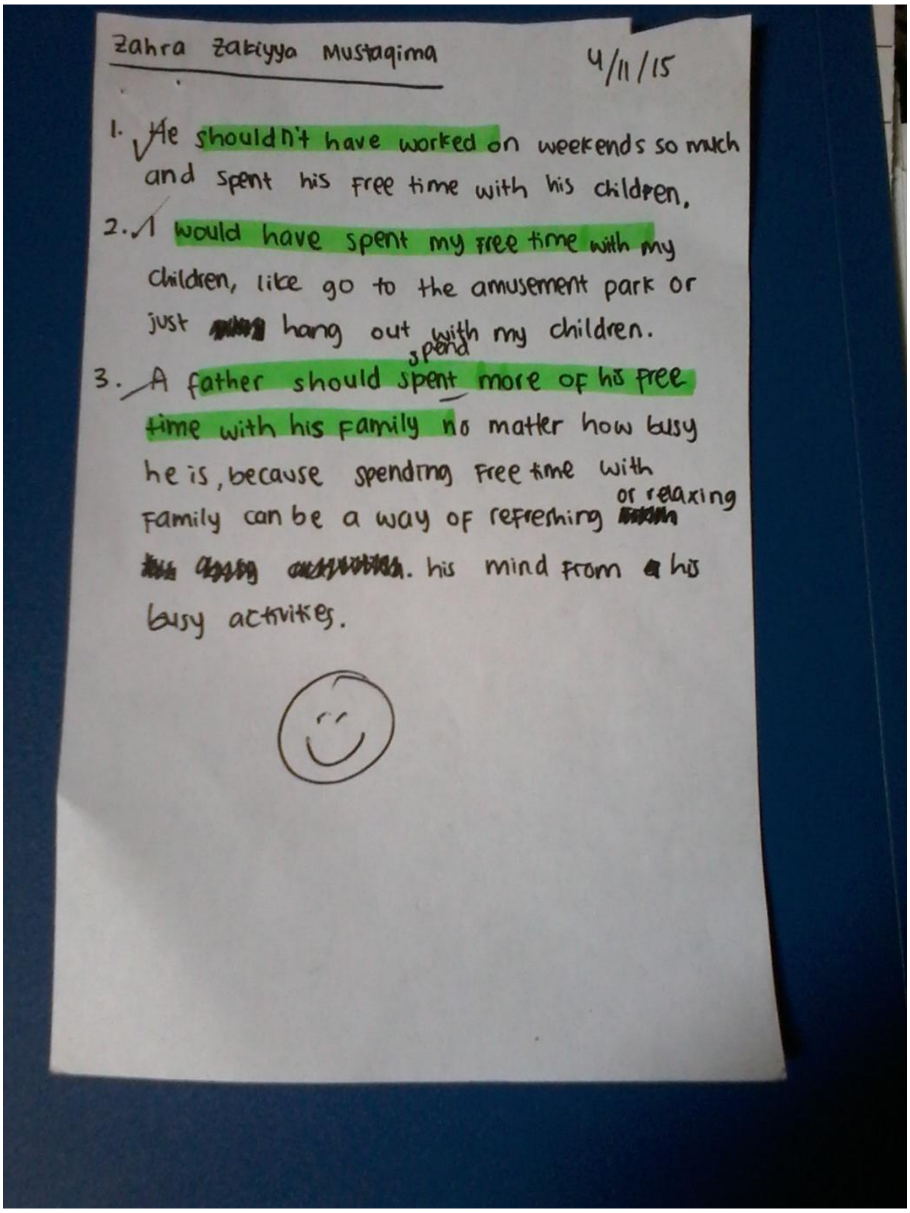
✓ · I'd have made a little surprise for my [redacted]
Children to make her / his happy

✓ · I'd have taken my children to my office [redacted]
[redacted] so I'd have more time with my children.

✓ · I'd have taken my children wherever he/she wants to go
while I've spare time.

3. · A father should have more ✗ attention to his children
· A father should have spend ✗ his time with his family.

4th Nov 2015

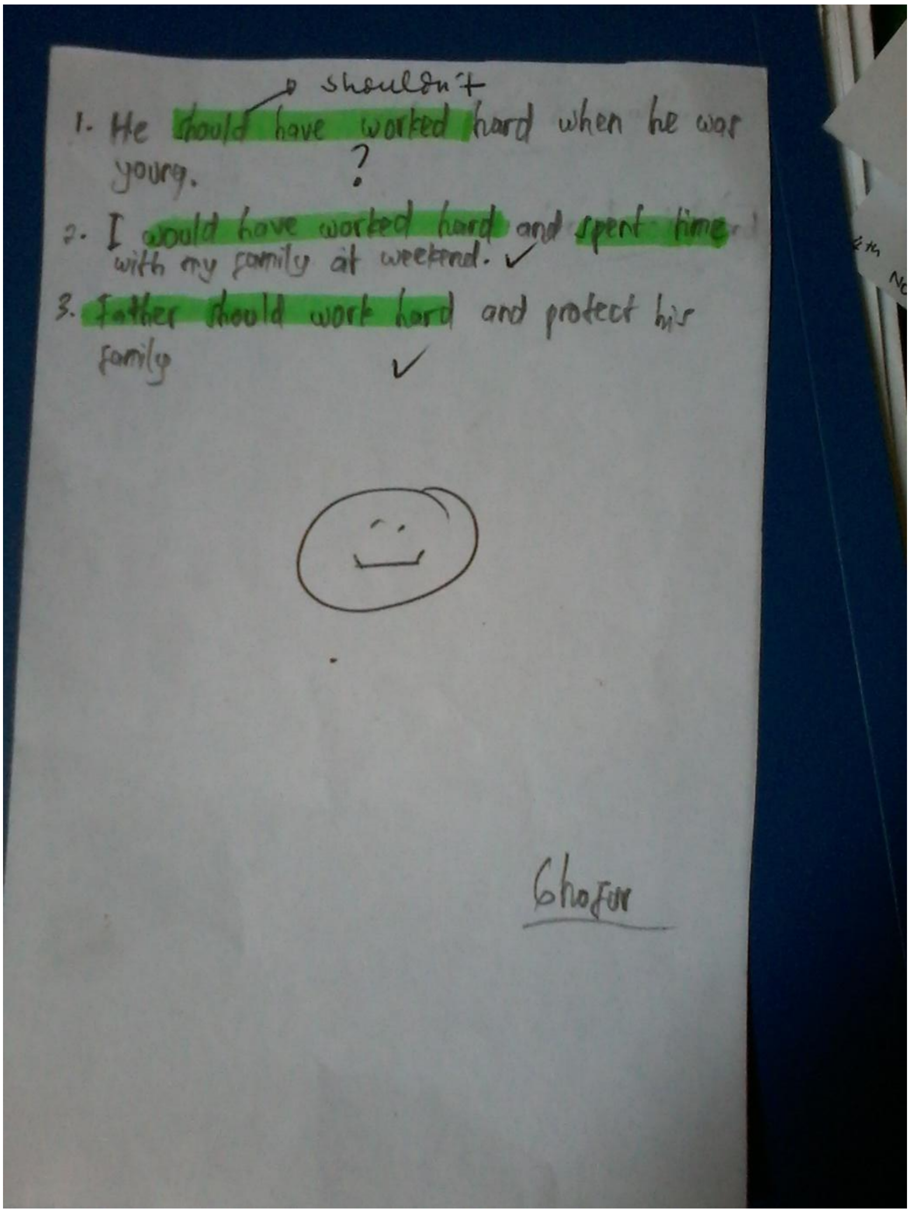


Zahra Zakiyya Mustaqima 4/11/15

1. He shouldn't have worked on weekends so much and spent his free time with his children.

2. I would have spent my free time with my children, like go to the amusement park or just [illegible] hang out with my children.

3. A father should $\overset{\text{spend}}{\text{spent}}$ more of his free time with his family no matter how busy he is, because spending free time with family can be a way of refreshing [illegible] or relaxing [illegible]. his mind from [illegible] his busy activities.



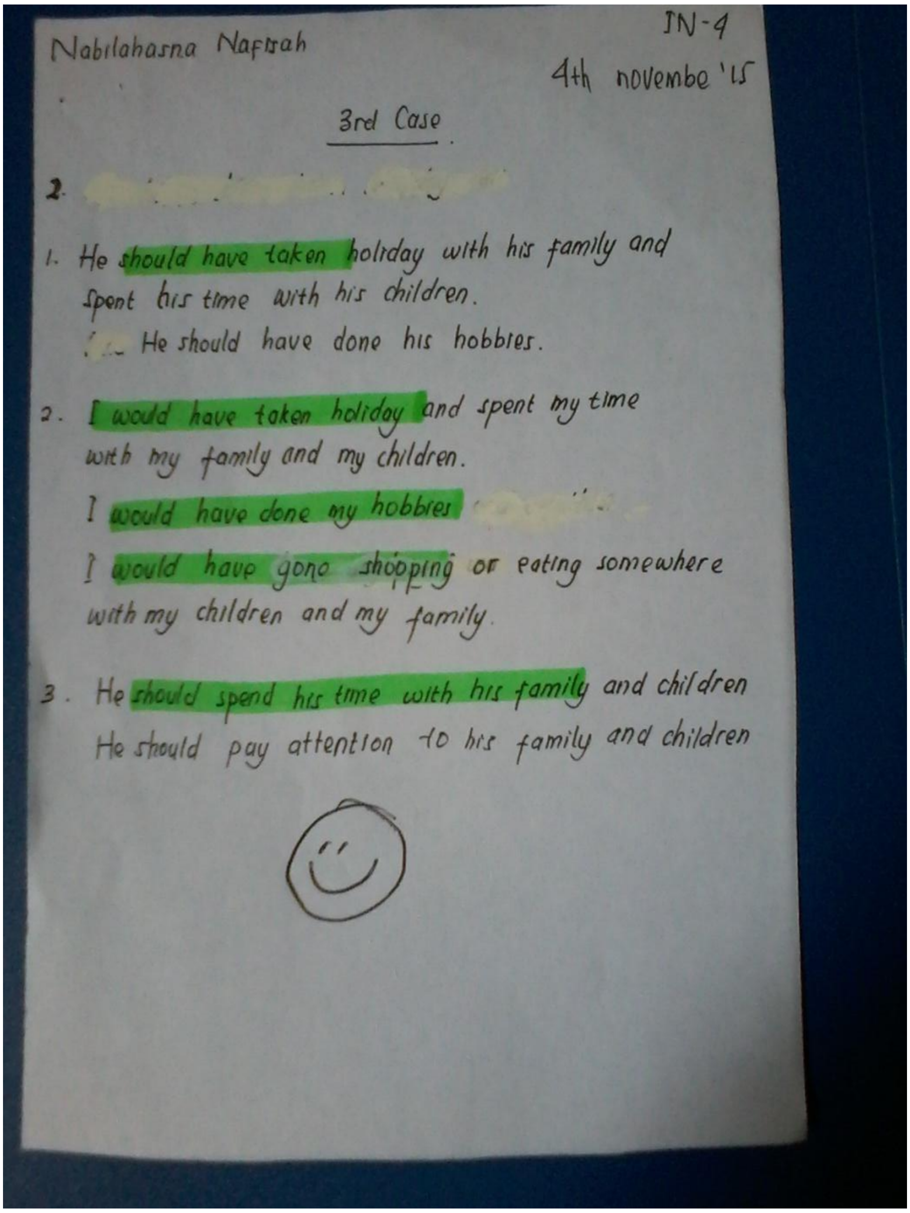
shouldn't

1. He should have worked hard when he was young. ?

2. I would have worked hard and spent time with my family at weekend. ✓

3. Father should work hard and protect his family ✓

Ghafur



Nabilahasna Nafisah

IN-4

4th novembe '15

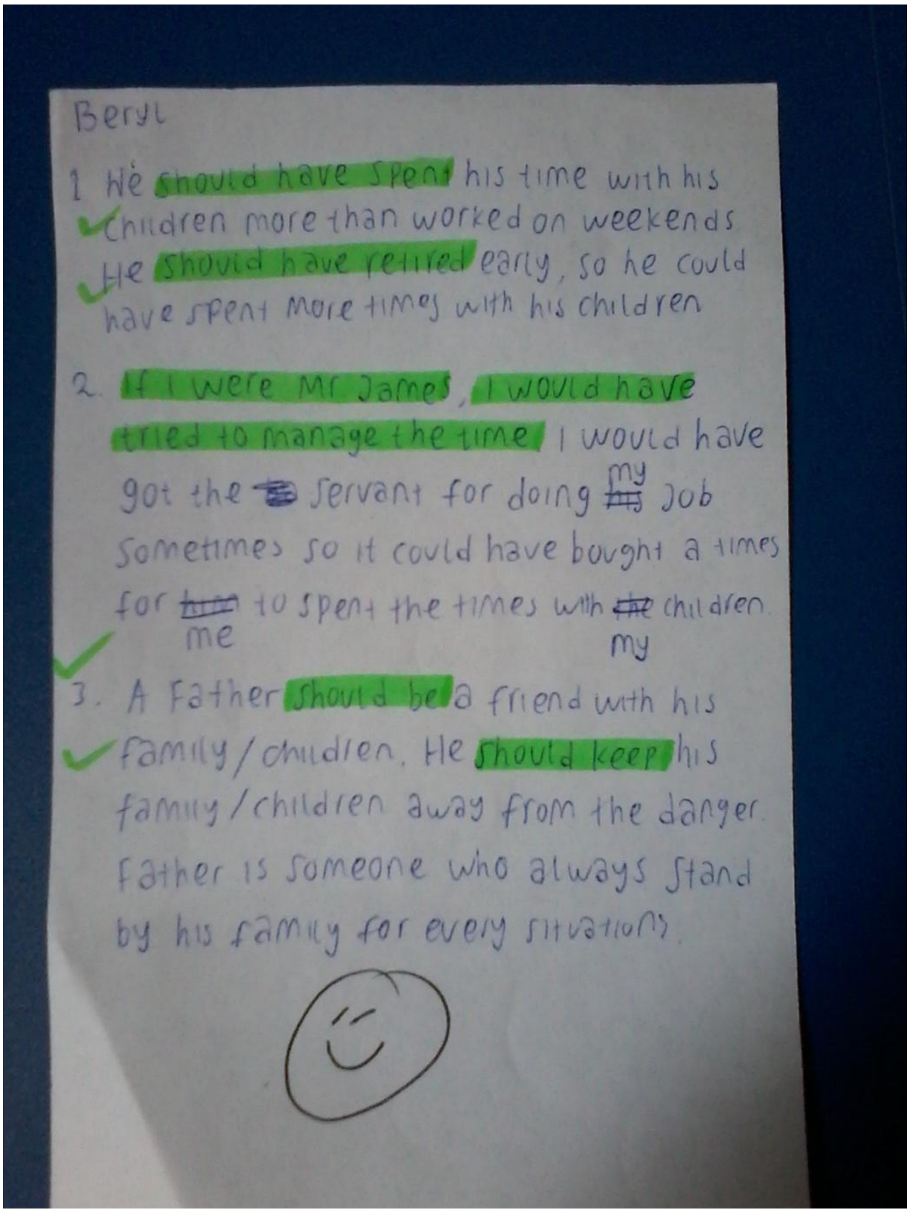
3rd Case

2. [illegible]

1. He should have taken holiday with his family and
spent his time with his children.
He should have done his hobbies.

2. I would have taken holiday and spent my time
with my family and my children.
I would have done my hobbies
I would have gone shopping or eating somewhere
with my children and my family.

3. He should spend his time with his family and children
He should pay attention to his family and children

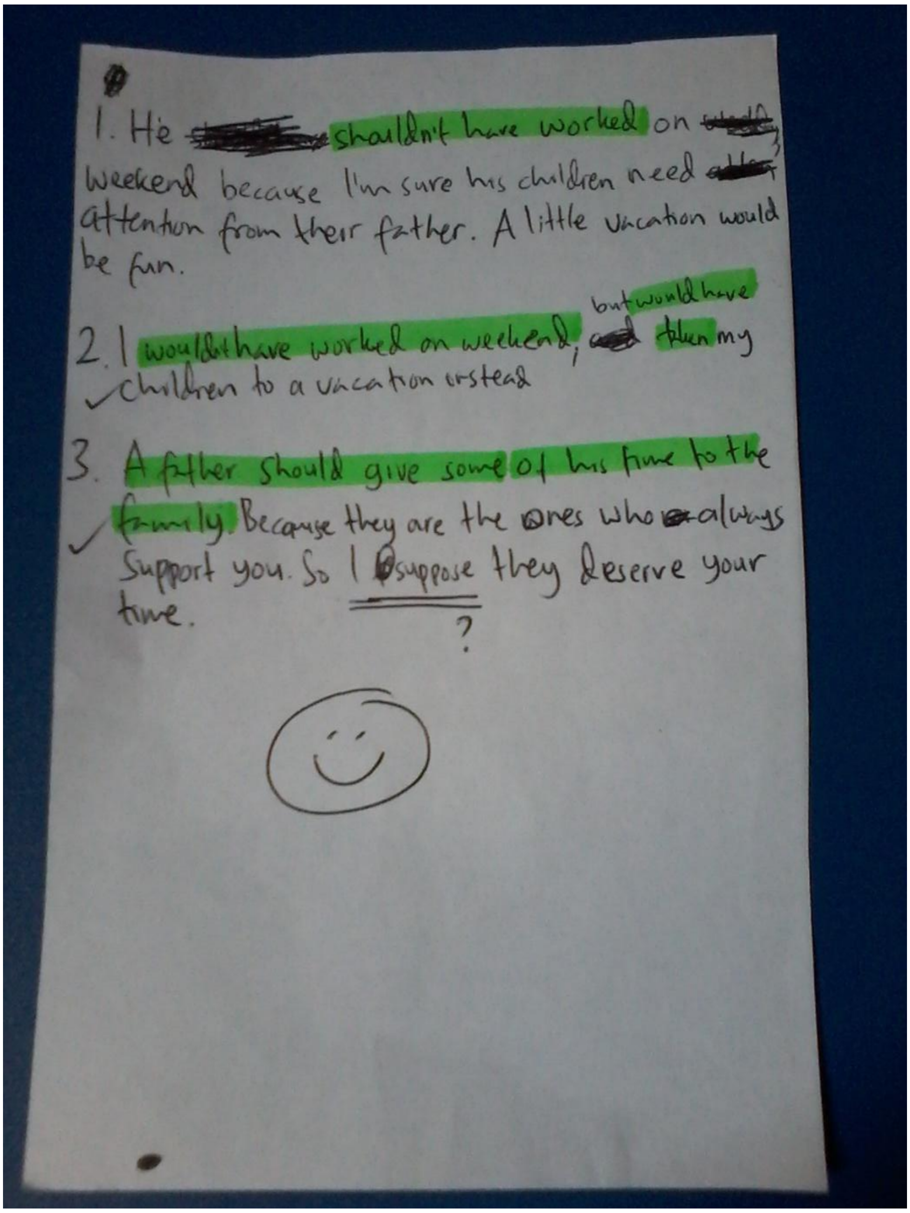


Beryl

1 He should have spent his time with his
✓ children more than worked on weekends
✓ He should have retired early, so he could
have spent more times with his children

2. If I were Mr James, I would have
tried to manage the time. I would have
got the servant for doing ~~his~~ my Job
sometimes so it could have bought a times
for ~~him~~ me to spent the times with ~~the~~ my children.

✓ 3. A Father should be a friend with his
✓ family/children. He should keep his
family/children away from the danger.
Father is someone who always stand
by his family for every situations.



1. He [illegible] shouldn't have worked on [illegible] weekend because I'm sure his children need [illegible] attention from their father. A little vacation would be fun.

2. I wouldn't have worked on weekend, ~~and~~ but would have ~~taken~~ my children to a vacation instead
✓

3. A father should give some of his time to the family. Because they are the ones who always support you. So I suppose they deserve your time.
✓
?

23

Increasing Students’ Talking Time in Using Appropriate Vocabulary in Speaking by Doing Read My Back Activity

Sheila Nanda Parayil
Sri Wahyuni Sachria
LBPP LIA Buah Batu

Abstract

Speaking is one of skills that should be mastered by students. According to Shumin (2002), speaking in learning language is the most essential skill since it is the basic of communication but it is the most difficult for the learners. They encounter with problems that are related with language components such as grammar and vocabulary. They will not be able to produce appropriate expressions if they do not understand the usage of appropriate vocabulary and grammar in their utterances. That is why, things should be done in order to help them mastering the skills well. One of which that the writers think will benefit for the student of is by doing READ MY BACK activity. In this S-S interaction activity, students are strongly encouraged to use their English by giving clues, definitions or descriptions of the words on their friends back until they can guess the words correctly. Their explanations are limited by certain rules to make the activity more challenging and stimulating for their vocabulary and expression usages such as time limitation, prohibited words, synonym/antonym or gestures. The rules consist of what students have to do and what they are not allowed to.

The study shows that the activity of *read my back* is useful for increasing the student-student interaction and students’ talking time, stimulating in producing longer and clearer expression, encouraging speaking for low speaking motivated students and deepen the students comprehension on discussed vocabulary. However, the objectives were achieved through a number of carefully considerations especially in choosing the assigned words such as the students’ academic level, the students’ ability, the ongoing material, and the time allotment which is related to the words’ difficulty levels and stages. Thus, the writer is convinced that by giving this activity, the teacher can stimulate the students to take initiative in talking in English, motivate them not to be afraid of making mistakes when they are talking, and exploring expressions or vocabulary they have learned when they are talking.

Key words : Speaking skill, S-S interaction, longer expression, description

I. Background

Speaking is one of the productive language skills. This skill demands students to be able to say something within appropriate context and targeted expressions. Students are expected to be able to demonstrate naturally good dialogs as they are set in the teaching objective. The result represents the mastery of the person who speaks the target language well. It is something that foreign learners or students keep chasing for which trigger them to find ways to master the skill well. It is hoped that by mastering the skill, language learners can benefit a lot not only academically but also for long term usage.

As for the reason mentioned above, students have a strong reason to come to LIA to learn the skill. However, things are not as easy as they assumed. Especially for CV1, students, they possibly encounter problems of speaking such as comprehension, pronunciation and fluency which can cause them become frustrated and later on decide to stop learning. Those are not merely the problems encountered by the students, other problems such as unwillingness to initiate dialogs, short answer responses even less motivation to talk may become obstacle for students. Consequently, teachers are demanded that the problems are decreased and students find them not as reasons to be frustrated but challenges to be a motivation.

Thus, writers feel the need to help students, especially CV I students, to cope the problems. The writes expect that the students can take the initiation to talk instantly.

II. Theoretical Framework

Historically, teachers talked for most of the instructional day while students were quiet and completed their assigned tasks. At that time, students were expected to memorize facts and be able to recite them (Fisher et.al,). This also stated by Brown, 2001 in a journal written by Tsegaye and Davidson, 2014 that excessive TT should be avoided and total TT should not take up the majority of the class, as this will not provide students with enough opportunity for language production. Then, over time, teachers realized that the old fashioned teaching way did not facilitate the students to internalize the teaching material delivered by the teacher. They were not able to produce an appropriate expressions in speaking not mention in writing. The old fashioned teaching techniques did not provide opportunities for the students to use nor explore the words or expressions they learned. It is because classroom talk is frequently limited and is used to check comprehension rather than develop thinking (Fisher et.al,). Addition to that, Fisher et. all stated that teachers dominate classroom talk. It is also mentioned by Guan Eng Ho, 2005 in Fisher et.al English language learners in many classrooms are asked easier questions or no questions at all and thus rarely have to talk in the classroom. In other words, if students did not practice using the words or expressions, they did not develop their language proficiency. That is why, nowadays, many teachers leave the old fashioned teaching techniques for more updated teaching techniques. One of the techniques that is mostly introduced is Student's Talking Time (STT). In this technique, students are given plenty opportunities to practice new words or vocabulary. As what is mentioned by Nunan, 1991 in a journal by Tsegaye and Davidson, 2014 The students need ample opportunity to practice the target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talk Time should be around 70% to 80% during the lesson time. As the writers done in the research, students had plenty of time to explore with words or expressions they learned. They explained the targeted vocabulary glued on their friend's back as detail as possible so he/she could guess the targeted vocabulary. They had to use their own words to explain the vocabulary. The teacher's domination was very low when the activity was performed. All students, as it can be seen on the recording, did their best to help their classmate to be able to guess the word. They used words and sentences as many as possible so that they could help their friends to understand the words explained. They did feel shy when they had to talk to each other. They took turn to start the communication either verbally or non-verbally but since the study deals with speaking skill, the focus is on the verbal production.

According to Douglas (2013), basically there are two kinds of communication: verbal communication and non-verbal communication. Verbal communication deals with spoken form of interaction. while non-verbal communication deals with the process of conveying meaning in the form of non-word messages for example haptic communication, chronemic communication, gestures, body language, facial expression, eye contact, and how one dresses. Speech also contains nonverbal elements known as paralanguage, e.g. rhythm, intonation, tempo, and stress.

III. Analysis

The study was preceded by one pretest and two posttest. In the pretest activity, teacher gave the conversation class students an additional activity of discussing the meaning of English idioms in group, in order to see how they practice their English usage. It is initially stated that the students must all participate and use English in the discussion. At the end of the session, each group will present their analysis. While in the posttest activity, the students were assigned to guest certain words that were written on a piece of paper behind their back by refering to a number of rules. The activities were recorded by a camera.The recordings were played many times, until most of the expression could be transcribed. Most of the audible espressions are transcribed and analysed based on the number of occuring expression. Then some visible aspects influenced by the activity are highlighted and explored.

The Words Classifications

In achieving maximum benefit from the activity, the words should be arranged through certain stages, starting with the easiest to the most difficult. We categorized the words difficulty into four levels. They are easy, medium, hard and advanced. It means that if the students have to answer four words written on their back, then the words should be started from the easy and ended by the advanced. However, there is no such standardization what words are included into each level. It is the teacher who can decide which words into which level because she/he is the one who knows each of their students' ability. The followings are examples of words based on their difficulty level for CV 1.

1.	Easy	- eg. wall, plant
2.	Medium	- eg. soursop, violin
3.	Hard	- eg. development, examination
4.	Advanced	- eg. conciousness, sorrority

Furthermore, the given words should also be arranged according to the sensibility. In this sense, we classified nouns into concrete nouns and abstract nouns.

1. Concrete nouns refer to things that can be touched, smelled, seen, tasted and other entities that can be perceived by the human five senses.
2. Abstract nouns refer to things that strongly related to concepts constructed in human mind and can not be perceived by the human five senses.

As an illustration, if there are two to four words for each student, the words should be started from concrete nouns such as table, water, air or heart to abstract nouns such as freedom, leadership or bureaucracy for advance.

Some Aspects For Achieving Maximum Result

The given words can be maintained through certain aspects. In the following, we elaborate four most important aspects a teacher must carefully consider in delivering this activity in the class. They are the students' academiclevel, the students' ability, the ongoing material, and the time allotment.

1. The Students' Academic Level

This categorization is related with the students' level in an academic institution, for instance English for Children, English for Teen, CV1 or CV4. It can be assumed that as a teacher, especially for the second language acquisition, we cannot simply expect EC students to get deal with a number of difficult words such as *interference* or *commandment*. Instead of enthusiastically practicing their speaking and vocabulary, the students will get stressful and less interested with the hard words they have to deal with.

2. The Students' English Ability

An experienced teacher would find that, in several cases, two classes with the same level have different kind of students' ability. In other words, their ability in consuming a material is different from one class to another which means that the teacher needs dissimilar treatment for those classes. It is also widely known that even in one level, the ability could be different. Some need longer time and harder effort while others need less. To overcome this issue, a teacher can vary the words difficulty and carefully considers whether a student can answer it correctly or, at least, understand the words, or not which means easier words for slower students and vice versa.

3. The Ongoing Material

A teacher can choose words from the material being taught at that time. For instance, if the material is about city life, words such as building, library and road can be used. Moreover, if it talks about food, then words such as spaghetti, soup or chocolate would be suitable. This categorization enables the teacher to deepen and check students' understanding on the given material while the students will be able to practice not their vocabulary but also their speaking by explaining and catching the their friends explanation.

4. The Time Allotment

In some situation, a teacher has to spend most of their teaching time to explain and ask the students to do written exercises. It means that the students' talking time can be very low. The teacher needs more student-student interaction but it is just a little time left. In this situation, this activity can still be applicable with certain adjustment. The teacher can assign fewer words or lower level of difficulty, so the students time to finish this activity will suit the provided time.

Since the students will not be able to see their own back, they need some contribution from their friends to explain, describe or give them several clues related to the given words. Once a student can guess a word correctly, his/ her partner must report it to the teacher. The teacher has an authority to decide whether the answer is accepted or not and must immediately erase or mark the answered word, so later other partners would not work on the same word.

The Rules

In achieving the objective properly, this activity needs a number of rules. All of the rules must be stated at the beginning of the activity. The rules are as in the following:

The students have to:

1. Guess all words behind their back
2. Help their friends to answer theirs
3. Use only definition, elaboration or the words application in sentence
4. Switch their partner when the teacher asks them to
5. Finish all words to go home or no one can leave

Inversely, the students are prohibited to:

1. Use any gesture or pointing

This rule is crucial since students would likely use their hands to model the noun's shape and size, or even pointing at when the nouns are within their field of view at the time they come up with difficult words. If this happen regularly, the students' language production would not be maximized.

2. *Mention people names, products or brands*

Some nouns can be associated to certain brands or products, for example, the brand 'Canon' could be a very helpful clue for describing the word 'printer' and 'Pepsodent' is strongly correlated to 'tooth paste' in Indonesia. allowing them to use this types of clue would prevent the students of producing longer expression or description.Another example, if people talk about apartment, entertainment or gossip, they would suddenly think about Feny Rose since she regularly becomes the host of many property programs on TV.

3. *Say any parts of the written word, even the initial*

Many time during the activity, students often use this strategy in describing. For example, in helping their friend guess the word *leadership*, a student says, "it is blabla *ship*. So, you become the boss of others." In this situation, the student only know one part of the word, so she/he simplifies it. This kind of strategy is not allowed because if a student does not know a word, there will be a switching time in which they can work with other partner who may know about the word.

4. *Use general collocation*

It often happens that students use this kind of strategy by saying, for example, "what is blabla *belt*?" to help their friend guess the word *safety*. Again, it reduces their opportunity to produce and practice more vocabulary and longer expression.

5. *State the words' antonym or synonim*

The activity will not be challenging if the students can do this by only saying the synonim or antonym of the assigned words. Instead of describing or explaining using more words in a sentence, students will say only one or two words which does not support the objective.

The Activity's Objectives

The activity is expected to result in four objectives as is elaborated in the following.

1. Increase the student-student interaction or students' talking time

This activity enables the teacher to give students more opportunity to practice language with their friends. If the time allocation for this activity is 30 minutes, then it can be assured that about 90% will goes to the students, while the rests are the teacher role to guide and control the students with the terms and rules. Being highly motivated to make as much as useful contribution by the rule, the students will ask for their friends' explanation and, in turn, help other with their words. The posttest shows that they are very enthusiatic to work together, especially when helping the last student who has not finished their assigned words, so they all can get out of the class punctually since the rule says that no one can leave unless all words of all students are figured out.

2. Stimulate in producing longer and clearer expression

We has made a limitation related to short and long expression. If an expression consists of less than 5 words, then it is included into short expression, while more than that is included into long one.

Based on the recording of pretest activity, it can be seen that students intensively used short and incomplete expressions rather than longer and complete ones. They used pointing gestures more to guide their partners analysing and discussing the intended object or read what is written on paper, instead of using a persuasive expression, for example, ‘Let’s discuss the next idiom, what do you think about this?’. And when they come up to an idea, the students tend to write it on a piece of paper and show it to their partner for agreement or correction rather than verbally explain it and ask for their partner’s opinion. Besides, the students generally used face expression such as thinking face, chucklingand smilingin expressing their confusion, agreement/disagreement than verbal expressions. Furthermore, in expressing their agreement with their partners’ statement, they also tended to use nodding head or certain expletive expression such as ‘ha, ah’, ‘ya’ and ‘yes’.

The occurences of complete expressionsare also found in the activity, but the usages are limited in short expressions or specifically simple sentences such as ‘is that right?’ or ‘up to you’. The percentage of the occurences is about 32%. If there are some complete and longer expressions, those must be that the students read what is on the given paper such as ‘it’s dont bite more than you can chew’, ask a question to the teacher related to the task assigned such as, ‘can we use a dictionary for this?’. Or repeat what is said by the teacher or their partner.Although, within this condition, the percentage of the expression is only about 24%. Moreover, there are also 16% occurences of complete and longer sentences that contain students’ own idea, it is when a student tried to explain her analysis to her partners, for example, ‘Ok...like a... example, you’re a musician and usually, you have a good music but sometimes your music is not, not good to hear.’

In the other hands, in posttest activities, more complete and longer expressionsare generally found. The percentages aresignificantly higher than the pretest activity, it is 52% (posttest 1) and 55% (posttest 2). As expected, students use definition and elaboration such as the following examples:

(i) *you need help from this job. if you want to make an event like a big event.*
(ii) *someone who fly the airplane. What is the driver?*

3. Encourage speaking for low speaking motivated students

For this purpose two students with very low speaking motivation were highlighted. Then their word productions were compared from the pretest and posttest activity. In pretest activity, these students did not say any sentence that more than 4 words in a turn. If they said something, then it is just short responses of agreement, disagreement and confusion such as, ‘yes’, ‘no’, ‘ok’, ‘agree’, ‘i don’t know’ and ‘no idea’. They used more non-verbal communication such as smiling, chuckling and gestures. They also prefer to write their ideas rather than verbally express it.

But in posttest activity, they speak more although with a number of grammatical errors. It was noted that the first student produced 6 sentences with about 6-10 words for each turn (posttest 1) and 7 sentences with about 5-12 words for each turn (posttest 2). While the second student produces 5 sentences with 5-9 words for each turn (posttest 1) and 6 sentences with about 5-7 words for each turn (posttest 2).

Based on the result, it can be concluded that this activity can encourage low speaking student to speak more and longer as their contribution among their friends.

4. Deepen the students comprehension on discussed vocabulary

Through this activity, students can practice vocabulary they just learned because they will try to put the words in sentence or related context to make it meaningful. Explanation will also enable the student to know more about the vocabulary.

IV. Conclusion

The study shows that the activity of *read my back* is useful for increasing the student-student interaction and students' talking time, stimulating in producing longer and clearer expression, encouraging speaking for low speaking motivated students and deepen the students comprehension on discussed vocabulary. However, the objectives were achieved through a number of carefully considerations especially in choosing the assigned words such as the students' academic level, the students' ability, the ongoing material, and the time allotment which is related to the words' difficulty levels and stages.

Moreover, in achieving maximum benefit and making this activity challenging for the students, a number of adaptable rules are also crucially needed. The rules consist of what students have to do and what they are not allowed to. The students have to The students have to guess all words behind their back; help their friends to answer theirs; use only definition, elaboration or the words application in sentence; switch their partner when the teacher asks them to; finish all words to go home or no one can leave. The students are prohibited to use any gesture or pointing; mention people names, products or brands; say any parts of the written word, even the initial; use general collocation; state the words' antonym or synonim.

In brief, this activity is a good strategy for facilitating the students to take initiative in talking in English, motivate them not to be afraid of making mistakes when they are talking, and exploring expressions or vocabulary they have learned within their speaking time.

Reference

Harper, Douglas. (2013). "communication". Online Etymology Dictionary.
Loos, Eugene E., et al. (2003). Glossary of Linguistic Terms: What is a Noun?
Fisher,Douglas et al. (2013). Why Talk Is Important in Classrooms?

Tsegaye, Alemayehu Getachew. (2014). The Ratio of Teacher Talking Time to Students Talking Time in EFL Classroom: A Case in Six Partner Preparatory Schools of Hamaraya
University, Ethiopia,Volume 3, Issue 5 (May, 2014)

24

Applying Focus Group Discussion in HI-1 Class to Enhance Student's Participation in Speaking

Dian Rakhmawati and Metaria
LBPP LIA Malang

Abstract

When students get to Higher-Intermediate levels, they are expected to actively participate in a discussion and spontaneously express their ideas. Yet, most of students in researchers' classroom have tendency to passively join the discussion by simply relying on the dominant students in the group. In fact, LIA has always put a priority in engaging each student in every activity by promoting cooperative learning. Kagan and Kagan (2009) introduced four basic principles of cooperative learning which is symbolized by PIES: positive interdependence, individual accountability, equal participation, and simultaneous interaction. Therefore, researchers designed Focus Group Discussion for speaking activities in order to give a specific role (leader and time keeper, note-taker and reporter, and participants) for each group member and ensure everyone's participation. The technique has been applied in three lessons in group discussions as a pre and post listening, post reading, and brainstorming activities. The researchers designed the lesson by inserting the target technique and monitored the activities. The data was gathered from pictures, lesson plan, and teachers' journals. The result was significant that each student had equal contribution to achieve the group's goal. Through this research, applying Focus group Discussion was proven to be effective in making students equally participate in group discussions.

Background

When the teachers taught HI-1 class term 3/2015, they found that most students were very reluctant to speak and think critically. They had tendency to speak English in short phrases without further explanation. Some of them even avoided to speak at all. The class profile was quite challenging since in Higher Intermediate levels the terminal objectives of each lesson is productive skills: writing and speaking. In the meantime, promoting students' speaking has always been LIA's concern. The first lessons did not go quite well in terms of students' participation in speaking. Therefore, the teachers tried to find a technique to boost students' speaking in which all students must be equally active. Yet, it was a little hard to do at first since there are 14 students. It was difficult to monitor and make sure every student speak evenly. Therefore, the teachers decided to make a go of Focus Group Discussions in the speaking activities of several lessons.

In designing the activity, the teachers must make sure that it promotes student-student interaction which leads to increasing students' talking time and reducing teacher's talking time.

Theoretical Framework

Cooperative learning has been a primary issue focusing on students' participation in the learning process. It is a student-centered approach where teacher functions more as a facilitator. The process of learning has been put to a major concern instead of simply relying on the result.

There are some concepts related to cooperative learning. Slavin (1995) believes that it is possible to create conditions leading to positive achievement outcomes by directly teaching students structured methods of working together with each other (especially in pairs) or teaching them learning strategies closely related to the instructional objectives (especially for reading comprehension skills).

According to the Johnson & Johnson (1998), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence.

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. Individual accountability.

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. Face-to-face promotive interaction.

Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. Appropriate use of collaborative skills.

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing.

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Kagan and Kagan (2009) introduced four basic principles of cooperative learning which is symbolized by PIES:

a. positive interdependence,
b. individual accountability,
c. equal participation, and
d. simultaneous interaction.

Here, equal participation is considered essential. Not just giving chances for everyone's participation, the equal amount is emphasized which reduces dominancy of certain students.

There are many cooperative learning activities which can be applied in the classrooms such as Numbered Heads Together, Round Robin, Carousel (Gallery Walk), Jigsaw, Think-Pair-Share (TPS), and many more. 'Roles' is one of the activities considered as a cooperative learning. (Matthew, 2006) In this activity, everyone must have specific roles and if each student does not fulfill his or her role, the group effort fails to meet its overall objective. There are many potential roles, but the most common include:

- Facilitator—a person responsible for ensuring that the group stays on task
- Recorder—a person responsible for writing down group answers and decisions
- Summarizer—a person responsible for summarizing the group answers
- Reporter—a person responsible for conveying the group's ideas to another group
- Time-keeper—a person responsible for checking the time left to finish the task

Other roles are possible, depending on the nature of the task and the time necessary to complete it. When first employing CL roles in the classroom, instructors may choose to appoint roles to students; however, students can become more motivated if they are allowed to choose their role within the group. Instructors should make sure, however, that the same student does not always choose the same role each time roles are assigned. One rule instructors might consider is that students must all take different roles each time a task is performed, until they have done all roles possible.

Data Analysis

Teachers started Focus Group Discussion in the second month after studying the teachers' journals on their teaching reflection of the first lessons: First Impressions. Then the teachers designed Focus Group Discussion activities in the coming lessons.

The Focus Group Discussion was a modification of 'roles' mentioned in the previous chapter by making it more efficient in terms of number of students. The time given for each try-out was 10 minutes of discussion and then the note-takers would report the result of the discussion. Overall, the time needed was 20 minutes including giving instructions and reporting parts.

1st try-out:
Unit 2-Listening and Speaking-Food and Taste
Stage: Pre-Listening 1
Enabling Objective: SWBAT get to the main topic
Procedures:
Students are divided into 3 groups. In each group there must be:

- 1 person as a leader who has the list of questions will lead the discussion and, at the same time, a time keeper who makes sure all speakers equally and proportionally say what they have in mind about the questions.

- 1 person as a note-taker who makes important notes about the discussion and, afterwards, a reporter who summarizes the notes after the discussion and shares the result of the discussion to the class.
- 2-3 speakers who will answer the questions from the leader.

Questions given to the students are:
1: Do you eat something that you like or something that’s good for you?
2: What does food mean to you?
3: If something tastes great, it’s probably bad for you. Do you agree? Why?/Why not?
4: In your opinion, what kind of food is the ideal food to eat?
These questions must be asked in a good order in terms of order of thinking process.

2nd try-out:
Unit 2-Listening and Speaking-Food and Taste
Stage: Post-Listening 1 and 2
Enabling Objective: SWBAT talk about Listening 1 and Listening 2 and express their opinion
Procedures:
The same procedures were applied, yet different students had different roles from the previous discussion.

Questions given to the students were:
1: What are the good and bad effects of chocolate, caffeine, and cheese?
2: Will the food tasters have problems with their health? What problems will they have?
3: What should those food tasters do to keep healthy?
These questions must be asked in a good order in terms of order of thinking process.

3rd try-out:
Unit 3-Reading and Writing-What does it take to be successful?
Stage: Post-Reading 1 and 2
Enabling Objective: SWBAT talk about Reading 1 and Reading 2 and express their opinion
Procedures:
The same procedures were applied, yet different students had different roles from the previous discussion.

Questions given to the students were:
1: To be successful, what do child athletes sacrifice?
2: How do parents of child athletes pay for success? (Consider financial, physical, and psychological costs in your response)
These questions must be asked in a good order in terms of order of thinking process.

4th try-out:
Unit-Pen Your Ideas
Stage: Pre-Writing
Enabling Objective: SWBAT talk about one of the topics
Procedures:
The same procedures were applied, yet different students had different roles from the previous discussion.

Questions given to the students were:

1. What do you think of your weight? Is it ideal?
2. Do you think you need to have a diet? Why? Why not?
3. What is the best way to have a diet?

These questions must be asked in a good order in terms of order of thinking process.

Result and Discussion

In the first and second try-outs, the teachers were happy that all students managed to speak and they felt a bit unhappy at the same time that most students had tendency to answers in short phrases and the leaders let them. Also, the reporters only quoted what each speakers said when reporting the results of the discussion. Then, the teachers gave a feedback about the activity and how to improve it in the future by giving some tips (Question words) in encouraging speakers to speak more of the questions. As for the reporters, they needed to summarize and highlight the important points of what everybody said and made it as what the group said.

In the third and fourth try-outs, the teachers are quite satisfied with the students' active participation. More and more responses came out from the students and reporters got better in reporting the group's result.

Based on teachers' point of view, Focus Group Discussion was effective that it met the initial expectation: to make students equally and actively participating in a group discussion. Even the weak and reluctant students were encouraged to speak by the leaders who made sure that no students spoke too much or too less about the given questions. When the weak students only answered in short phrases, the leaders would encourage them to speak more about it using more Question Words. Also, when the dominant students tend to speak more and prolonged the talk, the leaders would try to get them back to and focus more on the questions.

Also, this Focus Group Discussion allowed students to be more autonomous in generating their answers and opinions of the questions. The teachers did not have to be ones who made sure and motivated students directly in answering questions and actively participate in a group discussions. There were leaders who helped the teachers did this.

Generally, it took some time to make this activity work. Yet, the teachers believed that it was rewarding since students had more time to talk. In other words, it increased students' talking time and reduced teacher's talking time because it promotes student-student interaction.

Conclusion

After establishing four try-outs of Focus Group Discussion activities, teachers believed that the technique was proven effective to make students speak equally. There were no idle students. What made it effective was the clear specific role everyone has. And also there was the leader who made sure everyone answer his/her questions equally.

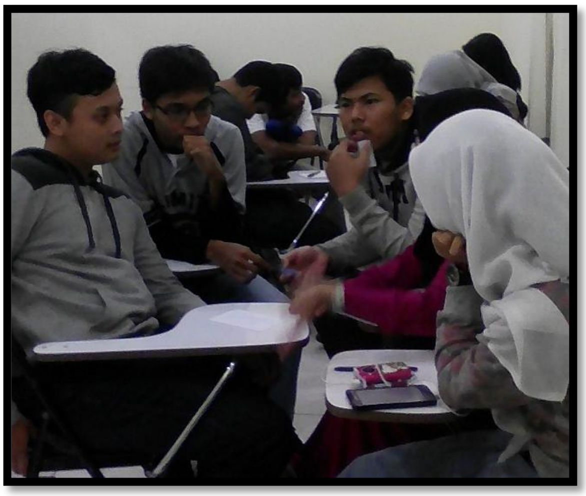
Basically this Focus Group Discussion is an activity which supports the concept of Cooperative Learning which LIA wants to apply in the classroom to enhance student's speaking time. Therefore, the teachers-researchers would like to recommend other teachers to try to apply this technique in their classes of ET, EA, or CV.

References

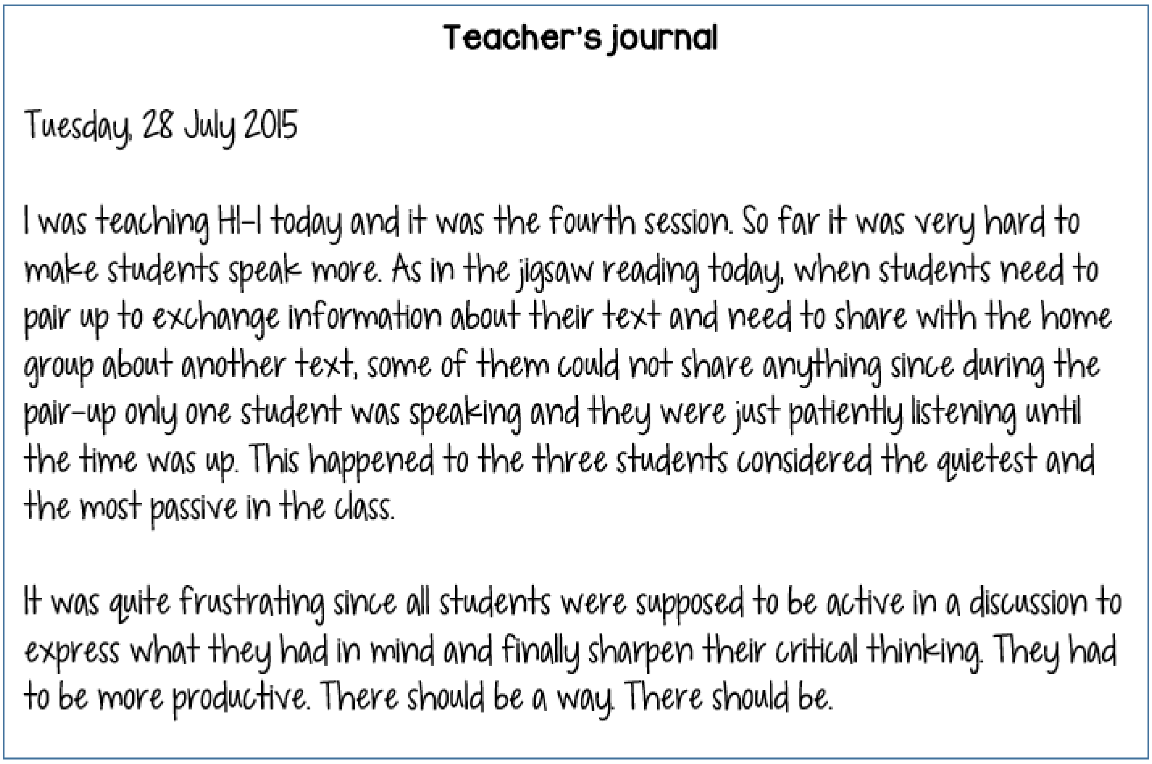
Johnson, D. W., Johnson, R. T. and Smith, K. A. *Active Learning: Cooperation in the College Classroom, (2nd ed.)*. Interaction Book: Edina, MN. 1998.
Kagan, S. & Kagan, M. *Cooperative Learning*. San Clemente: Kagan Publishing. 2009.
Slavin, R. *Cooperative learning (2nd ed.)*. Boston, MA: Allyn & Bacon. 1995.
Matthew, T. A. Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom. *Doshisha Studies in Language and Culture*, 9(2), 2006: 277 – 301.

Appendix

Pictures



Teacher's Journal

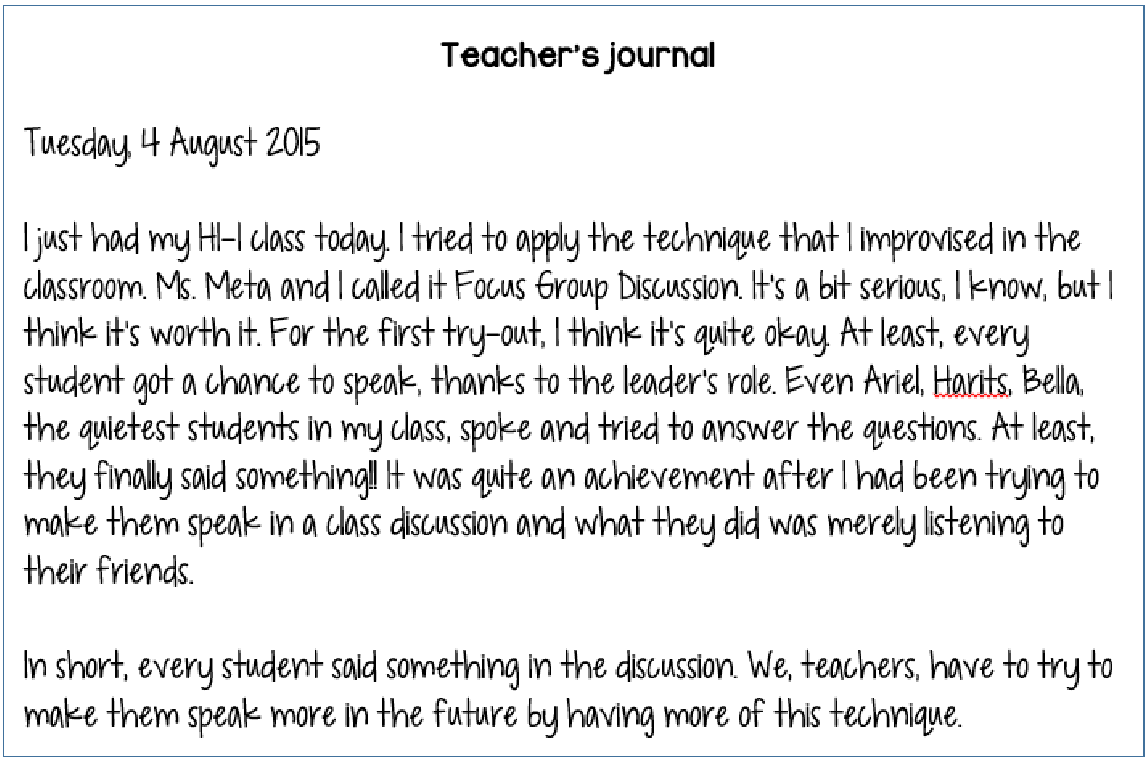


Teacher's journal

Tuesday, 28 July 2015

I was teaching HI-I today and it was the fourth session. So far it was very hard to make students speak more. As in the jigsaw reading today, when students need to pair up to exchange information about their text and need to share with the home group about another text, some of them could not share anything since during the pair-up only one student was speaking and they were just patiently listening until the time was up. This happened to the three students considered the quietest and the most passive in the class.

It was quite frustrating since all students were supposed to be active in a discussion to express what they had in mind and finally sharpen their critical thinking. They had to be more productive. There should be a way. There should be.

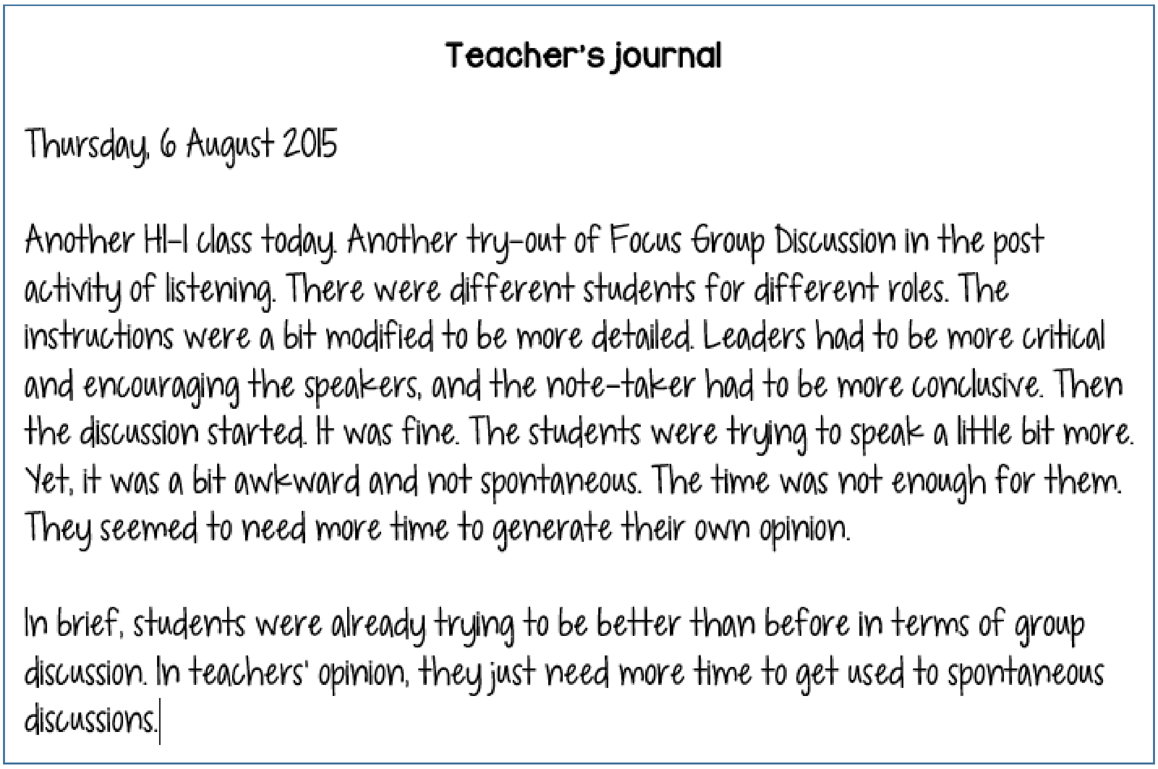


Teacher's journal

Tuesday, 4 August 2015

I just had my HI-I class today. I tried to apply the technique that I improvised in the classroom. Ms. Meta and I called it Focus Group Discussion. It's a bit serious, I know, but I think it's worth it. For the first try-out, I think it's quite okay. At least, every student got a chance to speak, thanks to the leader's role. Even Ariel, Harits, Bella, the quietest students in my class, spoke and tried to answer the questions. At least, they finally said something!! It was quite an achievement after I had been trying to make them speak in a class discussion and what they did was merely listening to their friends.

In short, every student said something in the discussion. We, teachers, have to try to make them speak more in the future by having more of this technique.

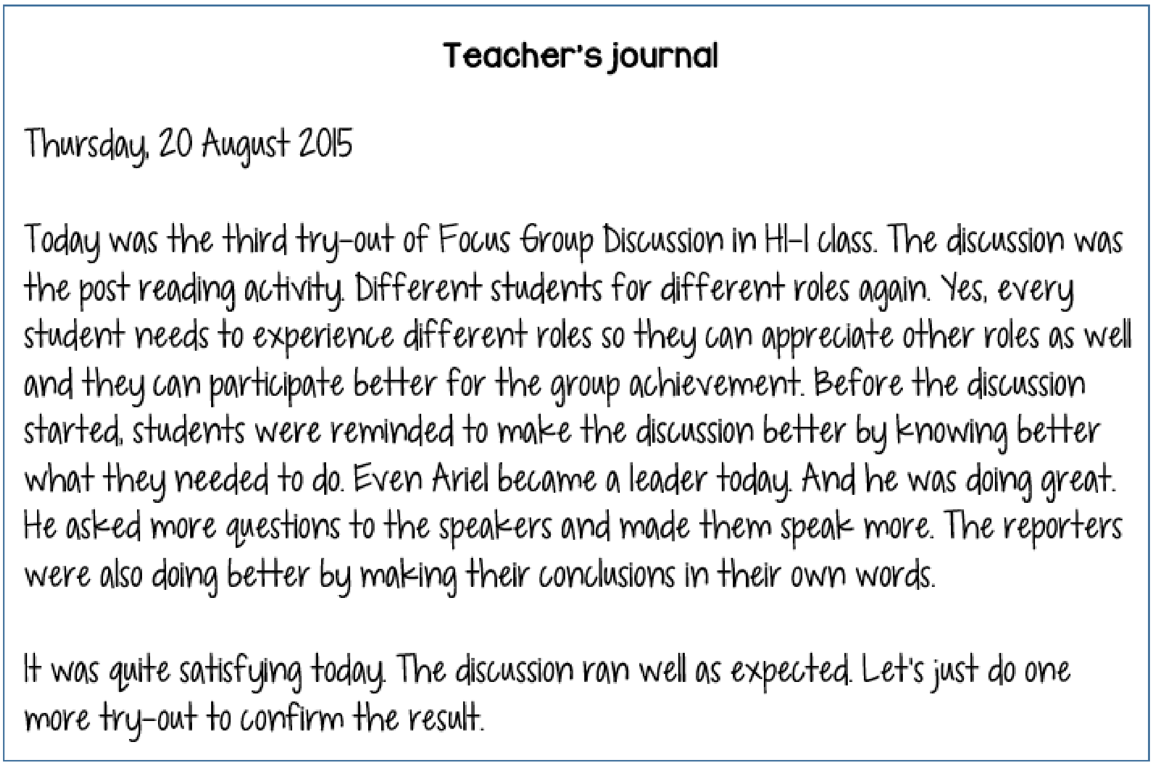


Teacher's journal

Thursday, 6 August 2015

Another HI-I class today. Another try-out of Focus Group Discussion in the post activity of listening. There were different students for different roles. The instructions were a bit modified to be more detailed. Leaders had to be more critical and encouraging the speakers, and the note-taker had to be more conclusive. Then the discussion started. It was fine. The students were trying to speak a little bit more. Yet, it was a bit awkward and not spontaneous. The time was not enough for them. They seemed to need more time to generate their own opinion.

In brief, students were already trying to be better than before in terms of group discussion. In teachers' opinion, they just need more time to get used to spontaneous discussions.



Teacher's journal

Thursday, 20 August 2015

Today was the third try-out of Focus Group Discussion in HI-I class. The discussion was the post reading activity. Different students for different roles again. Yes, every student needs to experience different roles so they can appreciate other roles as well and they can participate better for the group achievement. Before the discussion started, students were reminded to make the discussion better by knowing better what they needed to do. Even Ariel became a leader today. And he was doing great. He asked more questions to the speakers and made them speak more. The reporters were also doing better by making their conclusions in their own words.

It was quite satisfying today. The discussion ran well as expected. Let's just do one more try-out to confirm the result.

Teacher's journal

Thursday, 27 August 2015

The last try-out of Focus Group Discussion. The discussion went well as before. In brief, this Focus Group Discussion has successfully made students in HI-I class to be equally active in the discussion and to contribute to the group's goal.

25

Alternative Delivery of TOEFL Preparation Class Materials to Improve Students' Interest in Learning TOEFL

Novi Krhisna Indari
LBPP LIA Buah Batu

Abstract

Teaching TP classes prones to put the teacher as the center of the class' attention as s/he explains the materials and gives students instructions to do the tasks as the tools to evaluate the students' understanding. This practice might reduce the student-student interactions, and as a result, learning in TP classes is monotonous and can cause boredom. Moreover, the materials in TP books are not everybody's cup of tea.

This Classroom Action Research is intended to find some creativities to deliver the materials in TP books in such a way that students can interact more in groups and, thus, enhance the student-student interactions and reduce the monotony of the material delivery. This alternative delivery is implemented in all sections of TP materials: Listening, Structure and Written Expressions, as well as Reading. The use of quizzes, songs and competitive games are expected to increase students' motivation and give fun atmosphere to the class. Teacher's journal, interviews and questionnaires are used to see the results of the treatments given to this class for the classroom action research. The results come up as expected that the students feel more challenged and more curious about what the teacher will bring to the class in each session.

I. Research Background

Students who plan to continue their studies in an English-speaking countries or job seekers who want to apply in a company requiring a certain TOEFL score as one of the requirements to be considered eligible for a particular post will definitely need to prepare themselves in taking a TOEFL-test-preparation class. This has made the demand of this kind of class keeps increasing. As teachers, we have a responsibility to help them meet what they need and want. However, have we fulfilled their needs and wants at the same time?

Stephen Krashen has used the term "affective filter" to refer to the complex of negative emotional and motivational factors that may interfere with the reception and processing of comprehensible input. Such factors include: anxiety, self-consciousness, boredom, annoyance, alienation, and so forth. If we relate it with the materials taught in TOEFL classes, it seems that it is not interesting for the students to evaluate their understanding –some students may have different levels of competence- on the materials after the teacher's presentation over and over again as it can cause boredom, and thus, lower their interest to learn more.

II. Research Objective

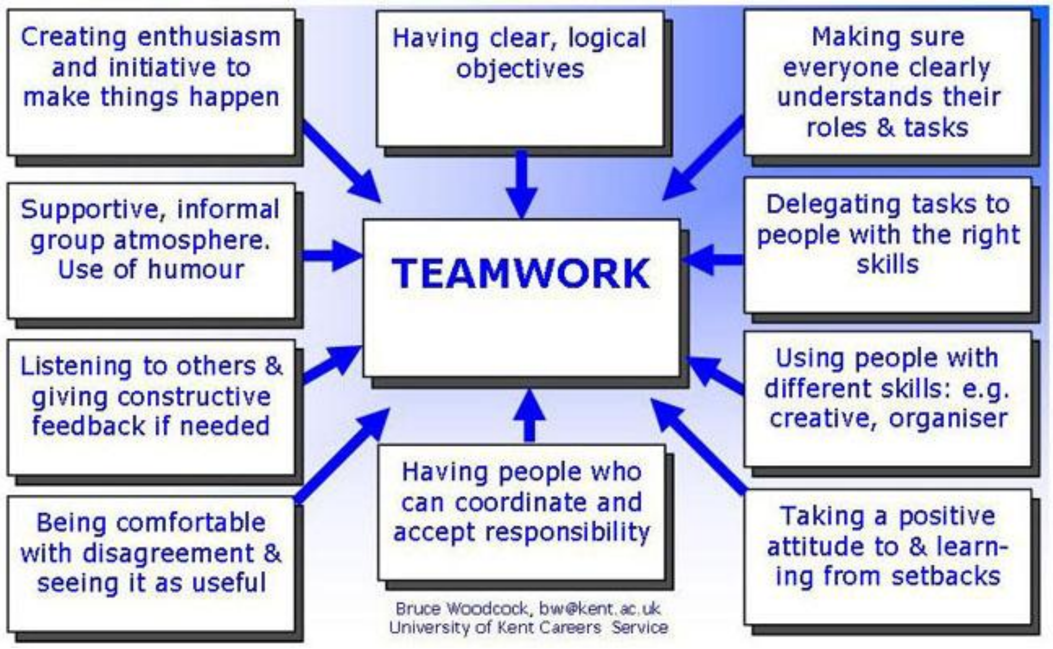
This research is aimed to see if it is possible to involve fun in TOEFL learning through group competitions, songs, and quizzes in a hope that the students are more challenged, motivated and interested in learning TOEFL materials without undermining the main objective of teaching the TP class: to enhance their TOEFL score.

III. Techniques and Procedures

I chose my TP.3 class of term III/2015, Tue-Thu class, at LBPP-LIA Buah Batu as the target of my research with these reasons:

- It was a small class consisting of 8 that decreased to 4 students in the third month because two of them had to transfer to another branch to Mon-Wed class and another two had to postpone due to school tight schedule.
- The class was in the evening slot that starts at 7 pm and finishes at 9 pm.
- The students varied from senior high school students, first-year-college students, and working-on-thesis students; most of them were new students in the TP program, so they did not know each other.
- Different backgrounds and priorities had made the students already preoccupied with their own thoughts that they did not show any interest in making friends or even in having a small chat among them.

The techniques that I used was cooperative and collaborative learning. Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills. (http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub1.html)


Creating enthusiasm and initiative to make things happen
Having clear, logical objectives
Making sure everyone clearly understands their roles & tasks
Supportive, informal group atmosphere. Use of humour
TEAMWORK
Delegating tasks to people with the right skills
Listening to others & giving constructive feedback if needed
Using people with different skills: e.g. creative, organiser
Being comfortable with disagreement & seeing it as useful
Having people who can coordinate and accept responsibility
Taking a positive attitude to & learning from setbacks
Bruce Woodcock, bw@kent.ac.uk
University of Kent Careers Service

The following are the activities of modified delivery of TOEFL class materials in three different sections:

Section 1: Listening

Model activity 1: Tapping the answers (given in *Review* and/or *Supplementary Exercises*)

Modification 1:

- Students work in groups of 3 or 4.
- Each group sits in a circle on the floor, facing 4 cards containing the options of the answers: A, B, C, D.
- Each student opens his/her book, listens to the dialog, and competes tapping the answer with the palm covering the card chosen.
- T gives a candy for every right answer to count the scores, but doesn't reduce a score for incorrect answer.
- T discusses the answer by reading out the tapescript whenever there are different answers.

Modification 2:

- With the same number of students in a group, they sit on their chairs.
- Each group is given a flyswatter.
- Each group member has to take turns to hit the answer attached on different corners of the classroom by the swatter.

Model activity 2: Standing up behind the answer

- 4 cards containing the options of the answers: A, B, C, D are put on the floor, give some space for each card.
- Each group member has to take turns to stand up behind the card containing their choice of answer.

Model activity 3: Right to the bull's eye!

- Students work in groups of 3 or 4.
- Each group is given one small plastic ball with different colors.
- On the whiteboard, T writes and encircles each of the options of the answers: A, B, C, D.
- One student of each group member holding the ball stands behind the line determined by the T so that the standing students are not too close with the whiteboard.
- By an infocus projected on the same whiteboard, T shows the choices for the answer of the problem before the students listen to the dialog.
- After listening to the dialog, the students throw the balls to the encircled option; only the ball that can touch the circle area of the right answer can get a point from the T.
- In 1 minute the students can take their balls again and try the next attempts on hitting the right answer.

Section 2: Structure and Written Expressions

Model activity 1: Completing song lyrics: missing prepositions (see attachment 1) (https://www.youtube.com/watch?v=byszemY8Pl8)

- Students work in pairs.
- Each pair is given the incomplete song lyrics.
- Each pair is given about 5 minutes to predict what prepositions are suitable to put in the blank spaces.
- T and Ss discuss the predicted missing prepositions.
- They listen to the song without watching the video –because the prepositions are displayed in the video.
- They fill out the blank spaces or change the preposition wrongly predicted.
- They watch the video.
- T and Ss discuss the missing prepositions.
- T gives a score for every correct answer.
- The group with the lowest score sings the song.

Model activity 2: Matching the main clause with its subordinate clause

- Students work in groups of 3 or 4.
- They have to find the right subordinate clause which is cut up seperately in small paper for each main clause on the list.
- The first group who finishes the task gets extra point.
- T and Ss discuss the sentences and review the functions of different conjunctions.
- T gives a score for every correct answer.

Model activity 3: Sentence the words (reviewing and applying parts of speech in a sentence)

- The class is divided into 4 groups, if possible.
- Each group is named after 4 parts of speech (Noun, Verb, Adjective, Adverb)
- Each group is given a mini whiteboard, a marker and an eraser.
- Each group decides the word they choose depending on the name of their group, for example, *Noun* group writes a noun, *Verb* group writes an infinitive, and so on.
- On the count of three, all groups show their boards.
- The groups then compete to create a good sentence using all words given from their own group's and the others' words.
- Only the fastest group who finishes creating a sentence has the right to gain a score from the T's judgement, along with the other groups' judgements.
- A grammatically and semantically correct sentence gets 100 points, every mistake like misspelling, wrong capitalization and punctuation decreases 10 points of the score; a meaningless sentence is not accepted.

Model activity 4: Auction (Sentence Analysis)

- Students work in groups of 3 or 4.
- T takes one or two activities from the TP book, usually *Review* and/or *Supplementary Exercises.*
- T chooses the number in random.
- The groups compete to bet from 10 to 100 points, depending on their assurance of the correct answer.
- The chance to answer is only given to the group that dares to bet the highest point.
- The group answering correctly will get as many points they bet.
- The group answering incorrectly will lose as many points they bet.

Section 3: Reading

Model activity 1: How fast can you go?

- The class is divided into 2 or 4 groups, depending on the number of the students.
- T puts one chair in front of each group with a book and a pencil on it.
- Each student takes turn to sit on the chair and answer the questions as many as they can do in one minute.
- T knocks the marker on the desk to sign the student to change the turn with another student in the same group.
- The student of the fastest group finishing answering all questions puts the pencil on the book, raises both arms, and says “Finished!”

Model activity 2: What’s the question?

- The class is divided into 2 or 4 groups, depending on the number of the students.
- Each group is given the copied reading text; they close their TP books
- On the T’s desk, T puts as many envelopes as the number of the groups containing the questions and the options of the answers of the reading text copied from the TP book; one question and the four options (A, B, C, D) is on a piece of paper.
- One student takes turn to get one piece of paper at a time, runs back to his/her group to find the best answer and returns the paper back in the envelope after choosing what the group thinks is the right answer.
- The fastest group finishing answering all questions gets extra 10 points.
- T switches the envelopes and gives them to the opposing group(s) to discuss the answers together.
- T gives 10 points for every correct answer; no minus score for the incorrect one.

IV. Methods of Data Collecting

The methods of data collecting in this classroom-based action research is qualitative methods that use interviews, observation (to see the students’ behaviors towards the modified delivery of the TOEFL materials taken from their TP books), and a questionnaire.

a. Interviews

Unstructured interviews were conducted to gather information from the students about the typical delivery of TOEFL materials that they had got from the teachers from previous levels. Also, the interviews were intended to make them aware that there would be some different kinds of ways in doing the tasks taken from their TP books.

The interviews were given only in the beginning of the first two meetings and lasted for about 15 minutes. The questions were given to everyone in the class and any student could volunteer to answer the questions. The questions are as follow:

1. Tell me about the materials in your TP book. Do they challenge you to think seriously?
2. Is it possible to make them fun like using a song or a game?
3. How did your teacher in the previous TP level deliver the materials? (to TP students taking TP. 1 and/or TP.2)
4. How did you feel most of the time when the teacher explained and then you were assigned to do the tasks? (to TP students taking TP. 1 and/or TP.2)
5. What is your assumption of how the materials are going to be presented by the T? (to TP students never taking any TP class)

b. Observation

During or after each treatment, I observed the change in their behaviors. When the students cooperated in a group work for a competitive game, for example, they were more excited and tried so hard to do the best for their teams. They looked more relaxed and could do the tasks in their TP books faster though actually they had to do the same tasks from their books but the different way to do the tasks had given them more enthusiasm in completing the tasks faster and better because of the cooperation and discussion among the students in the groups.

c. Questionnaire

Open-ended questions are prefered to find out the students' opinions based on what they felt and experienced.

V. Analysis and Discussion

This part discusses the result of the interviews, the observation of the students' behaviors towards the modified TOEFL materials delivery, and the result of the questionnaire.

5.1 The Result of the Interviews

The students' answers to the unstructured interviews were:

Qs 1 & 5 : Yes. It must be boring because there are so many exercises to do.

Q 2 : I don’t think so./It’s hard to believe that it can be fun, moreover using a song??/I wonder if there will be any games in this TP class.

Q 3 : Most of the time, T explained the target materials and strategies; students did the exercises; T and students discussed the right answers. No games.

Q 4 : Bored and tired but we need to understand the lessons so that we can increase our TOEFL score.

5.2 Observation of the Students’ Behaviors

The observation was done during and after each treatment. There was obviously positive change in their behaviors. The students generated excitement, cooperation and self-esteem.

The result is as follows:

a. Excitement

Since the nature of this class was not really a party-goer, moreover the class was in 7 pm-9 pm slot, it was really necessary to make them into the class activities. The students tended to be individualistic and the class happened to be a small class. Fortunately, when they were put in pairs and in groups to work together in a game, they became excited and quite competitive. One day, I attached some cards on the walls but we didn’t have time to do the game. The students excitedly asked about what we were going to do with those cards.

b. Cooperation

Different backgrounds and priorities were probably the reasons why these students were preoccupied with themselves instead of mingling with their classmates. By occasionally putting them to work in pairs and in groups really helped them to interact, to share knowledge and to cooperate as a team and win the game. An intrinsic state of tension within group members stimulates or motivates movement toward the achievement of desired common goals (Johnson and Johnson 1995: 175). It also enables the students to think faster because they want to be the winning team.

c. Self-esteem

As the levels of competence varied, the weak students tended to be very quiet and were not quite certain with their answers to the questions. Putting the weak students with the fast learners in the same group really helped to prepare the weak ones when asked the reason of choosing a certain option, for example.

5.3 The Result of the Questionnaire

Since there is no TP 4 class in Term IV/15, the students postpone until there is TP 4 class opened at LIA Bubat. For this reason, the questionnaire was sent through e-mail. All of them agreed that the use of competitive games can arouse their excitement and make them have one similar goal: to be the fastest and the best group to win the game.

Working in a group give them a chance to interact, share knowledge, and help each other. Thus, it makes them understand the lesson in a more interesting way. Though one student, the smartest one, sometimes preferes to work individually but she admits that working in a small group gives her a chance to discuss, share, and get the answer more accurately. The student's response is enclosed below.

A sample of one of the students' responses to the questionnaire:

QUESTIONNAIRE for TP 3 Class of Term III/15

Name : Shafira Fitriani
Age : 15
Occupation : Student

Please type your answer below each of the following question.

1. Do you prefer to work in a small group than work individually? Why?
I don't prefer working in a small group than working individually. Although I enjoy working in group because I can discuss and share my opinion about the task, and it helps me to get the answers more accurately, but I tend to work more efficiently when I do it by myself. So let's say that I enjoy working in group with "sharing the task" system, that way I can still give space to myself to work alone. Then I can share what I think, and discuss it to see rather I'm right or wrong.

2. Do you like the way the Toefl exercises delivered in a form of competition games? Why?
I do. Toefl is not something everyone can learn so enthusiastically. With games, it helps people to act more aggressively and I believe it helps them to feel more enthusiastic. And of course, it's something more fun than just sitting around reading a bunch of words after a very long and tiring day.

3. What positive attitudes are generated when you are put in a small group?
I can conclude that I get three kinds of positive attitudes, those are ; Enthusiasm, accuracy, and confidence.

4. Do you learn from your peers and understand the lesson better when the teacher asks you to discuss and do the activities in a group? Explain more.
I do. "Discuss" is the right word to explain it all. We talk, we share, we give opinions, we choose the correct answer, ask why, explain it, and we understand better. Everyone's happy.

5. Do the use of songs, games and quizzes motivate and help you in learning Toefl? Why?
They do. Songs especially. I'm both auditory and visual learner, so things like songs and interesting quizzes helps me better. Not with how it delivers the subject, but with how it interests me to learn. And when I'm interested, I can stay motivated to learn as many as humanly possible.

6. Please write your opinions and suggestions about fun Toefl learning.
Toefl learning is very important. I suggest even an Indonesian person who speaks English well must take it. Toefl is a must if we want to go abroad for academic businesses. While learning at LIA I discover that learning English can be done in so many creative ways. My suggestion is, create the environment where everyone can express what they have learned. I've been thingking that it will be great if LIA create a special program for the highest levels of each term (ET-8, HI-4, CV-4, TP-4) to test their abilities. It will be great if they have the chance to teach students in the level below them with teachers to guide them as well. In my opinion, it's something we can do to learn better. Teaching others helps us understand even more.

VI. Conclusion

Learning TOEFL in a classroom can be fun yet still knowledgeable so long as the teacher is willing to be creative in delivering the activities to evaluate the students' understanding on the materials. One thing that the teacher should keep in mind is the target that the students must achieve after taking a 40-hour TOEFL learning program: to increase the TOEFL score to, at least, 30 points. If the students can achieve the target, we can say that the program is successful, and there will be a plus point if the students can still have fun in the process of learning and achieving the goal. As for this classroom action research, it is proven that by doing the fun activities mostly done in small groups or in pairs has made the students share knowledge, perform better, think faster, cooperate well, and most importantly, prepare themselves to improve their TOEFL score.

References

Essential Features of Focal Skills. (n.d). Retrieved from http://www.focalskills.info/essenfeat/feature.3.htm

Smith, M. K. (2001) ‘Kurt Lewin, groups, experiential learning and action research’, *the encyclopedia of informal education*, http://www.infed.org/thinkers/et-lewin.htm

Jukka Peltokoski (2008). Qualitative Research Methods. Retrieved from http://www.slideshare.net/jukpelto/qualitative-research-methods-presentation-737683?qid=ff388b59-2ff1-4732-9283-0777587ab776&v=qf1&b=&from_search=3

Workshop: Cooperative and Collaborative Learning (2004). Retrieved from http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub1.html

Attachment 1

Preposition by The Bazillions	Preposition by The Bazillions
*Preposition, it’s your ambition to tell me tell me tell me exactly my position	Preposition, it’s your ambition to tell me tell me tell me exactly my position
***I could be __________ the couch or __________________ my house am I ________________ the street or _________________ your reach	I could be on the couch or outside my house am I across the street or within your reach
#Did I _________________ the stairs or ______________________ my chair am I _____________________ you are you _______________ me too	Did I go up the stairs or fall off my chair am I in front of you are you behind me too
Go to * **Preposition, You’re on a mission to tell me tell me tell me exactly my position Now ________________________ me and we’ll ________________ the sea and then ________________ the path that ____________________________ and ____________________ the waves	Preposition, it’s your ambition to tell me tell me tell me exactly my position Preposition, You’re on a mission to tell me tell me tell me exactly my position Now take a walk with me and we’ll go by the sea and then along the path that goes around and back

or ________________ a cave and _____________ we’re through we’ll __________________ the moon Go to *, ** Go to *** Go to # Now I’m ____________ to say ______________ further delay when you’re ______________ me that’s where I want to be now we’re _____________ the end but we’re ____________ good friends so then _____________ this line We’ll do it one more time (Go to *, **)	 and underneath the waves or inside a cave and before we’re through we’ll jump over the moon Preposition, it’s your ambition to tell me tell me tell me exactly my position Preposition, You’re on a mission to tell me tell me tell me exactly my position I could be on the couch outside my house am I across the street or within your reach Did I go up the stairs or fall off my chair am I in front of you are you behind me too Now I’m about to say without further delay when you’re next to me that’s where I want to be now we’re near the end but we’re among good friends so then after this line We’ll do it one more time Preposition, it’s your ambition to tell me tell me tell me exactly my position Preposition, You’re on a mission to tell me tell me tell me exactly my position

Attachment 2:
Students' pictures during treatments

Tap the answer!

Stand behind the answer!

Hit the answer!

Sentence the words!

Attachment 3

The Results of TOEFL Tests
TP.3 Term III/15

No.	Std.card No.	Names	Mid-term test	Final test	Progress
1.	100301003	Imara Ghinada A.A.	478	518	40 points
2.	290300115	Aditya Wisnu	418	485	67 points
3.	100400295	Shafira Fitriani	534	563	29 points
4.	150300017	Siti Sopiah	465	525	60 points

26

“World Miniature” Role Play: Can It Be a Way to Reach the Third Stage of Bloom’s Taxonomy for My EC-3A Students?

Dyah Retno Dwi Astuti
LBPP LIA Palembang

Abstract

The purpose of this study was to facilitate my EC 3A students in reaching the third stage of bloom’s taxonomy that was applying the lesson that they had learned on their daily life.This study was conducted in term 3/15. I found out that my EC 3A students could only reach the first stage of bloom’s taxonomy, memorizing the lessons, but they found difficulty in applying the lesson on their daily life. Therefore, I conducted this CAR , “world miniature” role play, to give them a media to apply their English contextually. “World miniature” roleplay is a technique of visualizing the children imagination by bringing their world in the classroom. Based on Journal of Marriage and Family 63 (May 2001): 295–308 by Sanddra L and Hofferth and John most of children 6- 12 year old spent their time at home, school and neighborhood. That’s why I brought those three worlds in my class and I called it ” world miniature” .I divided the class into three zones, home, school and neighborhood. On each zone Students sticked related photos or pictures. Then 15 minutes before the bell all students must go to one of the zones that they liked and they must do a role play by speking or making dialogue based on the zone by applying their English that they’d just learned. Overall, this “world miniature” role play was able to make my EC 3A students apply the language that they’d learned in their small world.

Background

There were 22 students in my EC3A class-three males and eleven females. Like other EC classes, they were good at memorizing what they’d learned in the previous meeting. Riview time was always fun but after the fourth meeting I expected more than that. I expected they could apply what they’d learned in the class by making their own dialogs or/and sentences in the real situation but my smart students looked confused. I felt pity knowing that most of my creative students could only reach the first stage of blooms taxonomy, remembering. I was sure that they could reach the third stage of bloom’s taxonomy, applying the lesson by creating their own sentences or dialog . I guessed it was because they were less exposed with the real situation in applying their English in their daily life. Then I decided to expose them with”world miniature” role play to boost their critical thinking in applying their English contextually. Based onJournal of Marriage and Family 63 (May 2001): 295–308 by Sanddra L and Hofferth and John most of children 6- 12 year old spent their time at home, school and neighborhood.

That's why I created a world miniature for them by presenting those three places in the class. I divided the class into three zones, home, school and neighborhood. Then 15 minutes before the bell all students must go to one of the zones that they liked and they must apply their English that they'd just learned based on the place/zone that they'd chosen.

Benjamin Bloom, a psychologist who in 1956 developed the classification of questioning according to six levels of higher level thinking or we called it as Bloom's taxonomy stated that children were very challeging in applying what they'd learned if they were exposed with the right media. Bloom stated that the third stage of bloom's taxonomy can be reached by producing, changing and modifying. That's why I gave them the right media to trigger their ability in applying the langguage that they'd learned. According to Patti Teel children imagination was so powerful. With their imagination, they could do more than their ability. So, I decided to improve the students'critical thinking in applying their English through their imagination. I served the world to my class. Since Sanddra L and Hofferth and John stated that most children from 6 to 12 years old spent their time at home, at school and in the neighborhood, I called those three places as their world. Then I created the world miniature in my class as a media to do the roleplay. I divided the class into 3 zones. First zone was at home, second zone was at school, third zone was in the neighborhood. Each zone was signed by a carton with the name of the zone written on it. To make it more real I asked them to stick some photos or pictures of people related to each zone.(at home zone: photos or pictures of their family, at school zone: photos or pictures of their friends at school or teachers and in the neighborhood: photos and pictures of their friends in the neighborhood). Then at the end of the class Students chose one of the zones that they liked then they created sentences by modifying and changing the theory that they'd learnt based on the zone that they'd chosen.

Students cheerfully welcame "world miniature" roleplay. They always anthusiastically run to the zone that they wanted to choose. This action research was conducted for 5 meetings(28, 31 July, 4,7,11 August 2015). There were twenty two students participated in this research.I divided the class into 3 zones. First zone was at home, second zone was at school, third zone was in the neighborhood and The right wall was at home, the middle wall was the neighborhood and the left wall was school.I sticked a carton on each zone. Every student must bring the photos or pictures of the people or animals in their family, school and neighborhood. Then they sticked them under the zone provided by the teacher. If they didn't have the picture they could just simply drew it.

Every meeting, this world miniature role play was applied for assessing the lesson learned on that meeting. 15 minutes before the class ended students must stand up in the zone that they liked to do a role play by making a dialog or write about anything related to the zone but it based on the material learned.

Methodology and Procedure

The data collection methods used in this research were teaching journal, student journal, recording and teacher observation.I did the study for five meetings, from 28 July to 14 August 2015. During the research not all of them got the treatment for 5 times because one studentce was absent.

1. Doing observation
2. Setting the class into 3 zones their home, school and in their neighborhood
3. Asking students to bring the photos or pictures of people, things or animals at their home, school and in their neighborhood
4. Asking students to stick the photos and pictures on each zone.
5. Asking Students to write a sentence or make a dialog based on the lessons that they'd learnt on that day 15 minutes before going home.
6. Recording the students activities.
7. Observing the class improvement while the research was conducted and writing the activities on teacher journal..
8. Conducting open questionaire to deepen Ss opinion of world miniature roleplay.
    a. Do you like world miniature role play?
    b. Do you still want to use it?

Result and Discussion

From all the problems I could conclude that most of my students were very smart .What they need was only exposure to the real situation. They welcame cheerfully the idea of world miniature roleplay. They were anthusuastic in knowing what that was and they competed to choose the zone that they like. Then they made the sentences and even made the dialog based on the zone.

The most favorite zone that was chosen by 70% of the students were home, while 29% chose at school. And the rest 1% chose neighborhood. It happened because they spent most of their time on those two places. Most of the students were able to make their own sentences based on the lessons that they'd learned. Their way of thinking had been framed to apply the lessons in their daily life since the second day of the treatment. . Even when I entered the class they didn't sit down anymore. They'd stood up infront of the zone and screaming to me because they wanted to make their sentence. They spontaneouly modified the sentences based on the zone. They told a story about their friends and their family in the middle of the lessons. Several grammatical mistakes like the use of s/es on present tense when the subject was singalar and the use of gerund after conjunctio were noticed. But those were not major mistake since the focus of the research was not only the grammar but their understanding of the objectives and the way the students applied it on their daily life represented by the zones in the class. They insisted to continue using this technique though the research had finished.

Conclusion

World miniature roleplay is a technique of visualizing the children imagination by bringing their world in the classroom. This treatment made my EC3A students antusiastically make their own sentences and dialogs contextually based on the lesson they'd learned. Even when I entered the class they didn't sit down anymore. They had stood up infront of the zone and screamed to me because they wanted to make their sentence. They spontaneouly modified the sentences based on the zone. They told a story about their friends and their family in the middle of the lessons. Several grammatical mistakes like the use of s/es on present tense when the subject was singalar and the use of gerund after conjunctio were noticed. But those were not major mistake since the focus of the research was not only the grammar but their understanding of the objectives and the way the students applied it on their daily life represented by the zones in the class. They insisted to continue using this technique though the research had finished.

Appendices:

1. **The observation was done on July 14, 2015. In my opinion most of the students were fast learner but they were less creative**
2. **Post observation was done on august 14, 2015**
    - The most favorite zone that was chosen by 70% of the students was home, while 29% chose at school. And the rest 1% chose neighborhood. Most of the students were able to make their own sentences based on the lessons that they'd learned. Their frame work of applying the lessons on daily life could be seen on the second day of treatment. Several grammatical mistakes like the use of s/es on present tense when the subject was singalar and the use of gerund after conjunction were noticed.
3. **My journal on july and August 2015**

a. July 10

EC 3A as the first and youngest level of EC were good at memorizing but less creative. I asked the Ss to bring pictures or photos of their family, friends,and anything related to home, school and neighborhood to create world miniature in the class.

b. July 14

Students brought the photos and pictures. We stuck the cartons on 3 sides of the class. Then stuck the photos and pictures on each side.

c. July28

The first day of applying the technique. Wow amazing. They were enthusiastic. Ss only chose at hom and at school. No one chose in the neighborhood. They were able to modify the sentences based on the lesson but best on the zone.
Today's objective: SWABAT talk about daily routines and leisure activities.

d. July 31

SWABAT talk about daily activities and the time they do the activities using simple present tense.

They were anthusistically created the dialog one student was absent on that day. Their frame work of applying the lessons could be seen here. They started to tell a story in the middle of the lesson about their family and friends by applying the lesson learned on that day.

e. August 4

SWABAT talk about one's activities using before and after.

As always they created amazing sentences based on the lessons. They modified the sentences based on the zone that they had chosen. 9 students chose at home zone,7 students chose at school, and on ly one chose in the neighborhood.

f. August 11

Objective: SWABATwrite sentences about celebrating special days. All students joined they run before I gave them instruction. Students chose at home zone, 10 students chose at school zone and 1 students chose in the neighborhood.

4. **Questionaire for students**

Do you like world miniature roleplay?

Do you still want to use it?

5. **Student's writing**

a. Students writing on 28 July 2015

Based on the objective:SWABAT talk about daily routines and leisure activities**.**

After the class Ss wrote asentence based on the zone they chose and shared to the class.

- **AT HOME:**

1. Moza: my brother does homework everyday
2. Chika: my little brother cries everyday
3. M Rizky: my mother wakes up at 4
4. Rafael: my brother cries every morning
5. Athallah: my friend is read book
6. Regina: my little brother eats veryday
7. Vallencia: my little sister has breakfast everyday.
8. Anandio: my fader works everyday
9. Kanaya: my little brow cries everymorning
10. M adrian: my teacher teaches me evryday
11. Rasya: my brother eats everyday
12. Syahira: my friend is naughty
13. M Pasha : sauqi is naughty
14. Sarifa: my sister likes eating noodle
15. Vivi: my father drinks coffee before work
16. Hanifaeza: my brother watches TV everyday
17. Farah: my little brother likes play with girl

18. Dina: my little brother eats everyday
19. Nyiayu Khairunisyah: my father kisses me before sleeping
20. Lukluiyah: father reads newspaper every morning

AT SCHOOL:

1. Vanessa: my sister bikes every sunday
2. Raissa : bu huzai teaches everyday
3. Keisya: totok eats siomay everyday

IN THE NEIGHBORHOOD

- ---

b. Ss dialogue script on July 31

Objective: SWABAT talk about daily activities and the time they do the activities using simple present tense

- **AT HOME**
- Atallah and Dio:

A: what time does your mother work?
D:She works at 6

- Faiqoh and syarifa:

F: what time your brother drink milk?
S: my brother drink at 12 night

- Keisya and shahira:

K:What time does your brother study?
S:My brother studies at 7

- Kanaya and Regina:

K: what time do you take a bath
R: I take a bath at 5

- Rasya and pasha:

R: what time does your father work:
P: he works at 6 with me

- Atallah and Dio:

A:what time do you sleep?
D:I sleep at 9

- Moza and Vivi:

M:What time do you watch Cartoon?
V:At 4. It is spongebob

- Andre: absent

- **AT SCHOOL**
- Valencia and Nesya:
- V: What time does your teacher come?
- N: she comes at 6 maybe
- Dina and Hani:

D: what time does flag ceremony start?
H: it starts at 7

- Rafael and Rizki:

Ra: what time does break?
Ri: break at 10

- Farah and Chika:

F:What time do you go Canteen?
C:I go canteen at 10

- Rasya and pasha:
- Atallah and Dio:
- Moza and Vivi:
- Andre: absent

c. August 4

SWABAT talk about one's activities using before and after.

As always they created amazing sentences based on the lessons. They modified the sentences based on the zone that they had chosen. 9 students chose at home zone,7 students chose at school, and on ly one chose in the neighborhood.

AT HOME:

1. M Rizky: papa wathches TV before sleep
2. Rafael: my brother cries before sleeping
3. Athallah: my mother cooks before I eats
4. Regina: my cat miauw miauw before eating
5. Kanaya: my father reads newspaper before work
6. M adrian: my mother cooks after wake up
7. Rasya: “mbak” sweep the floor after sleep
8. Syahira:papa takes abath before working
9. Sarifa: mama prays before cook

10. Hanifaeza: My dog barks before eat
11. Farah: my brother cries after sleep
12. Dina: my brother angry after school
13. Vanessa: my father watch TV after work
14. Raissa: mimi drinks tea after eat

AT SCHOOL

15. M Pasha : Bu Is enters the class after bell
16. Moza: mr. Nugraha teaches after Bell
17. Chika: I break after study
18. Nyiayu Khairunisyah: students have test after studying
19. Lukluiyah: I study before break

20. Vallencia: Students open the bag before Study
21. Anandio: students run before study

IN THE NEIGHBORHOOOD

22. Vivi: Cece comes after school

d. Objective: SWABATwrite sentences about celebrating special days. All students joined they run befre I asked them to. 11 students chose at home zone, 10 students chose at school zone and 1 students chose in the neighborhood

AT HOME:

1. Moza: my family always celebrate my birhday
2. Chika: my brother always get a car in his birthday
3. Athallah : my family always go to mall on Sunday
4. M Pasha :I..my family always go from Palembang on Holiday
5.
6. Regina: My father and I always buy Flag on 17 August
7. Nesya: Santa always comes to my home on christmast
8. M Rizky: my grandmother always give me money on Lebaran
9. Vivi: my father always give me money on Lebaran
10. Hanifaeza: my mother always buys me cloth on lebaran
11. Rafael: my mother and my mother and I always eat in restaurant in my birrthday
12. Sarif:students always join competition on Lebaran

AT SCHOOL

13. Vallencia: I always wear Kebaya in Kartini day
14. Anandio: I always wear traditional cloth in Karitiday
15. Kanaya: students always ceremony on 17 August
16. M adrian: students always sing hymne Guru on teacher’s day
17. Rasya: teacher always give many homework on special day
18. Syahira: students always draw on eggs in Paskah day
19. Farah: students always read sumpah pemuda in sumpah pemuda day
20. Dina: students always ceremony on independence day
21. Nyiayu Khairunisyah: we always go home earlier on Saturday
22. Lukluiyah: students always bring seeds on earthday

IN THE NEIGHBORHOOD

1. Raissa :People always kill animal on idul adha day

6. **Questionaire for students**

Do you like world miniature roleplay?

Do you still want to use it?

7. **Video of students' dialogue**

    - See the attachment.

References

Sanddra L and Hofferth and John .how American Children spend their time. Journal of Marriage and Family 63 (May 2001): 295–308

Patti Teel. The Power of a Child's Imagination . http://pathwaystofamilywellness.org/Inspirational/the-power-of-a-childs-imagination.html

TeachThought Staff. A Simplified Bloom's Taxonomy Poster For Students. http://www.teachthought.com/teaching/a-simplified-blooms-taxonomy-poster-for-students/

27

Using Three-Step Interview Technique to Improve Intermediate 2 Students' Speaking Ability

Atin Novita Handayani
LBP P LIA GALAXY

Abstract

Intermediate 2 is a high level in English for Adult program at LBPP LIA. The students are expected to be able to speak English better. However, there are still many students who find it difficult to speak English well. The teacher has tried to create an English speaking atmosphere in class by asking them to always speak English in class, both with the teacher and with their friends. It helps the students get used to speaking English in class. However, they still make a lot of mistakes when they communicate with their friends, especially in using the correct grammar. Based on the teacher's experience, most of them have difficulties in constructing correct questions when they ask questions. Having tried several ways to help them improve their speaking skill, the writer see that the students still have the problem. Therefore, the teacher thinks of applying another technique that can help them improve their speaking skill.

In this classroom action research, the teacher will use THREE-STEP INTERVIEW technique as a way to improve the students' speaking ability. This technique is a cooperative learning technique in which pair work and group work are combined together and it is done with specific purpose. This technique will be done by personalizing the lessons—the students will work in pairs to interview each other about their experience related to the topic by using specific target grammar. After the interview, they will join another pair and share the information they have in the interview to the new pair. The students in another pair then ask necessary questions about the students' partner. Through this technique, the teacher wants to find out how this technique can improve the students' speaking skill, using the correct structure. Through this technique, the teacher also promotes the 4Cs—communication, collaboration, creativity and critical thinking.

Introduction

1.1 Background

Intermediate 2 is a high level in English for Adult program at LBPP LIA. The students are expected to be able to speak English better. However, there are still many students who find it difficult to speak English well. The teacher has tried to create an English speaking atmosphere in class by asking them to always speak English in class, both with the teacher and with their friends. It helps the students get used to speaking English in class. However, they still make a lot of mistakes when they communicate with their friends, especially in using the correct grammar. Based on the teacher's experience, most of them have difficulties in constructing correct questions when they ask questions. It can be seen from the result of the oral test when they were in Intermediate 1. Most of the students got lower score for grammar.

The teacher has tried several ways to help them improve their speaking skill. Some of the ways to encourage them to speak English are through creating English-speaking atmosphere, discussion, dialog making, interview, etc. Still, the teacher sees that the students have the problem, especially in grammar. Therefore, the teacher thinks of applying another technique that can help them improve their speaking skill.

One technique that the teacher thinks can improve students' speaking skill is THREE-STEP IN TERVIEW. It is one of the cooperative learning strategies combining pair work and group work. First, the students work in pairs asking each other about something related to themselves. In this stage, they will practice constructing questions based on the given cues. After they practice this, they will join another pair to report to the other pair about their interview. The other pair then will ask a question to the first pair.

The teacher thinks that by using this technique, the students will be exposed not only to the fluency but also to the accuracy of their speaking. It is because at first, they practice asking questions based on the given cues that deal with certain grammar point, and then they will practice asking questions by themselves.

1.2 Reasons for Choosing the Topic

The teacher researcher chose this topic to find out the effectiveness of the cooperative learning: three-step interview in improving the students' speaking ability, especially in accuracy (grammar). This study was conducted through experimental study. To measure how effective this technique is, the researcher used speaking test as the post test.

1.3 Research Questions

This research is focused on students' accuracy in speaking activities. The teacher researcher will help the students construct correct questions when they ask questions and correct sentences when they answer the questions. In doing so, the teacher researcher will use Three-step interview technique that enables the students to practice constructing questions and answering questions. The teacher researcher is going to answer these questions:

1. How effective is three-step interview technique for the students improve the accuracy in speaking?
2. Is three-step interview technique applicable in a big class?

1.4 Research Scope and Limitation

This Class Action research was conducted in LBPP LIA Galaxy, with Intermediate 2 students as the respondents. The respondents consisted of 27 students. The main concern of this research was to find out how three-step interview could be done and used in Intermediate 2 level with a big number of students. The three-step interview technique was used for the treatment in the experimental group.

In speaking test (Oral Test), conducted in LBPP LIA, there are five aspects that are tested: pronunciation, comprehension, fluency, vocabulary, and structure (accuracy/grammar). Even though this technique could promote all the five aspects, however, it would focus more on the accuracy (**relative clause** and the use of **used to**).

Any cases would be observed in this research. However, this research was designed to cover three-step interview applied in Intermediate 2 students of LBPP LIA Galaxy. The teacher researcher would find out how effective three-step interview is in improving students' speaking ability.

1.5 Research Purposes

Intermediate 2 students still have problems in speaking, especially in using correct grammar. They are still not accurate in using correct structures, especially when they ask questions. The teacher researcher would like to try to find out how effective THREE-STEP INTERVIEW technique is in improving students' speaking skills, especially in the accuracy, because in this technique, students practice constructing sentences step by step. Besides that, the teacher researcher would like to find out whether this technique can be applied in a big class.

The results of this research are expected to contribute to the EFL teaching model of LBPP LIA and give an idea to teachers (especially LIA teachers) on how to improve their students' accuracy in speaking.

1.6 Organization of the Paper

The paper is organized into five chapters as follows: Chapter I Introduction. This chapter contains introduction, which discusses background, reasons for choosing the topic, research questions, research scope and limitation, research purposes, and organization of the paper. Chapter II: Literature Review. It contains theoretical foundation which serves as the basis for investigating the research problems. The Literature Review covers the teaching speaking for intermediate level, the description of the Cooperative learning, and the three-step interview. Chapter III: Research Methodology. In this chapter, the teacher researcher discusses the subject, place and time of the research, the data collection, technique, and instrument, the Class Action Research cycles, research procedures preparation, implementation, and data analysis. Chapter IV: Research Result and Discussion. In this chapter, the researcher reports the findings and discussions of the study. It covers the three-step interview interventions, pre-test, three-step interview result or cycles 1 and 2, and the post test. Chapter V: Conclusion and suggestions. This chapter reports the conclusions and suggestions of the study.

Literature Review

Basically there are four skills in English language teaching—listening, speaking, reading, and writing—especially in LBPP LIA. Even though the four skills have been taught since elementary levels, students of intermediate levels (High school and college students) still find it hard to deal with these skills, especially in speaking, one of the productive skills. One of the problems students encounter when dealing with speaking activities is the accuracy; that is the use of correct structures. It happens during an interview activity in which they have to ask questions to their partner. They often make mistakes in making questions. For example they often make questions like “where you live?” instead of “where do you live?” or “what time you go home yesterday?” instead of “what time did you go home yesterday?” So, teachers should be smart to choose an approach or technique of teaching that is suitable with the condition and the need of the students.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching, because with good speaking ability, students can communicate each other well.

Teaching Speaking For Intermediate Level

Brown (2001) pointed some issues in teaching oral communication to provide some perspective to the more practical considerations as follows:

1. Conversational discourse

The successful language acquisition is usually demonstrated by the ability to carry on conversation competently; to accomplish interactive discourse with other speakers of the language. The goals and the techniques for teaching speaking are depending on the students, teacher and overall context of the class. Teachers may differentiate between transactional and interactional conversation; apply techniques for teaching students conversation rules for topic nomination, maintaining conversation, turn-taking, interruption, termination; and teach sociolinguistic approach. Within all these foci, the lexical, phonological, and syntactic properties of language can be attended either directly or indirectly.

2. Teaching Pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Although the most of adult learners will not acquire an accent-free command of a foreign language, a language program that emphasizes whole language, meaningful contexts, and automaticity of production still need to focus on these phonological details of language.

3. Accuracy and Fluency

An issue that pervades all of language performance centers on accuracy (clear, articulate, grammatically and phonologically correct language) and fluency (flowing, natural language). While fluency may be an initial goal of some courses in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency can be achieved by allowing the "stream" of speech to "flow"; then as some of this speech spills over beyond comprehensibility, the "riverbanks" of instruction on some details of phonology, grammar or discourse can channel the speech to be more purposeful.

4. Affective factors

One of the obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong or incomprehensible. Teachers shall provide warm, embracing climate that encourages students to speak.

5. The interaction effect

Another difficulty that learners encounter is the interactive nature of communication. Conversations are collaborative as participants engage in process in a process of negotiating meaning. So, for the learner, the matter of what to say is often eclipsed by convention of how to say things, when to speak, and other discourse constraints. Furthermore, one learner's performance is also colored by that one person (interlocutor) he or she is talking with.

In intermediate levels, students already have an ability to sustain basic communication tasks to establish some minimal fluency, to deal with a few unrehearsed situations, to self-correct on occasion, to use a few compensatory strategies, and "to get" along in the language beyond mere survival (Brown, 2001). The teacher is no longer as initiator. Students are encouraged to ask questions, make comments, and negotiate certain options in learning. Learner-centered work is possible for more sustained lengths of time as students can maintain topics of discussion and focus.

These following aspects are generated by Brown (2001) from the authenticity of language that need to be considered in teaching speaking skills for intermediate levels:

- Some students are concerned about accuracy and demanding constant correction. Others may slide into a self-satisfied as they become quite fluent in the technical term. Fluency exercise is a must at this level.
- Students are more capable of applying their classroom language to unrehearsed situation. They have confidence to be creative, but sometimes they make interlanguage errors. Teacher recognizes this creativity as a positive sign of language development and of the internalization of coherent system.
- Because of the increasing language capacities of intermediate students, technics can increase in complexity. Common interactive technics for intermediates include paired interviews, surveys and polls, group problem solving, role-plays and many others.

- Grammar topics such as verb tenses and clauses typify intermediate level teaching. Students can benefit from small doses of short, simple explanation of points in English. Such attention to “sore spots” in grammar can be helpful and cure the students.

Brown (2001) also mentioned that, in intermediate levels, the linguistic complexity of communicative listening-speaking goals increases steadily. Along with the creation of novel utterances, students can participate in short conversations, ask and answer questions, find alternative ways to convey meaning, solicit information from others, and more. The functions themselves may not be intrinsically more complex, but the forms they use are.

Cooperative learning

One teaching strategy that is commonly used in a speaking activity is cooperative learning. In cooperative learning, students work in small groups, each with students of different level of ability, use a variety of learning activities to improve their understanding of a subject. Students work through the assignment until all the group members successfully understand and complete it (Kagan, 1994). Yu (1995) claimed that a cooperative learning class was an ideal place for language development.

Three-Step Interview

There are many cooperative learning activities that can be done in an English class. One of them is Three-Step Interview. A three-step interview is defined as a cooperative learning technique which enables and motivates members of the group to acquire certain concept deeply by students’ role. Because Intermediate 2 students still have problems in speaking, there should be a technique which is effective to improve students’ mastery of English language. Students cannot speak fluently and accurately maybe because they lack of practice. So, this cooperative learning: three-step interview technique is hoped to improve students’ speaking ability.

Three-step interviews (Kagan, 1993) could be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students. In Three-Step Interview, student A would interview B for the specified number of minutes, listening attentively and asking probing questions (Kagan, 1993). At a signal, students reversed roles and then B interviewed A for the same number of minutes. At another signal, each pair turned to another pair, forming a group of four. Each member of the group introduced his or her partner, highlighting the most interesting points.

In Three-Step Interview, students interviewed each other in pairs, first one way, and then they switched their roles as interviewers and interviewees. Students could share with the interviews about information they had learned. The Three-Step Interview was used in this study as means to help students gain competence in language skills of speaking, listening, and summarizing.

Research Methodology

3.1 Subject, place and time of the research

The subjects of this research were 27 students of Intermediate 2; 10 males and 17 females. It took place in Intermediate 2 class, on Monday-Wednesday slot, from 17:00 to 19.00 in room 205 at LBPP LIA Galaxy, Bekasi. The research was conducted in term 4/2015, started from October to November 2015.

The first cycle was conducted on Wednesday, October 21, 2015; the second cycle was conducted on Monday, November 2, and the post-test was conducted on Monday, November 23, 2015.

3.2 Data Collection, Technique & Instrument

The data collection was taken from the Oral test result the previous term (term 3, 2015), the students' performance in pre-test, in interviews in cycle 1, and cycle 2, and in the post-test. The teacher researcher used a rubric in the form of the **Rating Scale for Oral Test for Intermediate-to-High Intermediate levels** to measure the students' progress. This rubric is also used by LBPP LIA during the Oral Test. The elements in the rubric consist of Comprehension, Fluency, Pronunciation, Vocabulary, and Grammar. However, the scoring only focused on Grammar, because Grammar is the focus o this research.

The technique used was three-step interview, in which students worked in pairs to ask and answer the questions in turn about themselves by using the given prompts. After that, they joined another pair and told about their partners to the other pair. The other pair then did the same thing (gave reports about their interview) to the first pair.

The instrument used was a set of different questions (for student A and student B) for every cycle in which the target grammar used was **relative clause**, and past habit using **used to**. The observation journal was used to record the data during the observation, which functions as qualitative data. It helps gather information and support the data findings. These journals recorded the information that occurred during the observation. Rubric was also used to measure the students' speaking ability.

3.3 The Classroom Action Research cycles

The classroom action research was carried out to find out how Three-step interview can improve students' speaking skills, especially in fluency and accuracy (grammar). This technique was done in three steps; first, students (A) ask questions to Students (B), students B answer questions. Second, students (B) ask questions to students (A). Step 3, after students A and B got the answers from their interview, they reported their interview results to another pair, say Students C and D. After students A and B reported their interview to students B and C, students C and D then reported their interview to students A and B.

According to Kemmis and Taggart, 1988 (as cited in Burns, 2010) there are four steps in each cycle of Classroom Action Research: planning, observing and acting, and reflecting. The planning part which was also the first stage of the cycle was the preparation part. Here, the material from the units for the activity, was 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 three-step interview technique was used to improve the students' speaking skills. Here, the students were put in pairs, then they worked with another pair to form a group.

Then, next is the observing part. The observing part was the result part. In this part, the observer noted the result of her observation concerning the improvement of learners' speaking skill through this technique.

The reflecting part was the evaluation part. It is the fourth and last stage of the cycle. It was where the focus of the research outcomes were analyzed, and measured. Here, it is decided whether a third cycle would not be essential to the research for the first and the second ones are sufficient.

3.4 Research Procedures Preparation

1. Researcher conducted pre-test to find out students' speaking skills before the three-step interview interventions.
2. Researcher prepared questions that the students would use in the three-step interview technique and prepared research instruments, such as interview questions, rubric and camera.
3. Researcher explained to students about the three-step interview technique and explained to them about what they would do with in class.

3.5 Implementation

The implementation of the three-step interview technique was taken in 2 cycles. In every cycle, students' conversation performance was recorded . The teacher made a journal to see the students' progress and to see the students' strong and weak points.

- Pre test

This stage was intended to see students' speaking ability before the three-step interview was applied. In this initial phase, the students worked in pairs to complete missing information. They did it by interviewing each other (Smart Choice Book, Unit 7 Smart Talk, page 90 and 102)

- Task

- During the task cycle, students worked in pairs to prepare for the dialog for 10-15 minutes.
- They then practiced before the teacher checked their interview and report.
- During this stage, the teacher provided students with the questions students should ask to their partner using specific target grammar.
    - After working in pairs, the students worked in group to do the report and then the others asked necessary questions.
- The teacher took some notes in the journal.

Observation

During the intervention session, researcher observed students' performance and took some notes. Observation focused on students' accuracy (grammar). To support the data, researcher used rubric. Documentation like photograph was also used to support the data.

Reflection

Reflection on the whole process would include data interpretation from observation and also noted down some strength and weaknesses.

3.6 Data Analysis

This research mostly would be analyzed qualitatively, the data that had been compiled would be elaborated descriptively. In every cycle, data were analyzed and reflected as the input for improvement in the next cycle. By the end of the research, all data were used to evaluate how Three-step interview technique improve Intermediate 2 students' speaking skills, especially in accuracy (grammar).

Result and Discussion

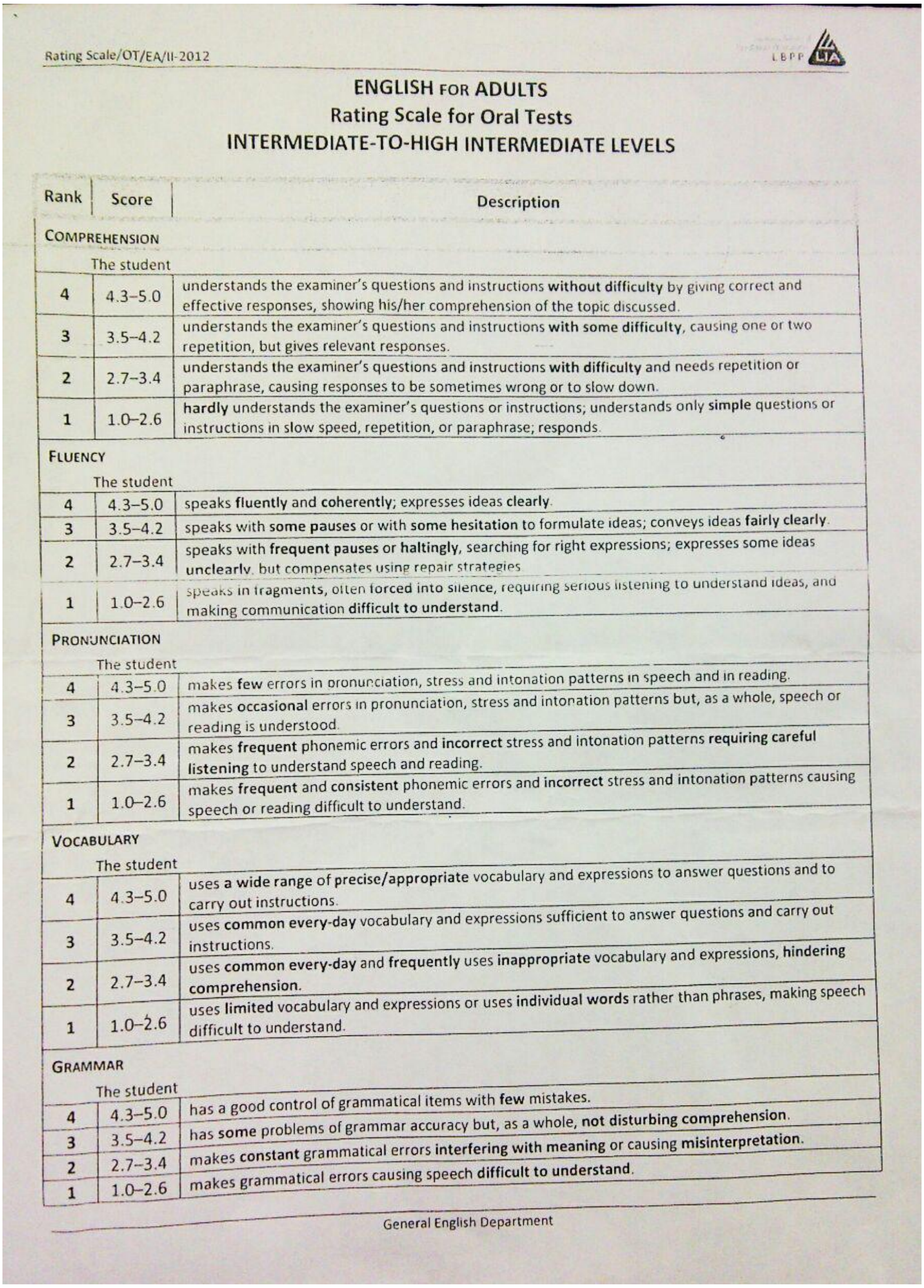
4.1 Result

4.1.1 Pre-test

Before the implementation of the three-step interview technique, the teacher researcher did several things. First, the teacher researcher saw the Oral Test result the term before. The teacher researcher found out that their speaking skill was not too good, especially in grammar. Second, the teacher researcher did an observation on the students' speaking ability in class, especially on structure, by asking them to work in pairs doing Smart Talk activity in Smart choice book in unit 7. The teacher researcher did this during the while-teaching stage. The teacher researcher found out that they had problems in constructing questions, both yes-no questions and wh-questions.

To measure the students' competence in speaking, the teacher researcher used a rubric in the form of the **Rating Scale for Oral Test for Intermediate-to-High Intermediate levels** which is also used by LBPP LIA during the Oral Test. The scoring only focused on Grammar, because Grammar is the focus o this research.

Rubric



Rating Scale/OT/EA/II-2012

LBPP LIA

ENGLISH FOR ADULTS
Rating Scale for Oral Tests
INTERMEDIATE-TO-HIGH INTERMEDIATE LEVELS

Rank	Score	Description
COMPREHENSION		
	The student	
4	4.3–5.0	understands the examiner's questions and instructions **without difficulty** by giving correct and effective responses, showing his/her comprehension of the topic discussed.
3	3.5–4.2	understands the examiner's questions and instructions **with some difficulty**, causing one or two repetition, but gives relevant responses.
2	2.7–3.4	understands the examiner's questions and instructions **with difficulty** and needs repetition or paraphrase, causing responses to be sometimes wrong or to slow down.
1	1.0–2.6	**hardly** understands the examiner's questions or instructions; understands only **simple** questions or instructions in slow speed, repetition, or paraphrase; responds.
FLUENCY		
	The student	
4	4.3–5.0	speaks **fluently** and **coherently**; expresses ideas **clearly**.
3	3.5–4.2	speaks with **some pauses** or with **some hesitation** to formulate ideas; conveys ideas **fairly clearly**.
2	2.7–3.4	speaks with **frequent pauses** or **haltingly**, searching for right expressions; expresses some ideas **unclearly**, but compensates using repair strategies
1	1.0–2.6	speaks in fragments, often forced into silence, requiring serious listening to understand ideas, and making communication **difficult to understand**.
PRONUNCIATION		
	The student	
4	4.3–5.0	makes **few** errors in pronunciation, stress and intonation patterns in speech and in reading.
3	3.5–4.2	makes **occasional** errors in pronunciation, stress and intonation patterns but, as a whole, speech or reading is understood.
2	2.7–3.4	makes **frequent** phonemic errors and **incorrect** stress and intonation patterns **requiring careful listening** to understand speech and reading.
1	1.0–2.6	makes **frequent** and **consistent** phonemic errors and **incorrect** stress and intonation patterns causing speech or reading difficult to understand.
VOCABULARY		
	The student	
4	4.3–5.0	uses **a wide range of precise/appropriate** vocabulary and expressions to answer questions and to carry out instructions.
3	3.5–4.2	uses **common every-day** vocabulary and expressions sufficient to answer questions and carry out instructions.
2	2.7–3.4	uses **common every-day** and **frequently** uses **inappropriate** vocabulary and expressions, **hindering comprehension**.
1	1.0–2.6	uses **limited** vocabulary and expressions or uses **individual words** rather than phrases, making speech difficult to understand.
GRAMMAR		
	The student	
4	4.3–5.0	has a good control of grammatical items with **few** mistakes.
3	3.5–4.2	has **some** problems of grammar accuracy but, as a whole, **not disturbing comprehension**.
2	2.7–3.4	makes **constant** grammatical errors **interfering with meaning** or causing **misinterpretation**.
1	1.0–2.6	makes grammatical errors causing speech **difficult to understand**.

General English Department

Table 1. Oral Test Result (Intermediate 1)

No	Names	
1.	Della	34
2.	Dyah A	35
3.	Tobby	34
4.	Daffa	32
5.	Elvira	34
6.	Willy	34
7.	Barriq	37
8.	Indah	37
9.	Mufti	NA
10	Kia	37
11.	Devita	NA
12.	Hasna	NA
13.	Rabbani	36
14.	Nesta	35
15.	Veronica	NA
16.	Tirza	33
17.	Inez	33
18.	Rizky	33
19.	Ivan	NA
20.	Iin	NA
21.	Namira	NA
22.	Isti	NA
23.	Nia	NA
24.	Fanny	NA
25.	Naqibah	NA
26.	Bidari	NA
27.	Reinhart	NA

Table 2. Pre-test Result

No	Names	
1.	Della	35
2.	Dyah A	36
3.	Tobby	35
4.	Daffa	NA
5.	Elvira	36
6.	Willy	37
7.	Barriq	37
8.	Indah	38
9.	Mufti	35
10	Kia	38
11.	Devita	37
12.	Hasna	37
13.	Rabbani	36
14.	Nesta	36
15.	Veronica	37
16.	Tirza	36
17.	Inez	36
18.	Rizky	36
19.	Ivan	38
20.	Iin	38
21.	Namira	37
22.	Isti	36
23.	Nia	39
24.	Fanny	39
25.	Naqibah	36
26.	Bidari	35
27.	Reinhart	39

After knowing the students' problem, the teacher researcher told the students they would do some speaking activities using three-step interview. The teacher researcher told about the research, why she wanted to try the technique, what she would expect from the interventions, what the students and teacher were going to do, and how they would conduct the technique.

4.1.2 Three-step interview interventions

4.1.2.1 Cycle 1

In the first cycle, the teacher researcher used **relative clauses** as the focus of the study. After the students learned the grammar in Unit 8 of the Smart Choice Intermediate 2 page 52, they worked in pairs (students A and students B) to prepare for an interview. Teacher provided each student a piece of paper containing the prompts for the students to ask to their partner. They took turn asking and answering questions about the target grammar. Step 1: Student A asked questions to student B, student B answered the questions with complete sentences. Step 2: Student B asked questions to student A, student A answered the questions. And step 3: Student A and student B reported the interview result to another pair, and the other pair asked necessary questions to student A and student B. Later the other pair did the same thing.

The teacher gave 10-15 minutes for the students to practice steps 1 and 2. After that, the teacher asked 2 pairs to work together forming groups of 4. The teacher checked each group's performance to find out whether they could make correct questions and answers, and correct sentences when they reported the interview. The teacher wrote a journal to record each student's performance in every cycle.

In the first cycle, there were only 18 students who attended the session, 9 students were absent. In this cycle the students were still confused on what to do even though the teacher had explained the procedures and given the examples. Consequently, this cycle took longer than what had been planned.

Sample dialog:	**Response:**
Kind/fruit/he/like/?	
=) What kind of fruit do you like?	**=) I like fruits that are sweet.**

Questions for A:

1. Kind/movies/he/like/?
2. Kind/actor/he/like/?
3. Kind/book/he/read/?
4. Kind/friend/he/want/have/?
5. Kind/job/he/want/have/?

Questions for B:

1. Kind/clothes/he/like/?
2. Kind/teacher/he/like/?
3. Kind/TV program/he/watch /?
4. Kind/city/he/want/live in/?
5. Kind/food/he/like/?

Table 3. Cycle 1 Result

No	Names	G
1.	Della	37
2.	Dyah A	NA
3.	Tobby	38
4.	Daffa	NA
5.	Elvira	40
6.	Willy	NA
7.	Barriq	37
8.	Indah	40
9.	Mufti	NA
10	Kia	40
11.	Devita	40
12.	Hasna	38
13.	Rabbani	NA
14.	Nesta	36
15.	Veronica	NA
16.	Tirza	38
17.	Inez	36
18.	Rizky	36
19.	Ivan	40
20.	Iin	39
21.	Namira	40
22.	Isti	NA
23.	Nia	40
24.	Fanny	40
25.	Naqibah	NA
26.	Bidari	38
27.	Reinhart	NA

In this cycle, many students still made mistakes when they asked questions to their partners. However, when they responded to the questions their partner asked, and when they reported their interview, they did not make a lot mistakes.

4.1.2.2 Cycle 2

In the second cycle, the teacher researcher used **used to** as the focus of the study. After they learned the grammar in Unit 11 of the Smart Choice Intermediate 2 page 72, they worked in pairs (students A and students B) to prepare for an interview. Teacher provided each student a piece of paper containing the prompts for the students to ask to their partner. They took turn asking and answering questions about the target grammar. Step 1: Student A asked questions to student B, student B answered the questions with complete sentences. Step 2: Student B asked questions to student A, student A answered the questions. And step 3: Student A and student B reported the interview result to another pair, and the other pair asked necessary questions to student A and student B. Later the other pair did the same thing.

The teacher gave 10-15 minutes for the students to practice steps 1 and 2. After that, the teacher asked 2 pairs to work together forming groups of 4. The teacher checked each group's performance to find out whether they could make correct questions and answers, and correct sentences when they reported the interview. The teacher wrote a journal to record each student's performance in every cycle.

In the second cycle, there were only 24 students who attended the session, 3 students were absent. In this cycle the students already knew what they had to do. So, they could practice the interview faster than in cycle 1.

Sample dialog:	**Response:**
He/live/Jakarta/?	
=) Did you use to live in Jakarta?	**=) Yes, I did/No, I didn't**
Childhood game/he /play/?	
=) What childhood game did you used to play?	**=) I used to play hide and seek.**

Questions for A:

1. He/play/kites /when/he/child?
2. He/like /math /he/when/elementary school /?
3. Time/he/sleep /when/he/child/?
4. Food/he/eat/when /he/child/?
5. How /he /go to school /when/he/junior high school?

Questions for B:

1. He/have a pet /when/he/child /?
2. He /take a nap /when/he/child /?
3. TV program/he/watch /when/he/elementary school?
4. His favorite teacher/when /he/elementary school /?
5. School subject /he/like/when/he/junior high school?

Table 4. Cycle 2 Result

No	Names	G
1.	Della	38
2.	Dyah A	39
3.	Tobby	39
4.	Daffa	39
5.	Elvira	39
6.	Willy	39
7.	Barriq	40
8.	Indah	42
9.	Mufti	39
10	Kia	43
11.	Devita	43
12.	Hasna	40
13.	Rabbani	NA
14.	Nesta	39
15.	Veronica	NA
16.	Tirza	38
17.	Inez	39
18.	Rizky	39
19.	Ivan	41
20.	Iin	40
21.	Namira	40
22.	Isti	39
23.	Nia	45
24.	Fanny	45
25.	Naqibah	40
26.	Bidari	NA
27.	Reinhart	45

There was some progress students made. The students started to pay attention to the structure, especially when they asked questions. Some of them even made a very few mistakes although some others still forgot to use auxiliary verb when asking questions. All in all, students' performance was better than that in cycle 1.

4.1.2.3 Post Test

In the post test, the teacher researcher would like to find out the progress the students made after three-step interview technique was applied. The teacher researcher prepared a set of questions to ask to the students. The teacher researcher asked two by two students to come the teachers' room to be tested. The teacher researcher gave each student a piece of paper containing the prompts for the students to ask to their partner.

They took turn asking and answering questions about the target grammar. This time, the teacher researcher combined **Relative clause** and **used to** as the target grammar to be tested. Step 1: Student A asked questions to student B, student B answered the questions with complete sentences. Step 2: Student A reported the interview result. After that, student B did the same thing. The teacher only needed 10-15 minutes to assess the students' performance.

In this post test, there were only 21 students who attended the session, 6 students were absent. In this test, some students showed a lot of progress and some others showed a little progress. In this test, the students should ask and answer the questions related to them. The questions are as follow:

1. Name: 2. School: 3. Hobby: 4. Kind of game he/she used to play when he/she was a child: 5. Kind of food he/she use to buy when he/she was a child: 6. How he/she used to go to school when he/she was in elementary school: 7. Kind of friend he/she likes: 8. Kind of food he/she likes: 9. Kind of job he/she wants to have:	1. Name: 2. School: 3. Hobby: 4. Kind of game he/she used to play when he/she was a child: 5. Kind of food he/she use to buy when he/she was a child: 6. How he/she used to go to school when he/she was in elementary school: 7. Kind of friend he/she likes: 8. Kind of food he/she likes: 9. Kind of job he/she wants to have:

The first three questions were general questions, asking the students to ask their partner about name, school, and hobby. The next three questions were about past habit. The students were supposed to use **used to** to ask and answer the questions. The last three questions were questions that must be answered with **Relative clause**.

Table 4. Post-test Result

No	Names	G
1.	Della	38
2.	Dyah A	41
3.	Tobby	39
4.	Daffa	39
5.	Elvira	37
6.	Willy	NA
7.	Barriq	39
8.	Indah	40
9.	Mufti	NA
10	Kia	42
11.	Devita	40
12.	Hasna	38
13.	Rabbani	NA
14.	Nesta	38
15.	Veronica	NA
16.	Tirza	38
17.	Inez	38
18.	Rizky	37
19.	Ivan	39
20.	Iin	38
21.	Namira	42
22.	Isti	41
23.	Nia	49
24.	Fanny	45
25.	Naqibah	NA
26.	Bidari	NA
27.	Reinhart	48

4.2 Discussion

4.2.1 Question and answer for no. 1 (name)

Almost all students asked and answered a correct question to ask name. Only 1 student asked the question wrong. Instead of asking “What is your name?”, he asked “Who is your name?”. The answers to this question were all correct.

4.2.2 Question and answer for no. 2 (school)

This question is relatively easy; however, some students still made mistakes when asking this question. There was one student who asked, “Where your school?”, one student who asked, “Where do you school?”, one student who asked, “Where did you go to school?”, and one student who asked, “Where you go to school?”.

Some answers to this question were also wrong. Two students answered, “ I school at..”, one student answered with “ I studied at…” and two students answered with “I’m study at ….”.

When the students reported the interview, three students said, “He school at…”, one student said, “she school at…”, one student said, “Her school in…”, one student said, “He study at …”, and two students said, “She study at…”.

4.2.3 Question and answer for no. 3 (hobby)

For question 3, a question asking hobby, all students asked, answered, and reported it correctly. So no one made mistakes for this.

4.2.4 Question and answer for no. 4 (Kind of game he/she used to play when he/she was a child)

This question was to ask about students’ past habit. Even though they had practiced to use **used to** to talk about past habit, still many students made mistakes in using it. Four students asked, “What kind of game do you use to play when you were a child?”, four students asked, “ What kind of game you used to play when you were a child?”, and four students asked, “ What kind of game did you use to play when you was a child?”.

For the answers and reports, all students answered the question and reported it with correct structure.

4.2.5 Question and answer for no. 5 (Kind of food he/she use to buy when he/she was a child)

This question was also to ask about students’ past habit. Even though they had practiced to use **used to** to talk about past habit, still many students made mistakes in using it. One student asked, “What kind of food do you use to buy when you were a child?” Three students asked, “What kind of food did you use to buy when you was a child?”, and five students asked, “What kind of food you used to buy when you were a child?” All answers were acceptable and with correct structure so was the report.

4.2.6 Question and answer for no. 6 (How he/she used to go to school when he/she was in elementary school)

This question was also to ask about students’ past habit. Even though they had practiced to use **used to** to talk about past habit, still many students made mistakes in using it. Three students asked, “How do you use to go to school when you were in elementary school?”, Four students asked, “How did you use to go to school when you was in elementary school?”, Two students asked, “How you used to go to school when you were in elementary school?”, and one student asked, “How do you used to go to school when you were in elementary school?”.

Almost all of students responded to this question correctly. However, two of them made mistakes. One of them said, “I used to go to school with my bicycle when I was in elementary school” and the other one said “I used to go to school by foot when I was in elementary school”

4.2.7 Question and answer for no. 7 (Kind of friend he/she likes)

This question was to ask about kinds of friends students like. The expected answer was that the students use **relative clause**. For this question, one student made mistakes by asking “What kind of friend did you use to like?”, two students made mistakes by asking “What kind of friend did you like?”, two students made mistakes by asking “What kind of friend you like?”, and three students made mistakes by asking “What kind of friend do you likes?”

Some students made mistakes when they responded to this question. One of the students said “I like friend easy going”, another student said “I like a friend which is easy going”, and the other one said “I like friends who are understand me well”. They also made some mistakes when they reported their interview. One said “she likes friend easy going”, the other one said “She likes friends who are understand her well”.

4.2.8 Question and answer for no. 8 (Kind of food he/she likes)

This question was to ask about the food students like. The expected answer was also that the students use **relative clause**. For this question, one student made mistakes by asking “What kind of food you like?”, one student asked “What kind of food do you likes?”, and three students asked “What kind of food did you like?”.

When the students answered this question and reported the interview, they could do it correctly. Only one student made mistake by saying, “I like food which spicy”. The structure the students used in the report was all correct.

4.2.9 Question and answer for no. 9 (Kind of job he/she wants to have)

This question was to ask about the job students want to have in the future. The expected answer was also that the students use **relative clause**. For this question, there were not many students who made mistakes in asking the question. One student made mistakes by asking “What kind of job you want?” Another one said “What kind of job you wants?”, another “What kind of job do you wants?” and the other one said “What kind of job did you want?”

It seemed that it was the most difficult question for the students. Many students responded to this question with incorrect structures. Here are some answers given by the students:

“I want to have a job that make me success”
“I want to have a job which are success”
“I want to have a job which is can help people”
“I want to have a job which are give me success”,
“I want to have a job which cannot make me boring”
“I want to have a job which is have many customers”
“I want to have a job which are success”,
“I want to have a job which easy”
“I want to have a job that helpful”
“I want to have a job which are have benefits”
“I want to to be a teacher” (no relative clause)

In making the report, they more or less made the same mistakes as in responses.

Table 6. Oral Test Result, Pre Test, Cycle1, Cycle2, Post Test

So, the students' performance before and after the three-step interview was applied can be seen in the table below:

No	Names	OT	Pre Test	Cycle1	Cycle2	Post Test
1.	Della	34	35	37	38	38
2.	Dyah A	35	36	NA	39	41
3.	Tobby	34	35	38	39	39
4.	Daffa	32	NA	NA	39	39
5.	Elvira	34	36	40	39	37
6.	Willy	34	37	NA	39	NA
7.	Barriq	37	37	37	40	39
8.	Indah	37	38	40	42	40
9.	Mufti	NA	35	NA	39	NA
10	Kia	37	38	40	43	42
11.	Devita	NA	37	40	43	40
12.	Hasna	NA	37	38	40	38
13.	Rabbani	36	36	NA	NA	NA
14.	Nesta	35	36	36	37	38
15.	Veronica	35	37	NA	NA	NA
16.	Tirza	33	36	38	38	38
17.	Inez	33	36	36	39	38
18.	Rizky	33	36	36	39	37
19.	Ivan	NA	38	40	41	39
20.	Iin	NA	38	39	38	38
21.	Namira	NA	37	40	40	42
22.	Isti	NA	36	NA	39	41
23.	Nia	NA	39	40	45	49
24.	Fanny	NA	39	40	45	45
25.	Naqibah	NA	36	NA	40	NA
26.	Bidari	NA	35	38	NA	NA
27.	Reinhart	NA	39	NA	45	48

Conclusion and Recommendation

5.1 Conclusion

After the Class Action Research was conducted, the teacher researcher can give some conclusions:

1. Even though the students have reached intermediate level, they still cannot master basic structure of English.
2. Students still need practice on structures, especially in making questions.

3. The teacher needs to monitor the students' progress in learning English. It can be done by giving feedback, correction, etc.
4. Three-step interview somehow helps students practice constructing correct structure.
5. Three-step interview can be applied in a big class.

5.2 Recommendation

1. Three-step interview can be used as an alternative activity in speaking activities to make the students practice structures.
2. Three-step interview should be introduced in earlier levels.
3. It is a good idea that a teacher makes a journal about the students' progress, so that the teacher can see in which part the students are good and in which part they still need improvement.
4. In doing this CAR, the teacher researcher should make another cycle (cycle 3) to make the students practice more.
5. Quantitative approach should also be done in doing this study.

References

Brown, D (2001) teacher by Principles. An Interactive Approach to Language Pedagogy. 2nd Edition. New Jersey: Prentice Hall Regents.
Burns A. (1999). Collaborative Action Research for English Language Teachers. United Kingdom: Cambridge University Press.

Creswell, J.W. (2005) Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New Jersey: Pearson Education, Inc, 2005
Kagan, S (1981) The Structural Approach to Cooperative Learning. Educational Leadership, 47 (4), 12-15

Kagan, S (1993) The Structural Approach to Cooperative Learning. Cooperative Learning A Response to Linguistic and Cultural Diversity. Edited by D.Holt, Mchenry, III, and Washington, D.C: Delta System Center for Applied Linguistics.

Kemmis, Atweh, B. and Weeks, P. Action Research in Practice: Partnership for Social Justice in Education. London: Routledge, 1998.
Yu, G (1995) Implementing Cooperative Learning Approach in An EFL in Taiwan.

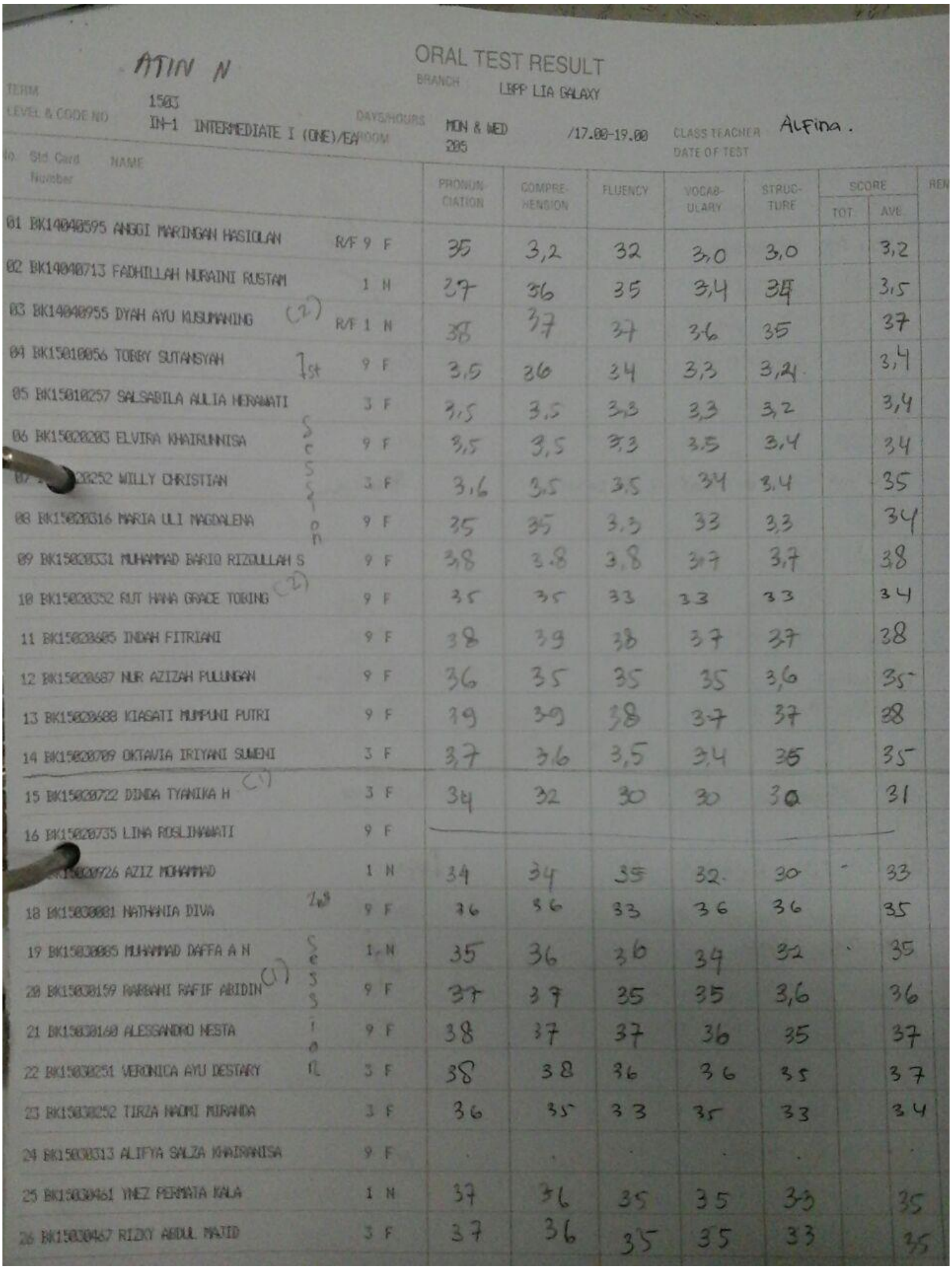
Appendices

Intermediate 2 class, Monday-Wednesday at 17-19 Room 205 with 27 students

Steps 1 and 2, pair work, students take turn asking and answering questions

Step 3: Students work with another pair, forming a group

Post Test: Students took turn asking and answering questions and then reported the
interview to the teacher.



ATIN N

ORAL TEST RESULT

BRANCH LBPP LIA GALAXY

TERM 1503

LEVEL & CODE NO IN-1 INTERMEDIATE I (ONE)/EA

DAYS/HOURS MON & WED /17.00-19.00

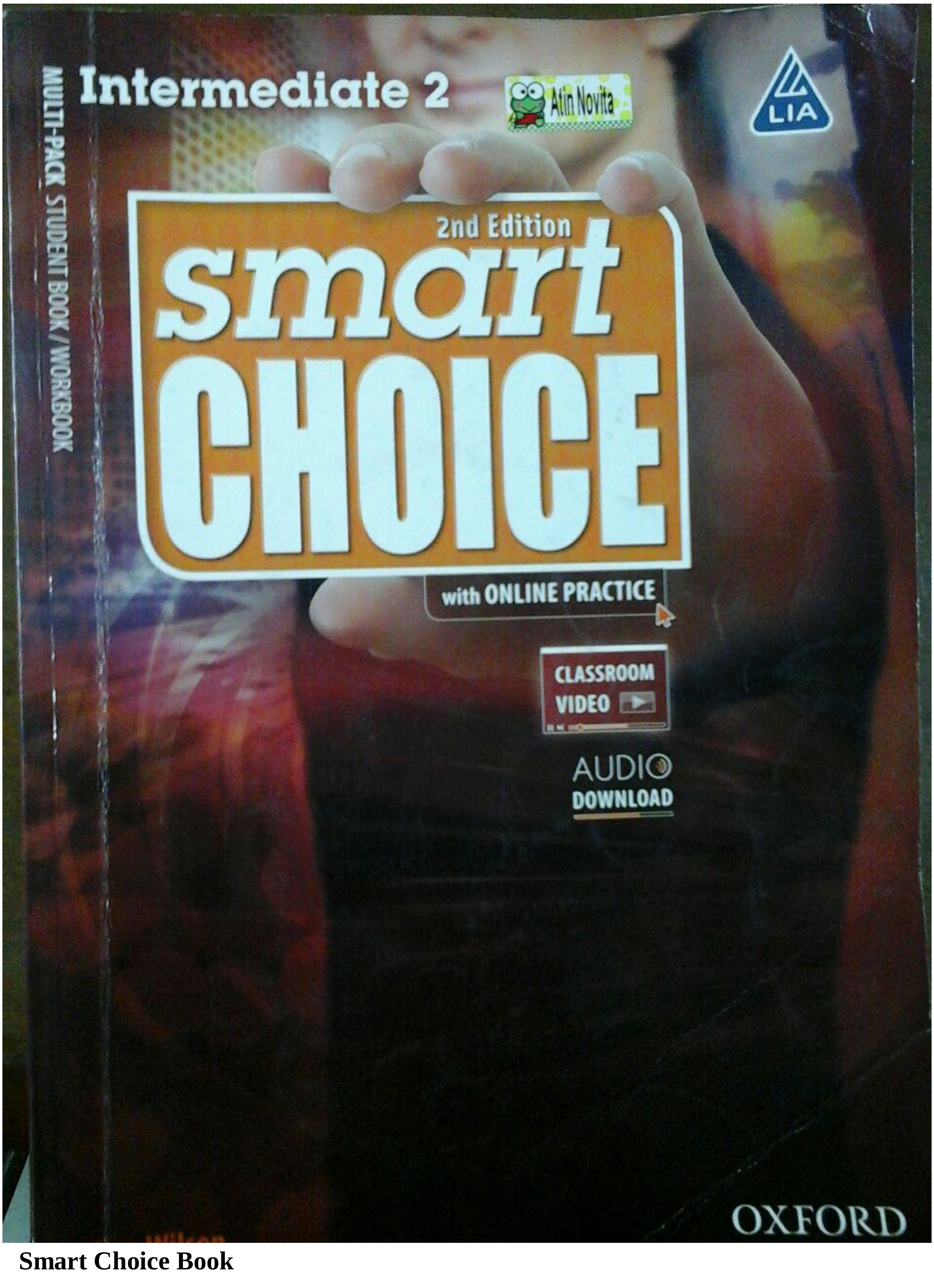
ROOM 205

CLASS TEACHER Alfina.

DATE OF TEST

No.	Std Card Number	NAME					PRONUNCIATION	COMPREHENSION	FLUENCY	VOCABULARY	STRUCTURE	SCORE TOT	SCORE AVE	REM
01	BK14040595	ANGGI MARINGAN HASIOLAN		R/F	9	F	35	3,2	32	3,0	3,0		3,2	
02	BK14040713	FADHILLAH NURAINI RUSTAM			1	N	37	36	35	3,4	34		3,5	
03	BK14040955	DYAH AYU KUSUMANING	(2)	R/F	1	N	38	37	37	3,6	35		37	
04	BK15010056	TOBBY SUTANSYAH	1st		9	F	3,5	36	34	3,3	3,4		3,4	
05	BK15010257	SALSABILA AULIA HERAWATI			3	F	3,5	3,5	3,3	3,3	3,2		3,4	
06	BK15020203	ELVIRA KHAIRUNNISA	Session		9	F	3,5	3,5	3,3	3,5	3,4		34	
[illegible]	[illegible]20252	WILLY CHRISTIAN			3	F	3,6	3,5	3,5	34	3,4		35	
08	BK15020316	MARIA ULI MAGDALENA			9	F	35	35	3,3	33	3,3		34	
09	BK15020331	MUHAMMAD BARIQ RIZQULLAH S			9	F	3,8	3,8	3,8	3,7	3,7		38	
10	BK15020352	RUT HANA GRACE TOBING	(2)		9	F	35	35	33	33	33		34	
11	BK15020605	INDAH FITRIANI			9	F	38	39	38	37	37		38	
12	BK15020687	NUR AZIZAH PULUNGAN			9	F	36	35	35	35	3,6		35	
13	BK15020688	KIASATI MUMPUNI PUTRI			9	F	39	39	38	37	37		38	
14	BK15020709	OKTAVIA IRIYANI SUWENI			3	F	3,7	3,6	3,5	3,4	35		35	
15	BK15020722	DINDA TYANIKA H	(1)		3	F	34	32	30	30	30		31	
16	BK15020735	LINA ROSLINAWATI			9	F								
[illegible]	[illegible]020926	AZIZ MOHAMMAD			1	N	34	34	35	32	30	-	33	
18	BK15030001	NATHANIA DIVA	2nd		9	F	36	36	33	36	36		35	
19	BK15030085	MUHAMMAD DAFFA A N	Session		1	N	35	36	36	34	32		35	
20	BK15030159	RABBANI RAFIF ABIDIN	(1)		9	F	37	37	35	35	3,6		36	
21	BK15030160	ALESSANDRO NESTA			9	F	38	37	37	36	35		37	
22	BK15030251	VERONICA AYU DESTARY			3	F	38	38	36	36	35		37	
23	BK15030252	TIRZA NAOMI MIRANDA			3	F	36	35	33	35	33		34	
24	BK15030313	ALIFYA SALZA KHAIRANISA			9	F	.	.	.	.	.		.	
25	BK15030461	YNEZ PERMATA KALA			1	N	37	36	35	35	33		35	
26	BK15030467	RIZKY ABDUL MAJID			3	F	37	36	35	35	33		35	

Oral Test Result (Intermediate 1)


Intermediate 2
Atin Novita
LIA
2nd Edition
smart
CHOICE
with ONLINE PRACTICE
CLASSROOM
VIDEO
AUDIO
DOWNLOAD
MULTI-PACK STUDENT BOOK / WORKBOOK
OXFORD

Smart Choice Book

My Facebook Status: Helping Absent Students to Learn The Missing Lesson in Intermediate 3 Class

Raty Rusmiana
LBPP LIA Palembang

Abstract

Coming to the class and participating in all activities everyday is absolutely necessary for students. It can help the students to practice their English skill in order to get a good progress on it. Unfortunately, having absent students in every meeting is kind of routine in my class. Going back late from school, doing group work as assigned by the teachers, being tired or sick, going somewhere and participating in an extracurricular at school are some reasons usually given by them. As the consequence, if a student misses a lesson, they just miss it and jump back in with the class when they return. For some students, mastering all lessons is also important. Although they are absent, they still hope that they can understand the previous lesson they missed. As the result, they ask many questions about the previous lesson and it is really time consuming and at the same time, bothers the teaching and learning process in the classroom. Therefore, the 'My facebook status' was applied in this CAR as a technique to help the absent students to understand the lesson they missed by using informative cards created by the students and sticked on the cartoon. The students of intermediate 3, consisting of 26 students, became the subject of research. The data were collected by means of class observation, teaching journals, and video recording. The findings showed that the technique, 'My facebook status', was proven effective to help students understand the previously-learnt lessons and positively affected the students' learning achievement. Despite its satisfied finding, this class action research should be considered a preliminary technique that needs to be furthered by applying methods that are more comprehensive

Keywords: Absent students, previous lesson, "My facebook status" technique, Informative cards, the students of intermediate 3.

I. Background

It is believed that coming to the class and participating in all activities everyday is absolutely necessary for students. It can help the students to practice their English skill in order to get a good progress on it. Moreover, they can exchange their ideas and knowledge with other students together. And it is also the good way for students to practice their responsibilities and discipline in their study as well as in their work in the future. Student will get some extra knowledge that they cannot find in any books. Teachers always add their own knowledge and experience into their classes. Some knowledge comes from their real experience and others come from reading various kinds of books. So, attending classes will bring a lot of profits and benefits to students in order to expand lots of knowledge and experience. For example, if student learns English alone, he will not improve many skills such as writing, reading, speaking and listening from his teachers. Therefore, as he attends English class every day, he can assemble and enlarge his knowledge. He also gets lots of rich information about culture and tradition in England while attending classes. Unfortunately, having absent students in every meeting is kind of routine in my class. Going back late from school, doing group work as assigned by the teachers, being tired or sick, going somewhere and participating in an extracurricular at school are some reasons usually given by them. As the consequence, if a student misses a lesson, they just miss it and jump back in with the class when they return. For some students, mastering all lessons is also important. Although they are absent, they still hope that they can understand the previous lesson they missed. As the result, they ask many questions about the previous lesson and it is really time consuming and at the same time, bothers the teaching and learning process in the classroom

In Intermediate 3 class which consists of 26 students, there were always students who could not come in every meeting. Students would always come to me for asking the solution about their absences. It is true that LIA has anticipated this case since the very begining of the term. The students are given the flexibility to make up their absences by learning in other classes in different slot or coming to the teacher asking for the assigments related to the previous lesson. However, the solution given does not really meet problem. when I gave my students a permit to make up the lesson in other classes, they did not learn the lesson they missed because they did not do the make up class within the same week when they were absence. To handle this problem, I gave them some assignment about the lesson they missed to do at home. But still they did not understand about it.

Based on this problematic experience, I felt it was very urgent to find the solution for this problem. Then, I came up with this technique, called ‘My facebook status’. This technique was hoped to help the students to understand the lesson they missed. Moreover, I had high expectation that this technique could improve the students’ achievement in lessons.

II. Research Objective

The purpose of this classroom action research was to find out whether the technique ‘My facebook status’ could be used to make students understand the lessons from previous meeting.

III. Literature Review

Absent students

As described by Woody Allen, It is absolutely vital that students attend class regularly. Missing a class should be a rare occurrence, something that happens at most once or twice a semester. If they miss class more than this, it will interfere with their learning and have a negative affect their performance and grade. Class gives students another perspective on the material besides just the textbook. Even if they think they already understand the material well, classes always adds something new. The teacher may go over examples or applications they haven't seen, concepts in class may be presented in a different way than in the text, and student questions and discussion may elaborate on the material or provide new insights. Attending class can be an opportunity for the students to engage the material with the guidance of the teacher and the help of their classmates. A teacher may pose a question or lead a discussion in class that directs them to make connections between concepts and helps them to think about the material in new ways. No textbook can explain something to students like another person can. Even if teachers seem as though they are just going through the material in the book, there will always be added clarification and insights that they can discover in class. Time in class is one to two hours during which they are actively thinking about the material and practicing it. Attending and participating in class shows the teacher that they are serious student who is taking responsibility for their education and making an effort to learn. This increases their interaction with classmates, and raises the likelihood of finding mentors and roll models who can help guide them in their academic, career, and personal development. In addition, class time is a chance to meet and interact with other students in their class. This can help students to form study groups or meet other students in their major. On the other hands, the tendency of being absent in every meeting cannot be rejected. It means students will miss some material explained by the teacher. Like it or not, they must find the most effective way to cope with this problem.

Facebook

Related to those problems, the writer tries to find out interesting way for students to have mutual benefit. “My facebook status” was applied to this research. According to Dean (2014), Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. People nowadays use facebook everyday. They write anything happened around to let other people know about the information. Furthermore, they can also write something unimportant about their feeling. In fact, it is not good for them to complain anything too frequently. The writer tried to make use of their habit in teaching and learning process. Their facebook status typed in the gadget are moved to cards and posted on the cartoon hanging on the wall. They can be used by the absent students to learn the lesson they have missed

IV. Research Methodology

1. Subject of research

The subject used for this classroom action research was Intermediate 3 class, LBPP LIA Palembang term III/2015. The class
consisted of 26 students.

2. Plan of Action

This research was conducted in 4 meetings, from July 10 to July 31, 2015. There was a card I assigned the students to write on. For this purpose, ‘My facebook status’ technique was executed in a meeting. Here are the steps of applying the technique:

a. Prepare blank pieces of paper, cartoon, and a glue
b. Apply this technique in summing up stages
c. Distribute each student a card
d. Without letting students have their student book or notebook open, ask them to write down what they have learnt and understood about today’s lesson (see the cards in appendix 1)
e. Ask them to stick it on the cartoon
f. The next meeting, ask the absent student to answer the teacher questions then if they give wrong answer, ask them to read the facebook status and correct their answer.

3. Data Collection

a. Class Observation

It was done to observe the students’ involvement in every meeting, the activity was videotaped and recorded in teaching journal entry.

b. Interview

It was done to see whether or not the absents students understand the material before and after reading the facebook status

4. Data analysis

All data obtained from all instruments to collect the data, which were teaching journal and video tapes were analyzed by using descriptive method.

V. Result and Discussion

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

MEETING	DATE	TEACHING JOURNAL
1	July 10	It was the second meeting after term break, some students were absent. They might still enjoy their school holiday which would be ended on July 27. 11 students were absent.
2	July 14	Some of the absent students on the previous meeting came but those who attended the class last meeting were absent. 19 out of 26 students were absent.
3	July 28	It was the first meeting after Lebaran, some students are absent. They might still be tired after going back from their village to celebrate Lebaran. On that day I taught about indirect questions. Four activities were executed that day. First, I distributed the cards to match with their friends. Then, I asked them to play board game to practice asking indirect questions. After that, I ask them to make short talk with the pictures provided. Finally, I asked them to create the questions based on the text entitled “the Simpsons”
4	July 31	Before I started the class, I called the students who were absent previous meeting. Fortunately, three of them did not know each other. I asked Ackwan to ask Aqso about her name. He asked “what is your name”. Then I asked to do it politely, but he said “what is your name?” instead of using “can you tell me what your name is?” After that, I ordered Aqso to ask Zakky about his address. She said, “what is you live”. when I did the same procedure to asked her repeat it politely, she just repeat the same question The same thing happened with Zakky. He did not know how to ask the question by using indirect question. The next step, I showed them the facebook status hanging on the wall. I gave them time to read all cards there and understand them by themselves without the guidance from me and also their friend. Surprisingly, they were able to correct their questions before with the correct order of indirect speech. Moreover, they could ask the rest of the class about the Simpsons story correctly by using the same pattern. (cards and video recording are on the appendix)

VI. Conclusion and Suggestion

Based on the analysis of the data, the conclusion that can be drawn is that this technique, ‘My facebook status’ can be applied to support the absent students to review the lesson they missed. The teaching journal entries suggest that the students were getting used to knowing their previous lessons by the help of their friends’ understanding. It is also proven from the result of their test that the students have gained the benefit of this technique by showing their improvement in vocabulary and sentence structure. In addition, the my facebook status can also be utilized to help student. Knowing these benefits, for my fellow teachers who are also experiencing this kind of problem, “My facebook status” can be recommended for the alternative activity for providing the information about the previously learnt lesson needed by the absent students. To make permanent impact for the students and make it as their habit, it is suggested that this technique be done in longer period of time. Hopefully, by making this as their habit, the students can be a self and independent learner.

VII. References

https://en.wikipedia.org/wiki/Facebook
http://www.math.uh.edu/~tomforde/AttendingClass.html
http://hbculifestyle.com/the-risks-of-not-attending-class-in-college/
http://whatis.techtarget.com/definition/Facebook

VIII. Appendix

Today we learn how to change direct question to indirect question so it will be more polite to ask.

Today we learning about indirect questions and we play Games in Group about indirect questions,
we also make a questions about the simpsons.

Today, we learn "Indirect Question". we use Indirect Question to make the question more polite.

THE SIMPSONS is the Popular American Cartoon

Today we learn
Indirect and direct question

Now, I can make sentences about direct & indirect question, but I still confuse if the teacher Says too fast, I ~~m cant~~ not good in listening. But I will study hard ☺

We Learned about Indirect question. which change the Impolite question to the Polite question for example : What is it about → ~~what is it~~ Do you know what its about

Who was he → Can You tell me who was he

The Simpsons is the popular cartoon in america. the terget viewer are children until adult.

What will she get ~~the~~ next weekend?

↳ this is direct question
Since we learn about
direct & indirect question

Can you change
into the indirect
question?

I'm Learning How to Say a Polite Question to ppl.

Today, We learn about direct and Indirect question. for Example : Direct : How ~~did~~ do you get there?
Indirect : I want to know How you get there?

Today we Learned about Direct and Indirect question. There ~~is~~ are some example :

Direct :
- what's it about?
- who was he

Indirect :
- Do you know what it's about?
- can you tell me who he was?

Today we were learn about Direct / Indirect question and we have to make a question from an article about The Simpson, It's fun to be honest!!! ~~Can't wait~~

Today, we learn about direct question and make it into indirect question.
For example make an indirect question for question
what is her name ? ⟶ Can you tell me what her name is?
~~And~~ We also make a group to understood about it by playing some games
And the last time we make a question for each paragraph from The Simpsons story.

Today, I Learn an Important Subject. It's about Direct and Indirect Question. I hope you learn it soon. :3

What are you learning ?
Grammar :

Direct
- WH-Questions
- Yes / NO Questions

Indirect
- Can you tell me + Direct Questions
- could you tell me + Direct Questions
- I want to know if / whether + Direct Questions

Etc.

Quiz :
Fill the blank !
Direct : what does ~~you~~ he wa to know?
Indirect : . . . .

29

Applying Group Punishment to EC Students as a Way to Improve Students Sense of Responsibility in Bearing Concequences of Class Rules and Regulations

Sri Rahayu
LBPP LIA Galaxy

Abstract

The action research is done to find the solution of handling EC students. EC students are usually active, energetic, talkative and difficult to control. So far, the researcher managed the class using individual punishment to control the class. She sets the rules at the very beginning of the meeting, and gives punishment whenever the students break the rules.

After teaching several EC classes, the researcher was thinking of using a different method of handling their behavior to introduce the concept of cooperation in bearing responsibility as a team which is group punishment instead of individual punishment. The research is done in two EC classes, EC 1B and EC 3B. The students in each class were grouped into two or three big groups and were given the punishment as a group. The punishment will be given to all members of a group even if only one member breaks the rules. The researcher expected that by applying this, students will help each other to obey the rules in the class.

The research shows that group punishment works well on EC 3B students since they have understood the concept of bearing responsibilty as a group already. All members of the groups remind each other not to break the rules. Though, it is not really effective on EC 1B students because they are too young to understand that concept. So, the method is more effective if apllied on older students.

Background

EC students are young learners aged seven to thirteen years old. Their characteristics are active, energetic, talkative and difficult to control. They cannot sit still and get easily distracted. They also have a very short concentration span.

Teaching EC classes is supposed to be fun considering their positive characteristics. Teachers can create activities to students which can support their charactericristics and set the rules at the very beginning of a meeting to control their behavior. Punishment is needed in applying the rules.

In teaching EC classes, the researcher usually applies individual punishment. Students are given a punishment if they break the rules in the class. This method somehow only focuses on some students who misbehave in the class. They tend to break the rules. The other students, then, will report their misbehavior to the teacher. It will be confusing for teachers if all students in the class keep pointing fingers at their friends who break the class rules.

Having seen the problem, the researcher was thinking about a different method to solve the problem which is group punishment. This method is supposed to improve their sense of responsibility in bearing consequences to the class rules and regulation. The students in each class are grouped into two or three big groups and given the punishment as a group. The punishment will be given to all members of a group even if only one member breaks the rules. Since they are divided into groups, they will have sense of responsibility among their friends in group. They will remind each other of not breaking the rules.

By applying this method, the researcher expects students can help each other to obey the rules.

Procedure

The research was done at LBPP LIA Galaxy, at two different EC levels, EC 1A (English for Children, term II, 2015) and EC 3B (English for Children, term II, 2015). EC 1A consists of 15 students while EC 3B consists of 10 students. To see the effectiveness of group punishment, the researcher conducted two kinds of punishments, individual punishment and group punishment.

The procedures of the research are as follow:

1. Setting the rules

Setting clear rules for what the students “must” and “must not” do during the lesson is really important. It is a good idea to involve the learners themselves in the process of building up the rules. The more the students are involved, the better they will obey. (Ravayee, 2008)

2. Giving rewards and punishments

On the first of the term, researcher conducts individual punishment to the students. They get a star if they achieve something positive such as obey the rules, get excellent score for the entire meeting and behave well, but if they break the rules, they will get a dot. The dot is a minus for their score at the end of the term and the star is a plus. On the following term, the researcher conducts group punishment to the students. The researcher groups the students in the class into two or three big groups. If one of students in the group breaks the rules, all of the members of the group will get a dot as punishment, but if one of them achieves something positive, all of them will get a star as reward.

3. Collecting the data

To see the progress of her students, the researcher writes journal for every meeting. It is clearly seen that the students’ behavior changes positively by the rules. She also videotapes several meetings to see how the activities run with the rules set.

By doing the procedures, the researcher can find out whether group punishment is effective to improve students’ sense of responsibility in bearing the consequences of class rules and regulations.

Discussion and Result

Having observing the students of the two EC classes, the researcher assumes that setting the rules at the very beginning of the meeting is very important, hence, the consequence of reward and punishment while doing the activities in the class is very important. Students obey the rules when they know that the teacher is strict to the rules and they know that they are assured they get reward when behaving well and get punishment when doing wrong.

When conducting individual punishment students are given a punishment if they break the rules in the class. This method somehow only focuses on some students who misbehave in the class. They tend to break the rules. The other students, then, will report their misbehavior to the teacher. It will be confusing for teachers if all students in the class keep pointing fingers at their friends who break the class rules and it is chaotic. Group punishment, indeed, is quite effective to cope with this situation. By applying group punishment researcher finds out that the students' sense of responsibility dealing with the classroom rules improves. Students work together to obey the rules and remind each other not to break the rules. It means that they cooperate to help each other and there is no more finger-pointing to one's nose.

The research shows that group punishment works well on EC 3B students since they have understood the concept of bearing responsibilty as a group already. All members of the groups remind each other not to break the rules. Though, it is not really effective on EC 1B students because they are too young to understand that concept. So, the method is more effective if apllied on older students.

30

The Implementation of Sticker Controlled Performance (SCP) in Applying Still in "Still and Stir Techniques" for EC-4 Students to Control Students' Short Span of Attention and to Satisfy Parents' Curiosity

Arum Kusumaningdyah
LBPP LIA Semarang Imam Bonjol

Abstract

It is widely accepted that Elementary School students are on their best time to be taught English; however, an extra effort is needed as most students have short span of focused attention and their parents are always curios about their children progress. The objective of the research was to identify the effectiveness of Sticker Controlled Performance (SCP) in controlling students' behavior in the class and satisfying parents' curiosity about their children progress. Data were collected by giving students stickers every time they could do well in their assignments. Those who got excellent (4.1 – 5 from 0-5 scoring system) deserved 3 stickers, very good (3.4 – 4) would get 2 stickers and good (2.5 – 3.3) would get 1 sticker only. The sample of this research were 11 students of EC 4 in term 3 and 4 2014. The research was conducted in a semester of studying time at LIA (2 meetings in a week for 90 minutes each time). The result showed that SCP encourages students to sit still and focus on the lesson being taught and helps teacher give easy-to-understand explanation to answer parents' curiosity about their children's progress as well. Although parents have given good responses, the exploration needs to be furthered as the interaction among parents, students, and teacher has a complex dimension.

Key words: LIA, CAR, elementary students, EC 4, SCP

Background

In the writer's EC 4 class, there were 11 students – 3 females and 8 males. Those male students tend to be more physically active than the female students. The writer often found it difficult to make the students sit still and concentrate on the tasks they were assigned. More over, children tend to have short attention span. It made them not focused on the lesson. As a result, my students often ignored tasks given. The reasons were varied – some of them were already tired, some could not do the task because they did not pay attention during the lesson so that they did not know what to do with it, and some chose not to do the task since they were "inspired" by their friends.

The writer also believes that handling an EC class is not only a matter of delivering the materials to the students, but it's also a matter of reporting the results of the students' study to their parents. In every parent consultation, the writer was always asked by the parents about who was on the first position in the class and where the position of their children are in the class (the writer had gone through more than 10 parent consultations). The parents were also curious about their children involvement in the classroom activities – whether or not their children easily mingled with other students, whether their children were quiet or loud, or whether their children could learn the lessons well. On parent consultation day, there is always teacher-parent communication which enables the parents to learn more about their children performance and progress and also enables the teacher to learn more about what kind of students he/she has and think about the right way to treat them at the same time. Sometimes, parents concerned about what they and their children should do at home to help their children perform better in class. They also concerned about their children's English scores at school which should better after taking the course.

Based on this experience, the writer created a way for keeping track of EC-student-every-classroom-session's achievements by using small colorful stickers. The writer made a big two-coloumn table whose first column contains names of the students and another cloumn was for sticking the stickers. The witer also created scoring pradicates for the students – excellent, very good, and good. Three stickers are for excellent, two for very good, and one for good. By rewarding the students' good class performances, the writer made the students more motivated to do well in every task assigned. In addition, the students became prouder every time they were rewarded with stickers and knowing that the number of their stickers increased. As a result, the students became accustomed to be calmer every time they needed to complete tasks assigned in the class. At the end of the semester the writer could calculate how many excellent, very good and good scores a student got. By calculating the stickers, the writer knew which student was on the first rank, the second, the third and so on. The table could also be displayed on the parent consultation day, so that the parents can see the results, too. By displaying the table, it opened a room for communication between the teacher and the parents.

The writer had physically active students and it was hard to make them sit still when they had to do their tasks in the class. In addition, their parents wanted to see their children achievements at the end of every semester. This research was conducted to investigate the effectiveness of SCP to motivate students to perform well in class and to respond parents' curiosity about their children progress. It is understandable that this study has not completed yet; although its result proved to be effective in motivating students to work on their tasks well in the class and responding parents curiosity about their children achievement.

Theoretical Framework

This Sticker Controlled Performance (SCP) is inspired by one of Spongebob Square Pants episodes. In that episode, Mrs. Puff, Spongebob's teacher in the boating school, rewarded each of her students star stickers every time a student performed well in the class and removed one of the stickers as a punishment whenever a student did not follow the classroom rules. As a result, her students competed to perform well in her class.

Researchers agree that intrinsic motivation promotes students' willingness to learn. According to Covington & Müeller (2001: 163), '*intrinsic motivation has been defined variously as a tendency to engage in activities for their own sake, just for the pleasure derived in performing them or for the satisfaction of curiosity*'. It correlates with an internal force that triggers people to participate in activities, and this particular force makes students engage actively and look forward to learning new academic concepts. However, when young students participate in academic activities they do not always act according to their intrinsic desires (Urdan & Turner 2005). In some situations, there are external factors that contribute to their willingness to learn. If a student is not intrinsically motivated to do well, using extrinsic motivators such as rewards or punishments can sometimes prod the student into action. It has to be acknowledged that rewards are the most common form of external motivation, especially in early years settings.

According to Addressing Parents' Concerns and Complaints Effectively: Policy And Guides, a **'concern'** is an issue of interest (because of its importance and effect) which is raised informally in order to improve or change a situation. A teacher cannot neglect parents' concerns about their children progress. A teacher should be able to answer parents' concern satisfactorily.

Data Analysis

This research was conducted for 1 semester (term 3 and 4 of 2014). Eleven students were involved in the research. Every time a student did a task assigned by the teacher, he/she would be rewarded a predicate (excellent, very good, or good) after completing the task. Then the predicate was represented in the form of stickers – 3 stickers for excellent, 2 stickers for very good, and 1 sticker for good. A student got an excellent predicate when his/her score was in the range of 4.1 – 5. A very good predicate was gained when a student got a score of 3.4 – 4. The score of 2.5 – 3.3 showed that a student received a good predicate. Table 1 shows how many times each student get excellent, very good, and good.

Table 1

Name	**Predicate**		
	Excellent	Very Good	Good
Endo	14	7	5
Farrel	13	4	4
Demas	8	9	0
David	17	3	1
Mecca	9	7	6
Azzam	12	6	7

Name	**Predicate**		
	Excellent	Very Good	Good
Ellen	16	5	1
Fiqi	10	8	2
Syifa	7	5	4
Kendy	9	9	6
Ryan	7	2	3

All students in the class collected the stickers almost in every meeting. The writer stuck the stickers on a large piece of paper with a two-column table – the first column was for the students' names and the second column was for sticking the stickers. At the end of the semester all of the stickers were counted. The number of the stickers was then used to determine the rank of the students in the class. See table 2.

Table 2
EC 4A Term III & IV 2014

No.	**Name**	**Excellent (3 stickers)**	**Very Good (2 stickers)**	**Good (1 sticker)**	**Total Number of Stickers**	**Class Rank**
1	Endo	14	7	5	61	2
2	Farrel	13	4	4	51	5
3	Demas	8	9	0	42	9
4	David	17	3	1	61	1
5	Mecca	9	7	6	47	8
6	Azzam	12	6	7	55	4
7	Ellen	16	5	1	59	3
8	Fiqi	10	8	2	48	7
9	Syifa	7	5	4	35	10
1	Kendy	9	9	6	51	6
1	Ryan	7	2	3	28	11

Result and Discussion

The students were so enthusiastic whenever the writer announced that there was a "sticker time". They screamed happily and also happily seated themselves and got themselves ready to complete a task in a still base. When the writer showed the collections of their stickers, they could see how well they had performed and compare their results with their friends' at the same time. They became more motivated to do better next time.

At the end of the semester, the writer found the table of stickers helpful to answer parents' curiosity and concerns about their children's study progress and show them their children are of what rank in the class achievement chart.

Conclusion

SCP made the writer's students intrinsically and extrinsically motivated to learn English. The writer could see how they enjoyed the sticker-time activity and worked hard to get their performance better and better. SCP also helped the writer to conduct still activities in her class as they needed students' longer attention span. In addition, this method assisted the writer to respond to the parents' curiosity and concerns about their children progress in studying English at LIA.

References

Theodotou, Evgenia. (2014). *Early Years Education: Are Young Students Intrinsically Or Extrinsically Motivated Towards School Activities? A Discussion About The Effects of Rewards On Young Children's Learning*. Research In Teacher Education Vol.4, No.1. April 2014 Pp. 17–21.

Office for Government School Education. (2009). *Addressing Parents' Concerns And Complaints Effectively: Policy And Guides*. State of Victoria (Department of Education and Early Childhood Development)

Laura A. Riffel, Ph.D. (2011). Free or Inexpensive Rewards for Students and Staff. Behavior Doctor Seminars

http://busyteacher.org/2831-teaching-kids-english-10-things-to-consider.html

A Striking Word Tree: Directing to Dictionary Making and Improving EC-3 Students' Vocabulary

Oktarina
LBPP LIA Palembang

A striking word tree is a technique to help me improving my EC 3A students' vocabulary. All of them are new comers and EC 3 is a new level for LIA Palembang. It requires them to make new words from the words given as fast and as many words as possible. I should provide a word having at least 8 letters and minimum three different kinds of vowels. At first, I was thinking of using the vocabulary in the book but I could not find one in EC 3 book unit 1 so I used names of countries because I assumed they were familiar. I decided to divide my students into 4 groups because I have 17 students. It was done to encourage them mingle with other students too. I assigned them to bring dictionary so that it could help them making new words. I gave them 30 minutes to do the activity because they are still in the lower level. My students formed a tree from the new words they made along with the meaning and then colored it. Though it took long time to explain at first but gradually, they could make more words after 4 meetings. Each group could make different new words from the word given. The average word made by group 1 was 13, group 2 was 23, group 3 was 19, and group 4 was 16. They were also enthusiastic as they could memorize the meanings and eager to look up in their dictionary.

Background

Teaching children has become a challenge for me as a teacher. It becomes more challenging since I have to deal with EC 3 students. I have 17 students in the classroom. When I had my first day with them, they were so silent. They did not even response me when I greeted them. I thought it happened because they were too shy that they did not know each other. It turned out that I was wrong because it was merely because they did not know how to response in English. Then I realized I needed to do something about this. As (Brown, 2001:7) said that teaching means showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand.

What I thought of at first was that I had to improve my students' vocabulary. Teaching vocabulary to children is considered difficult. Young children tend to change their mood every minute (Klein 1993:14). Students seem very quickly to learn new words but they will also quickly to forget them. Therefore, it is very important to give students a lot of interesting activities to help them in memorizing vocabulary. Vocabulary is defined as the total number of words in a language. Large vocabularies help us to express our ideas precisely, vividly and without repeating ourselves in composition (Burton 1985:98). The teacher has to transfer the information to the students, because the students have to understand the vocabulary used to enable them to get the information transferred. The usefulness of words is words that are more frequently used and commonly found in communication.

Then I got the idea to use striking word tree technique. It was actually inspired by an old computer game named “Word Zap”. It requires players to make new words from the words given as fast as possible and as many words as possible. I assigned my students to bring dictionary to help them making new words. They even have to write the meaning of the words so that they know the meaning in Bahasa Indonesia.

Methodology and Procedure

I divided my students into groups of four because I have 17 students in the classroom. I did that to make them easier and not feel frustrated to make new words because it was something new to them. It was also a good opportunity for them to mingle with their classmates. It was also good for me that I could play my role only as a facilitator and monitor them because they could ask and help each other in doing the activity. At first, I was thinking of using the vocabulary found in EC 3 Student Book Unit 1. But then I changed my mind because it happened that the vocabulary does not have three different kinds of vowels. If I insisted to use the words, it would be very difficult for my students. So, I used names of countries. The names of countries should have at least eight letters.

I assigned my students to bring dictionary because they should not only make new words but also write the meaning. I gave 30 minutes for them to do the activity. I also gave them the example of making new words from the word given. I even drew a tree on the whiteboard to show them what to do with the activity.

I told my students that they could color their word tree to make it more interesting. I even said that the bigger tree they make, the higher points they would get from me.

Results and Discussion

It surely took time to support my EC 3 students to do this activity. I needed to be consistent and persistent not to help them doing it. When I checked their work, I could see that each group could make different number of new words. The average word made by group 1 was 13, group 2 was 23, group 3 was 19, and group 4 was 16. They could make more words if I used long name of countries. It was worth doing that they had fun because they involved in discussion to make new words, wrote the meaning and drew the tree together. They also felt happy that they could color the tree they made together.

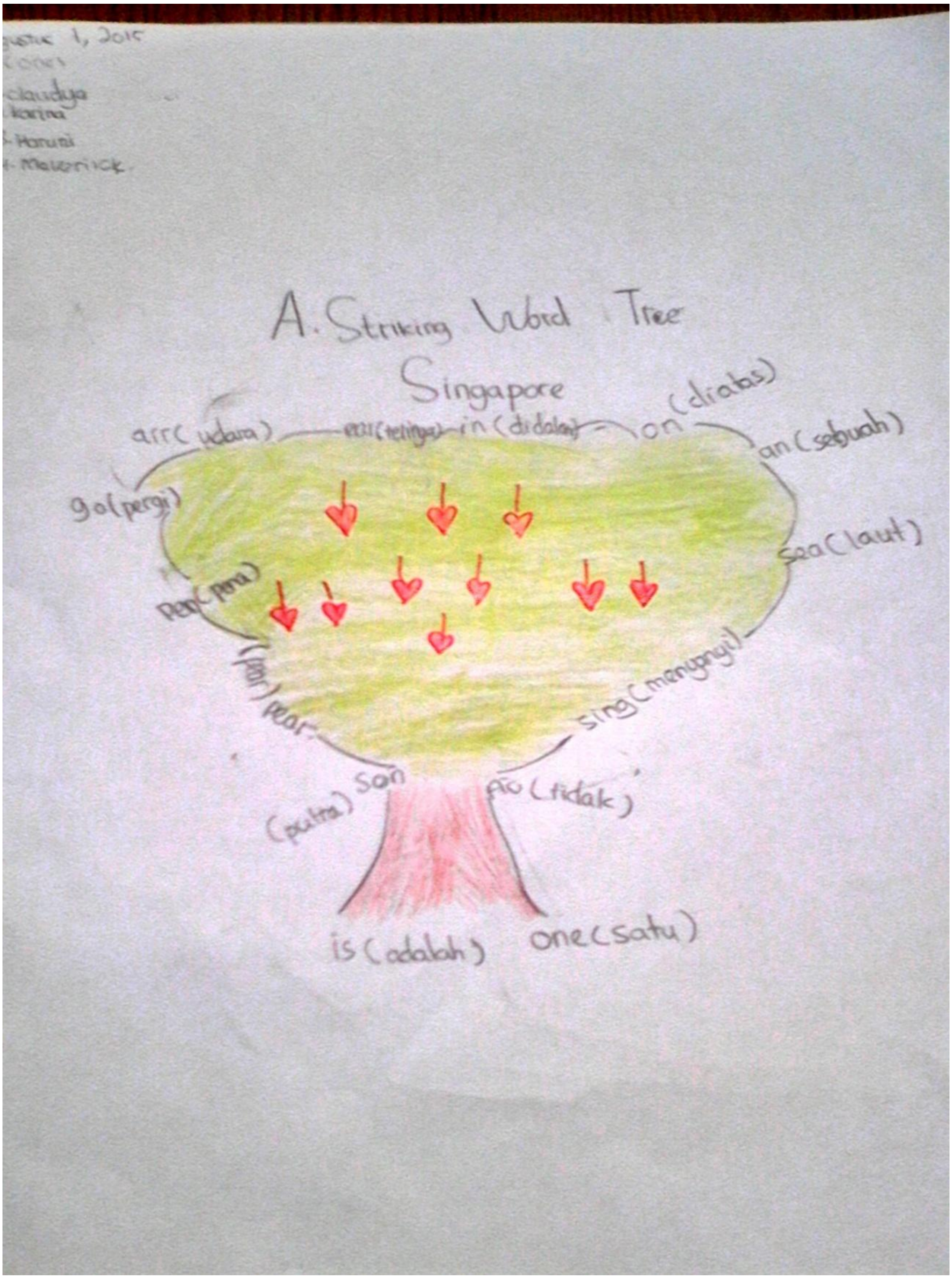
Conclusion

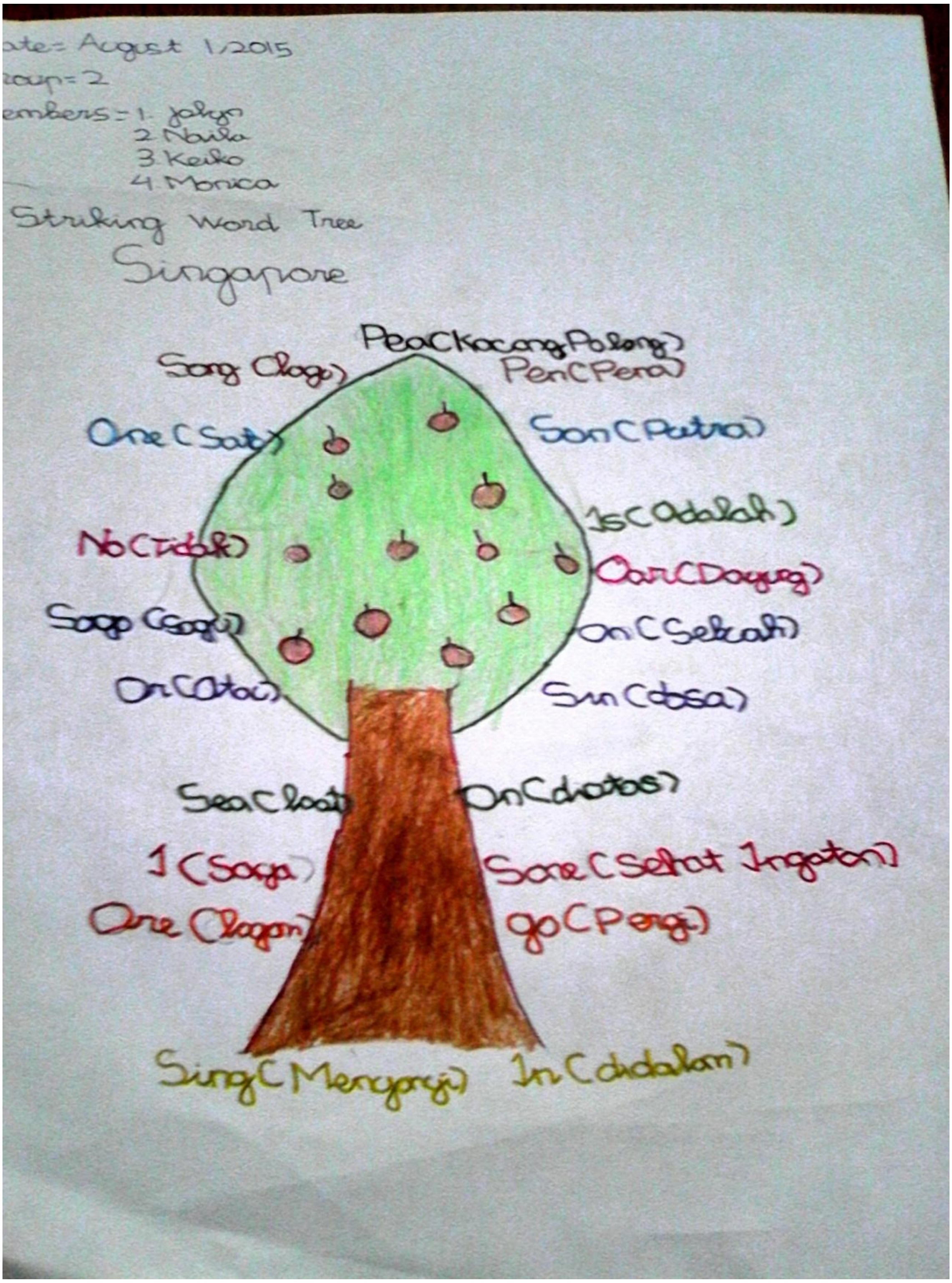
I think I still need to keep on doing this activity to help me improving my students' vocabulary that apparently, it helps not only me but also them that they gradually make improvement since they start improving their vocabulary after doing this activity. Moreover, they also help each other and can work together as well.

Appendices

Journal August 1, 2015

There were 15 students came to class. There were 3 groups with 4 members and one group with three members. It was very hard and I felt a bit frustrated because it took time to explain to my students about the technique. I used INDONESIA as my example of forming new words. I wrote the word on the white board and formed the tree by writing new words. I also involved them to show how to make the new words from the word given. I wrote the meaning of the word in brackets. Then, I told them the name of country that they will use today was Singapore. I gave them 30 minutes to do the activity. They were busy asking me whether they made the right words or not and I asked them to check them using their dictionary. After 30 minutes was over, I felt happy that they could make new words though the number of words made from each group is different. Group 1 could make 14 words, group 2 could make 20, group 3 could make 9, and group 4 could make 14. (I attached the photos of their works for 4 meetings).


gustus 1, 2015
claudya
karina
3- Harumi
4- Maverick
A. Striking Word Tree
Singapore
arr(udara)
ear(telinga)
in(didalam)
on(diatas)
an(sebuah)
go(pergi)
sea(laut)
pen(pena)
(pear) pear
sing(menyanyi)
son (putra)
no (tidak)
is (adalah)
one(satu)



ate= August 1/2015

roup=2

embers= 1. Jahyn
2. Naila
3. Keiko
4. Monica

Striking Word Tree

Singapore

Pea (Kacang Polong)

Song (Lagu)

Pen (Pena)

One (Satu)

Son (Putra)

Is (Adalah)

No (Tidak)

Oar (Dayung)

Sago (Sagu)

On (Sekali)

Or (Atau)

Sin (dosa)

Sea (Laut)

On (diatas)

I (Saya)

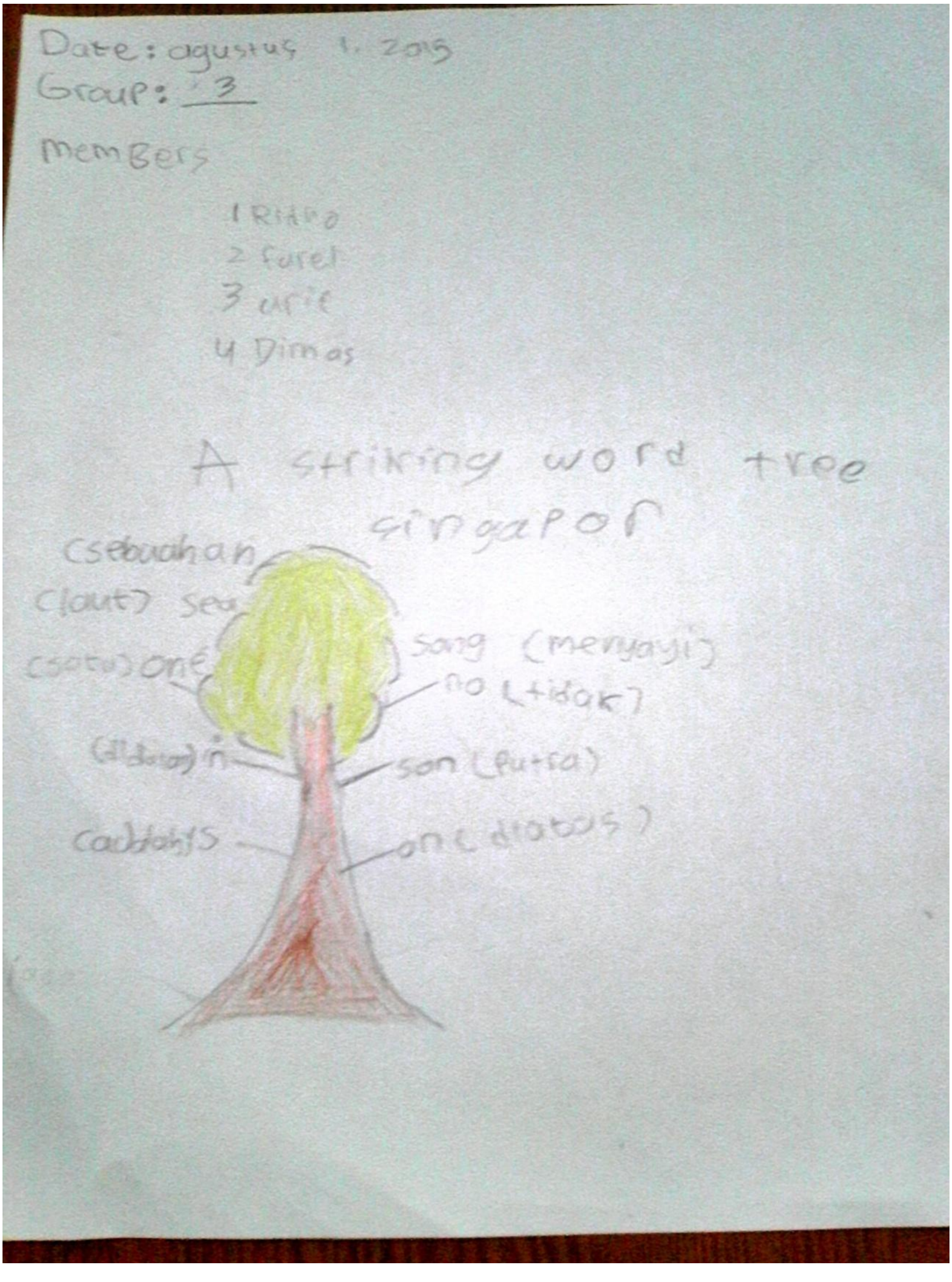
Sane (Sehat Ingatan)

Ore (Logam)

go (Pergi)

Sing (Menyanyi)

In (didalam)



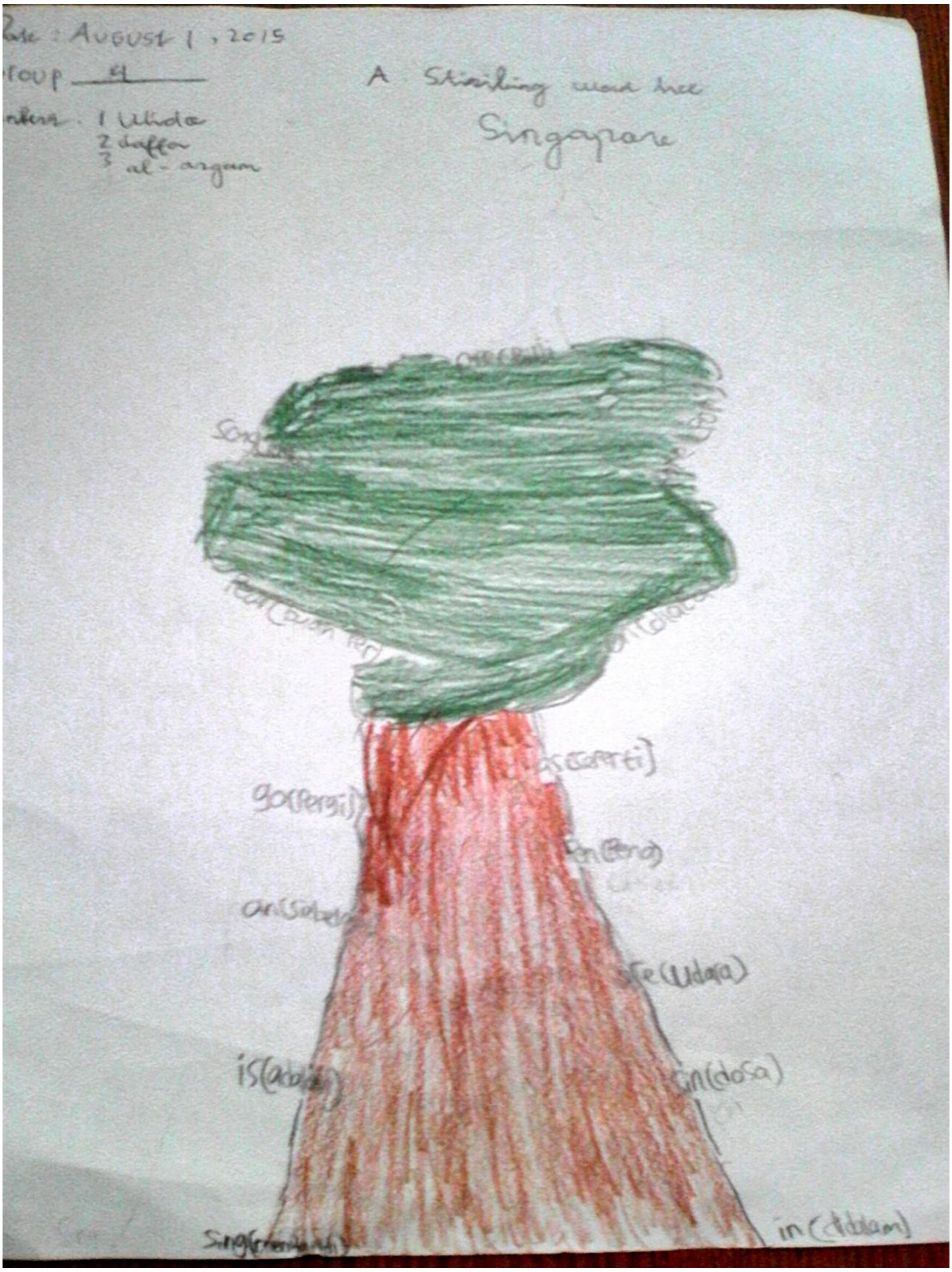
Date: agustus 1. 2015
Group: 3

members

1 Ridho
2 furel
3 urie
4 Dimas

A striking word tree
singapor

(sebuahan
(laut) sea
(satu) one
(didalam) in
(adalah) is
song (menyayi)
no (tidak)
son (putra)
on (diatas)



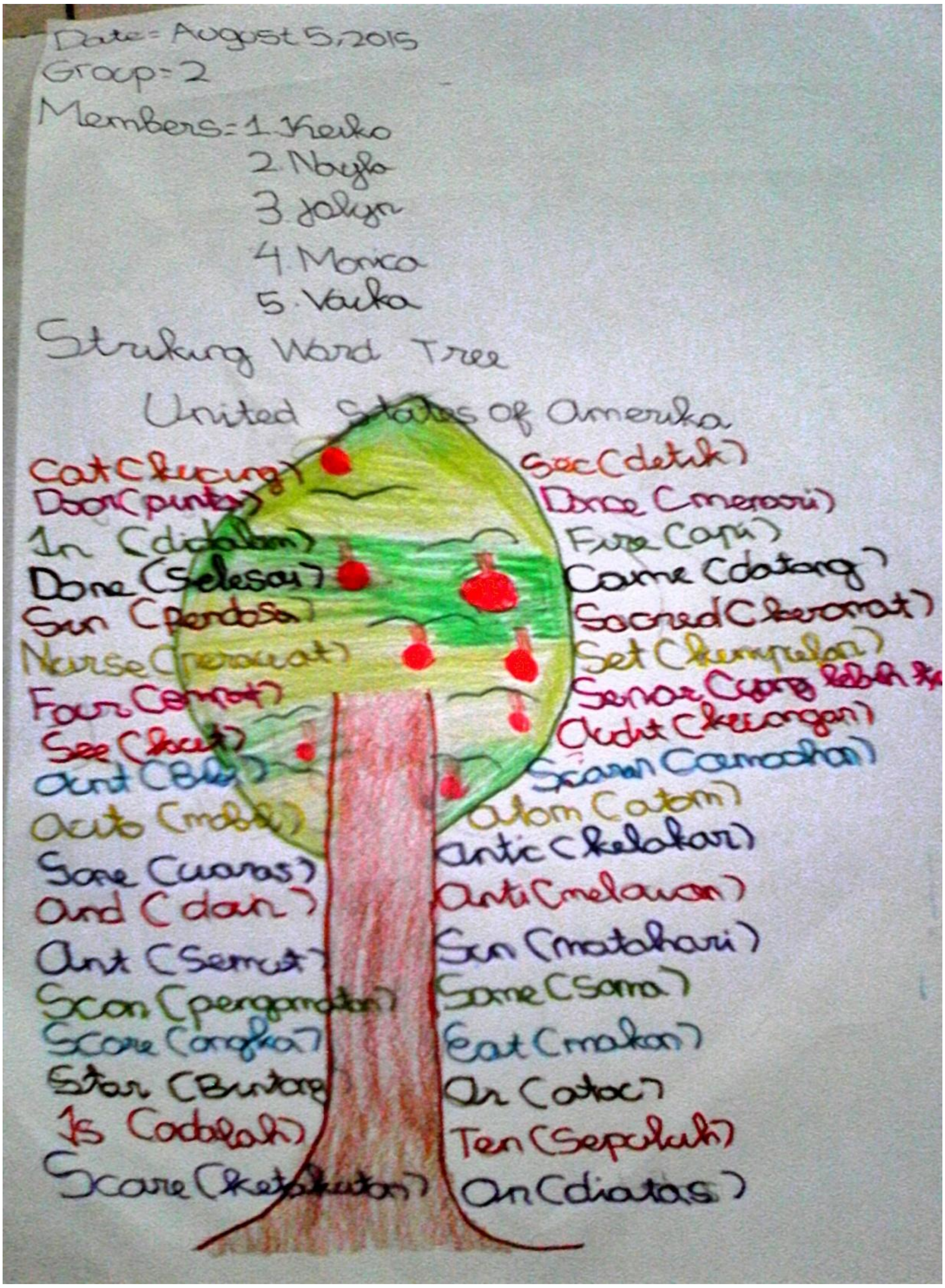
ore(bijih)
Son
pear(buah pir)
on(diatas)
as(seperti)
go(Pergi)
pen(Pena)
an(sebelum)
re(Udara)
is(adalah)
sin(dosa)
Sing(menyanyi)
in(didalam)

ate : AUGUST 1, 2015
roup 4
mbers : 1 Uhda
2 daffa
3 al-arqam

A Striking word tree
Singapore

Journal August 5, 2015

This time the word given was United States of America. They knew what to do that it went well today. They were very excited they did not want their friends to see their work. The results were satisfying compared to the first one. Group 1 could make 14 words, group 2 could make 35, group 3 could make 18, and group 4 could make 21.



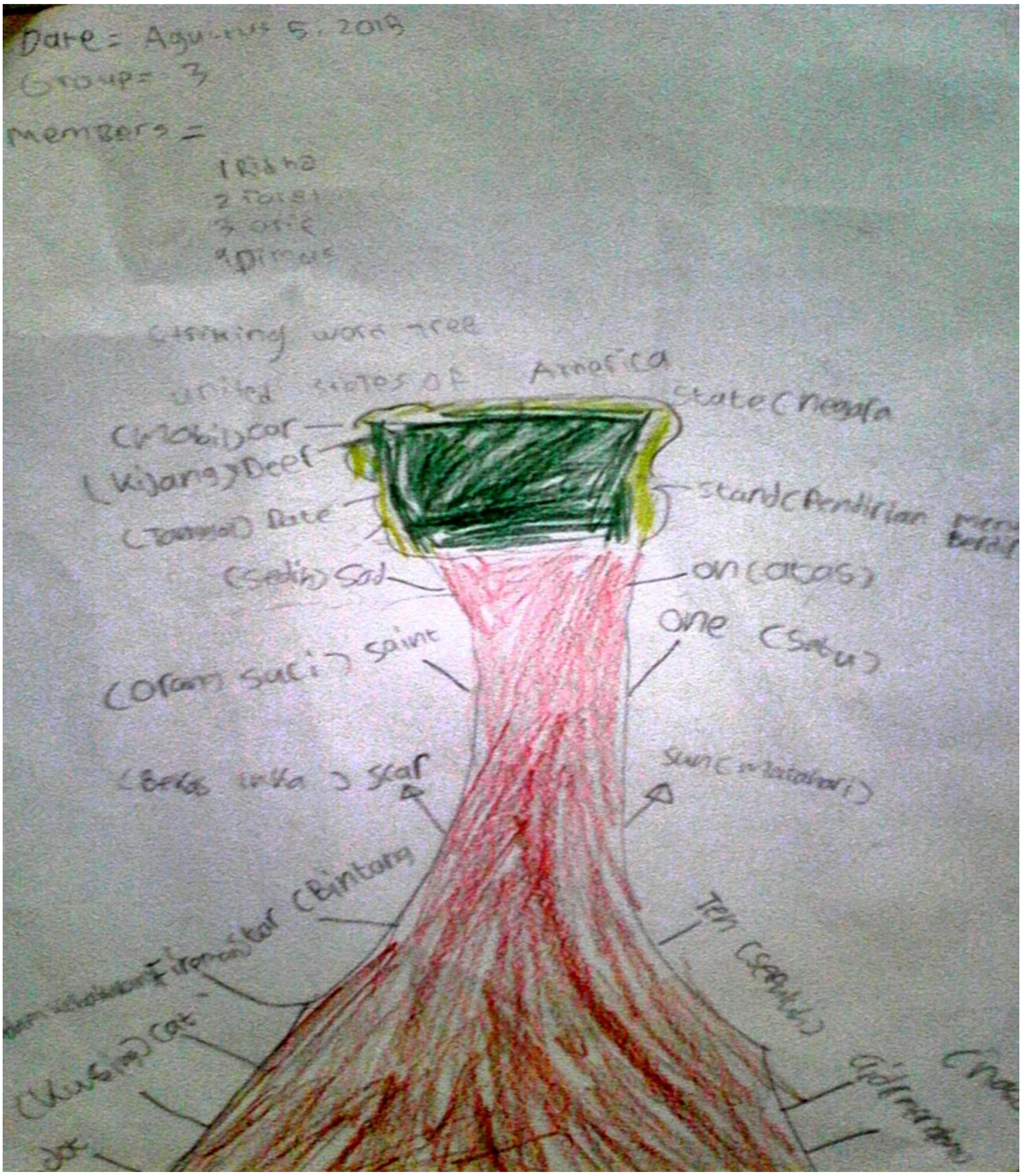
Date= August 5, 2015
Group= 2
Members= 1. Keiko
2. Nayla
3. Jolyn
4. Monica
5. Vauka

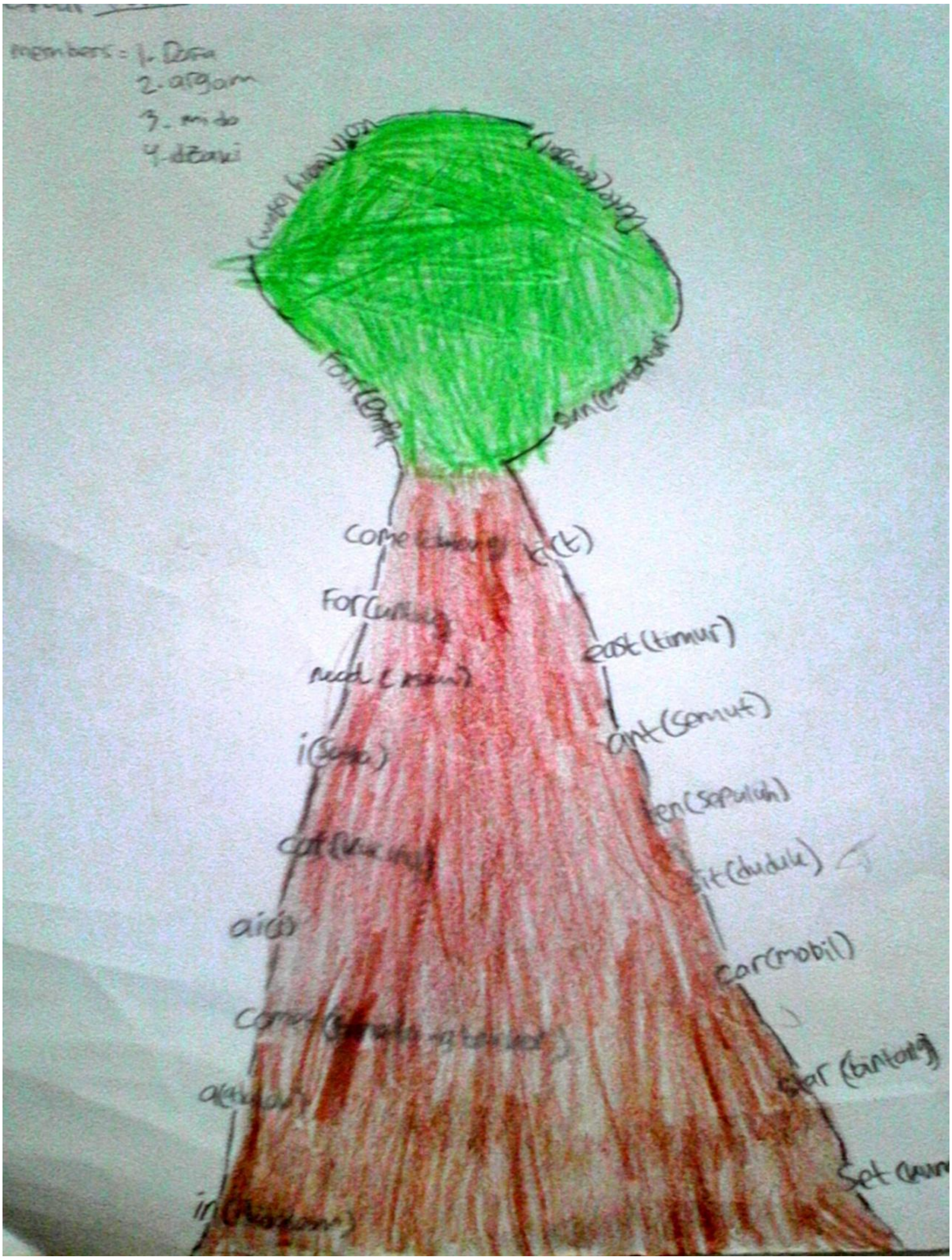
Struking Word Tree

United States of Amerika

Cat (kucing)
Door (pintu)
In (didalam)
Done (Selesai)
Sin (pendosa)
Nurse (merawat)
Four (empat)
See (lihat)
Aunt (Bibi)
Auto (mobil)
Sone (waras)
And (dan)
Ant (Semut)
Scan (pengamatan)
Score (angka)
Star (Bintang)
Is (adalah)
Scare (ketakutan)

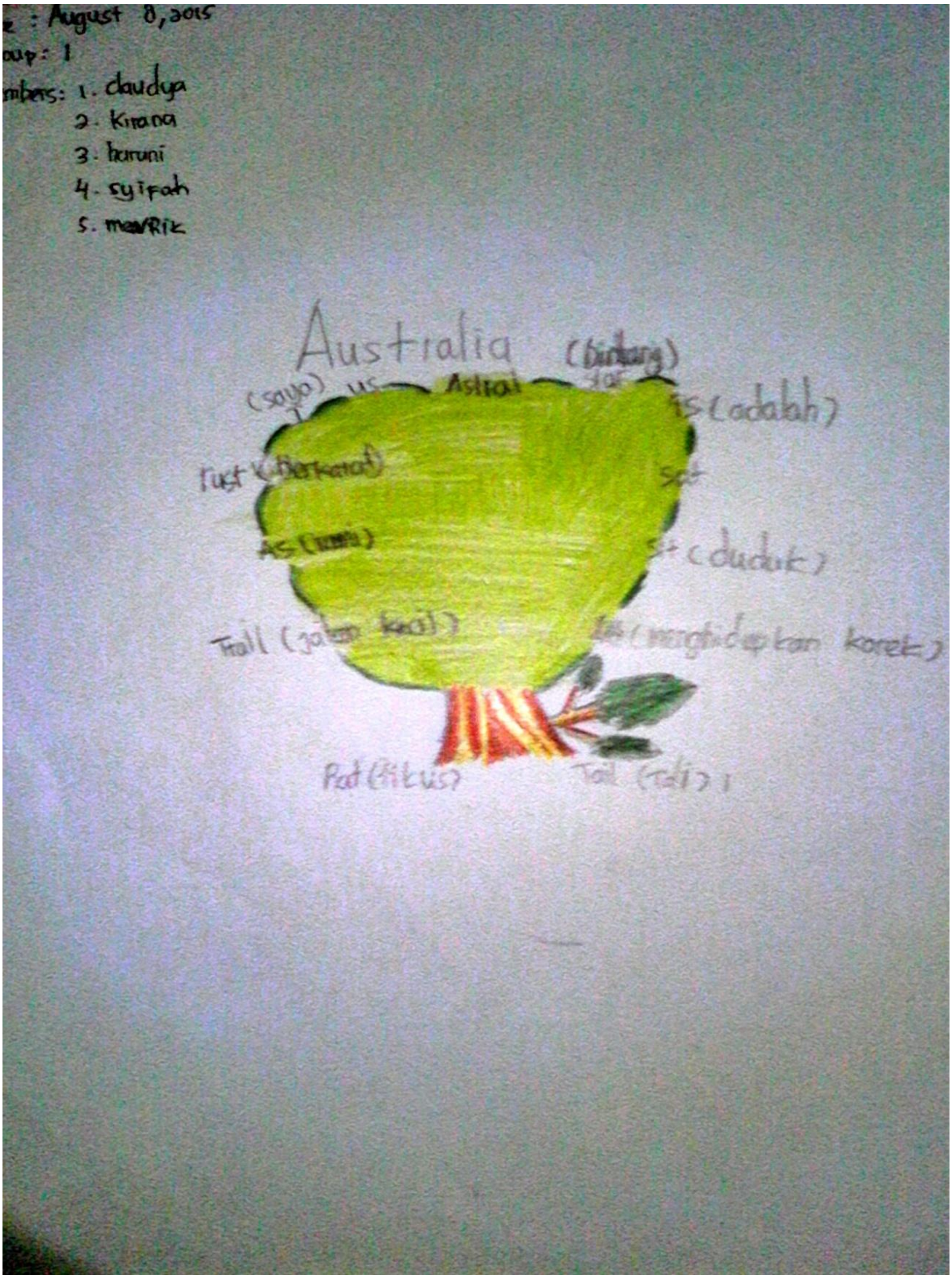
Sec (detik)
Dance (menari)
Fire (api)
Came (datang)
Sacred (keramat)
Set (kumpulan)
Senor (yang lebih tu
Audit (keuangan)
Scaran (candaan)
Atom (atom)
Antic (kelakar)
Anti (melawan)
Sun (matahari)
Same (sama)
Eat (makan)
On (atas)
Ten (Sepuluh)
On (diatas)




members : 1. Dora
2. argam
3. mido
4. dzaki
four(empat)
sun(matahari)
come(datang)
For(untuk)
east(timur)
i(saya)
ant(semut)
cat(kucing)
ten(sepuluh)
sit(duduk)
car(mobil)
star(bintang)
Set

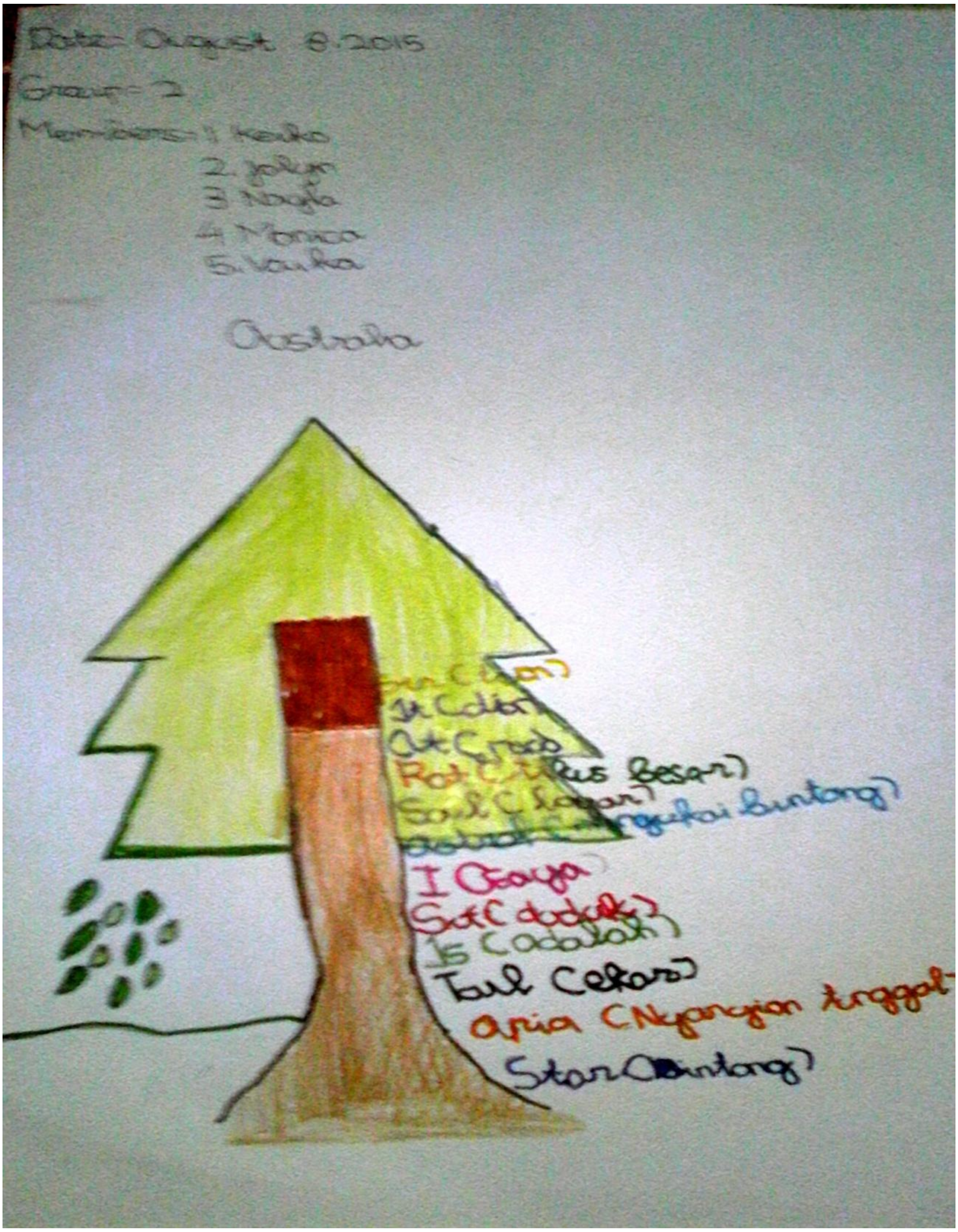
Journal August 8, 2015

The name of country that I used today was Australia. My students wrote directly words that they knew from the two previous meetings. Surprisingly, they could come up with words that I did not even think they would know the words. They loved doing it because I could see their enthusiasm when they were doing it. They asked me first whether they had made new words or not. Group 1 could make 13 words, group 2 could make 12, group 3 could make 13, and group 4 could make 8.



e : August 8, 2015
oup : 1
mbers : 1. claudya
2. Kirana
3. haruni
4. syifah
5. mavRik

Australia
(bintang)
Star
(saya)
I
us
Astral
is (adalah)
rust (berkarat)
Sat
As (sama)
St (duduk)
Trail (jalan kecil)
Lit (menghidupkan korek)
Rat (tikus)
Tail (tali)



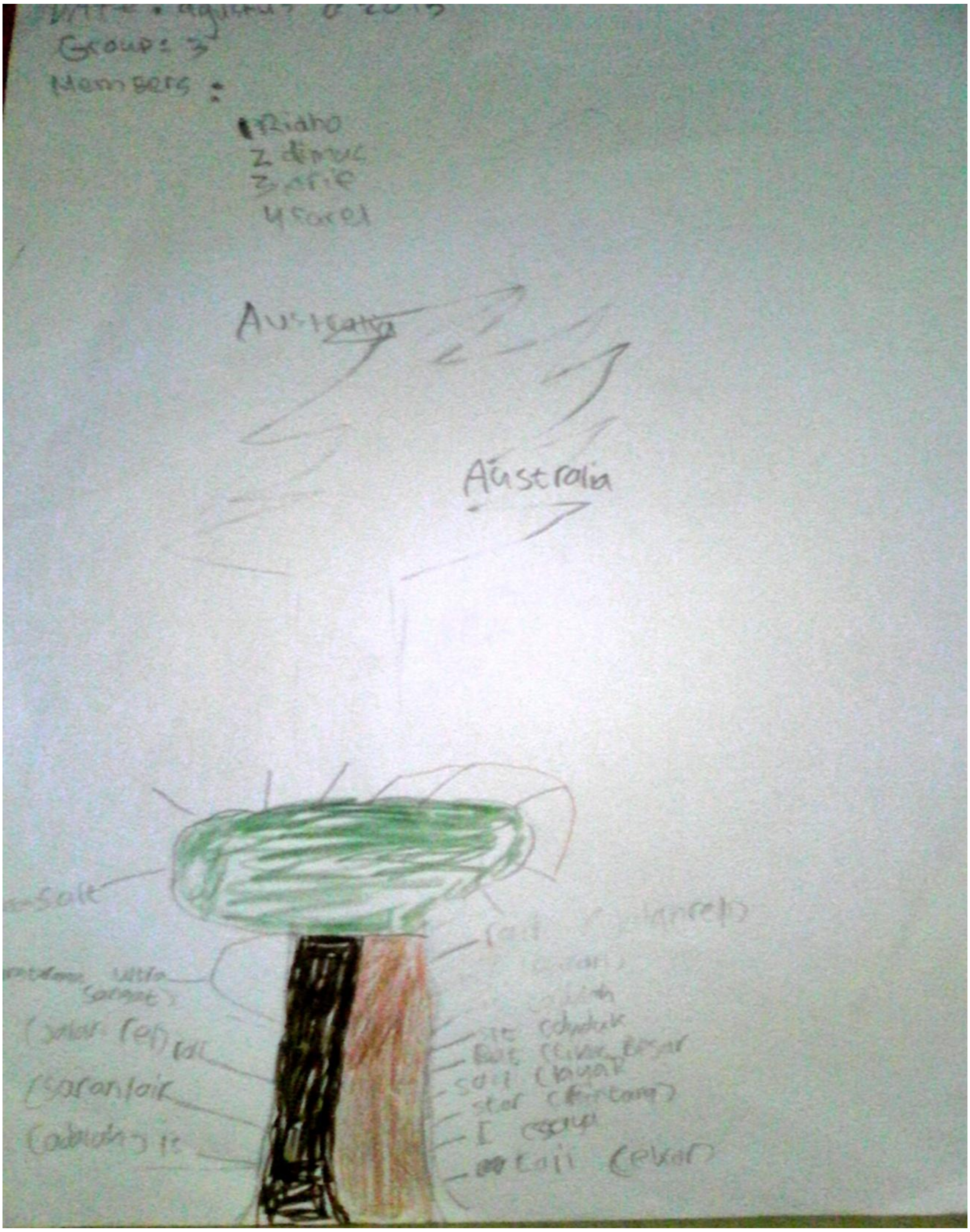
Date: August 8.2015

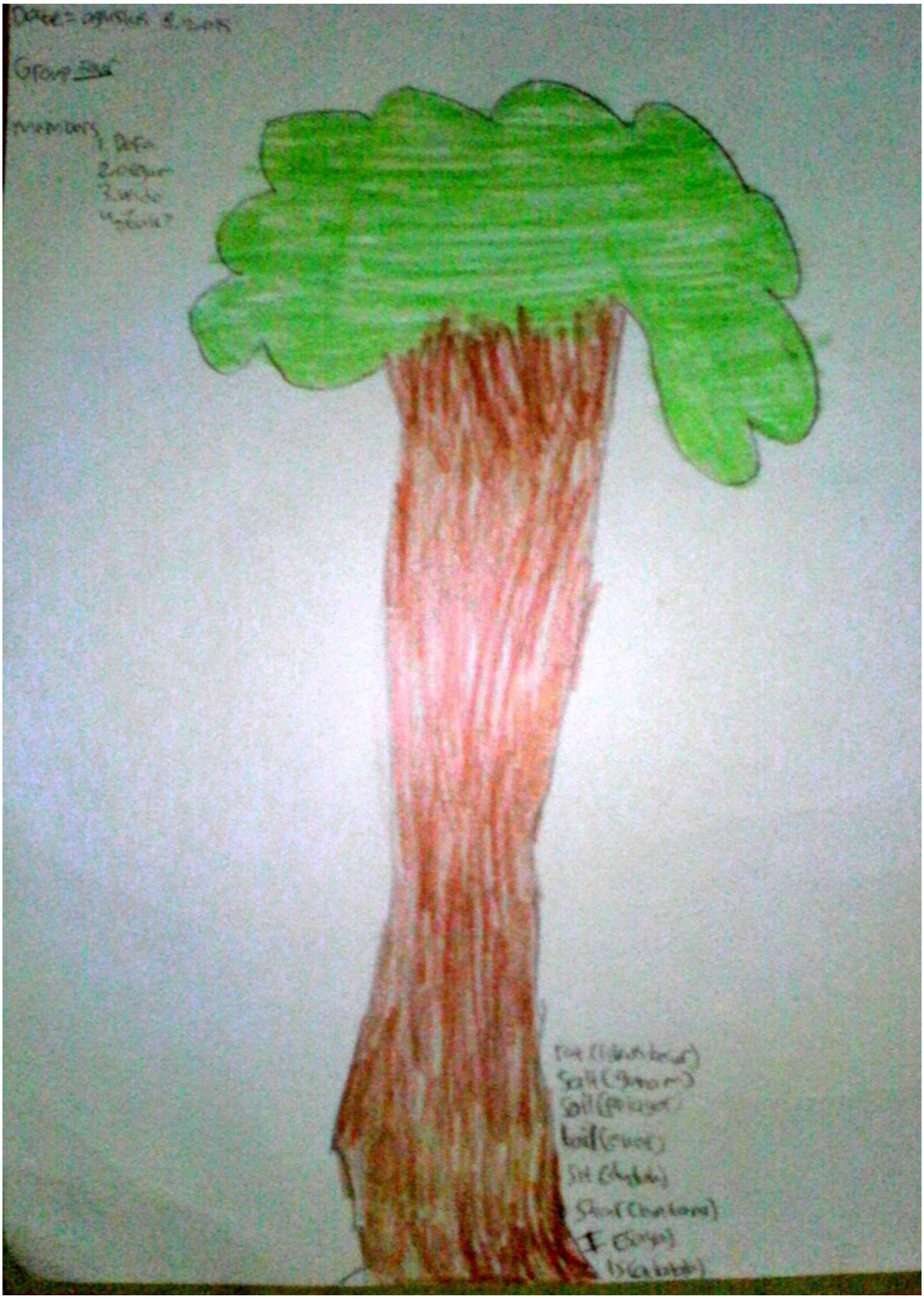
Group: 2

Members: 1 Keiko
2. Jolyn
3 Nayla
4 Monica
5. Vauka

Australia

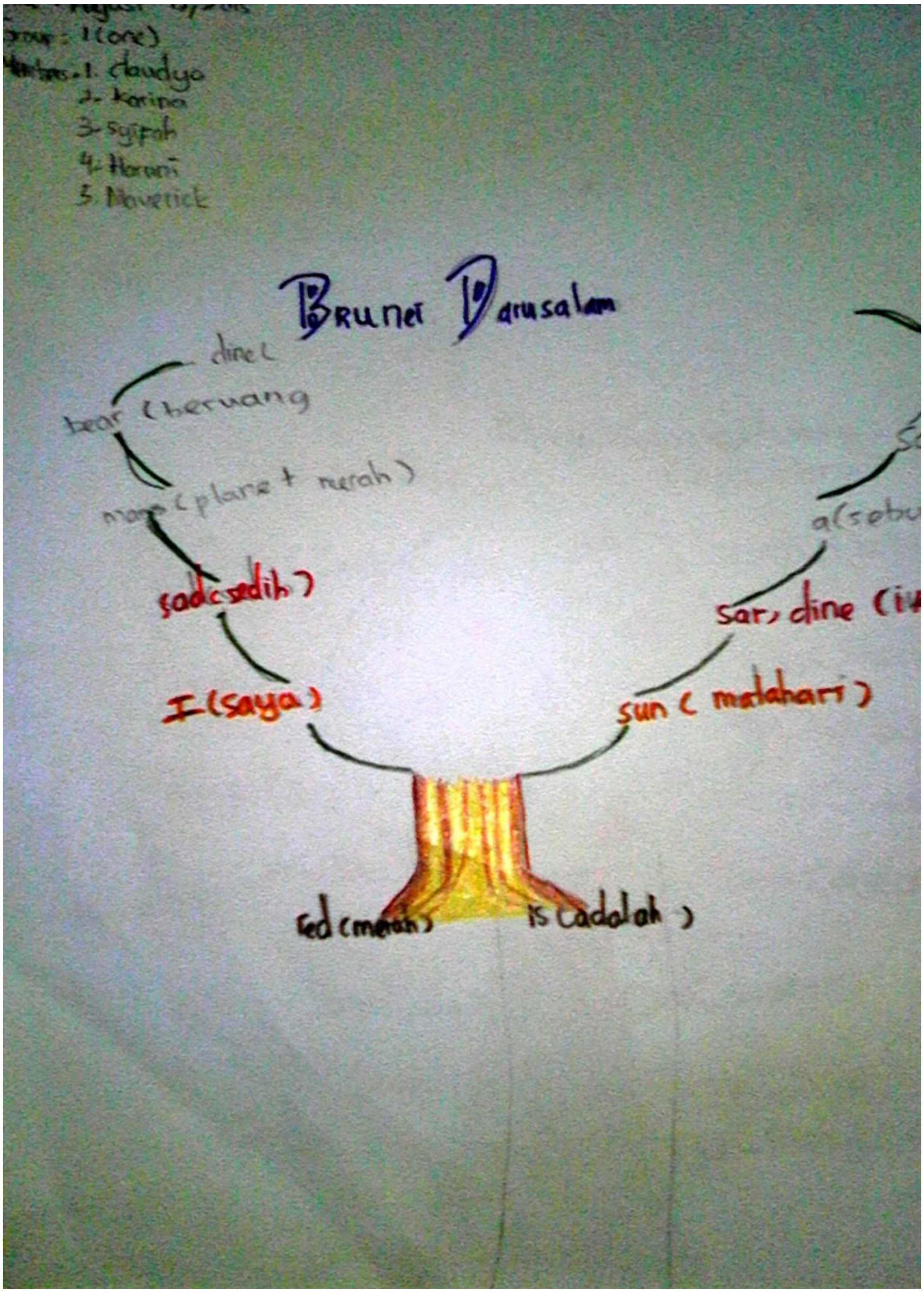
[illegible] ([illegible]an)
It (dia)
At (pada)
Rat (tikus besar)
Sail (layar)
[illegible] (rangkaian bintang)
I (saya)
Sat (duduk)
Is (adalah)
Tail (ekor)
Aria (Nyanyian tunggal
Star (Bintang)



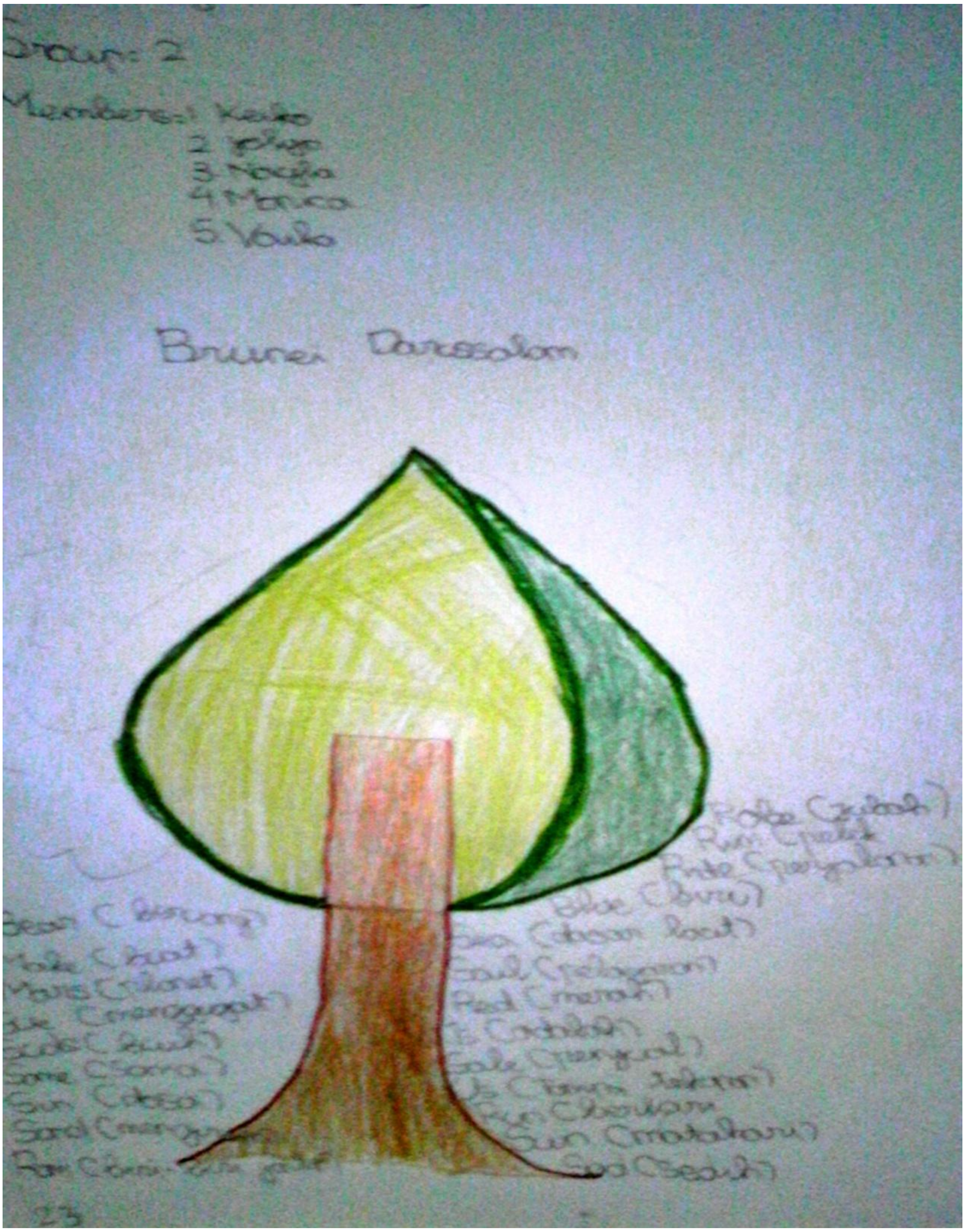

Date = agustus 8, 2015
Group
Members
1.
2.
3.
4.

Journal August 12, 2015

I used Brunei Darussalam as the word given today. I could notice that if the name of the country was long then it would be easier for them to make new words. They actually were not more interested in drawing the tree but it was more on making new words. All of the members of the group were willing to participate. They even started to divide the role. One would write, others would find new words in dictionary along with the meaning. I did not have to ask them to do it myself. Group 1 could make 12 words, group 2 could make 23, group 3 could make 37, and group 4 could make 22.



roup : 1 (one)
Members : 1. claudya
2. Karina
3. Syifah
4. Harani
5. Maverick
Brunei Darusalam
dine (
bear (beruang
mars (planet merah)
sad (sedih)
I (saya)
red (merah)
is (adalah)
sun (matahari)
sar, dine (i
a (sebu

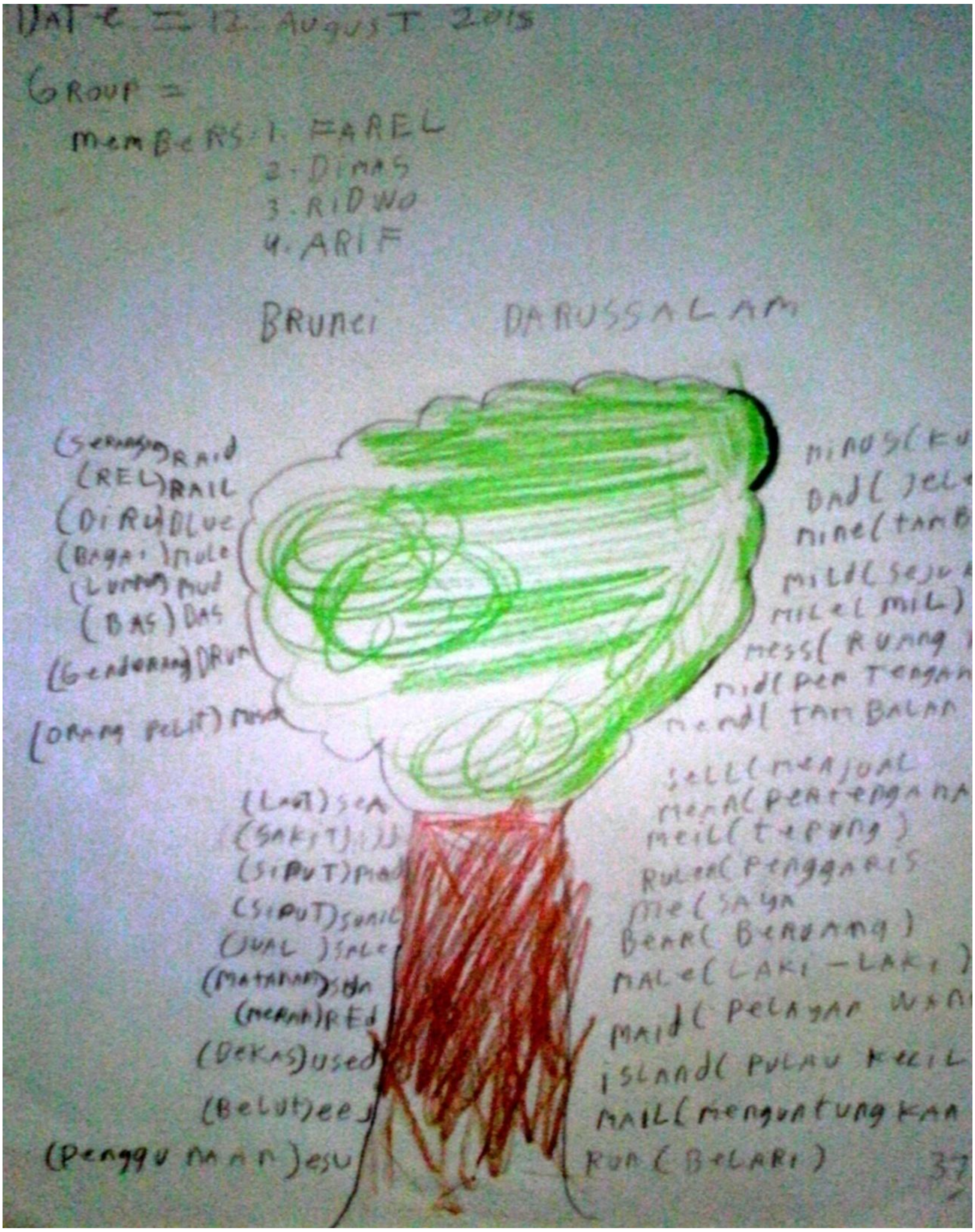


Group: 2

Members: 1 Keiko
2 Yohgo
3 Naoko
4 Monica
5 Youko

Brunei Darussalam

Rofe (gulah)
Rain (petir)
Pride (penyelaman)
Blue (biru)
Sea (dasar laut)
Soul (pelajaran)
Red (merah)
Is (adalah)
Gale (pengual)
Ds (taman [illegible])
Bay (bulan)
Sun (matahari)
Sod (Beach)
Bear (beruang)
Make (buat)
Mars (planet)
Eye (mengangkat)
Buds (kuih)
Same (sama)
Sun (desa)
Sand (mengy[illegible])
Rain (hari-hari gaul)
23



DATE = 12 AUGUST 2015

GROUP =

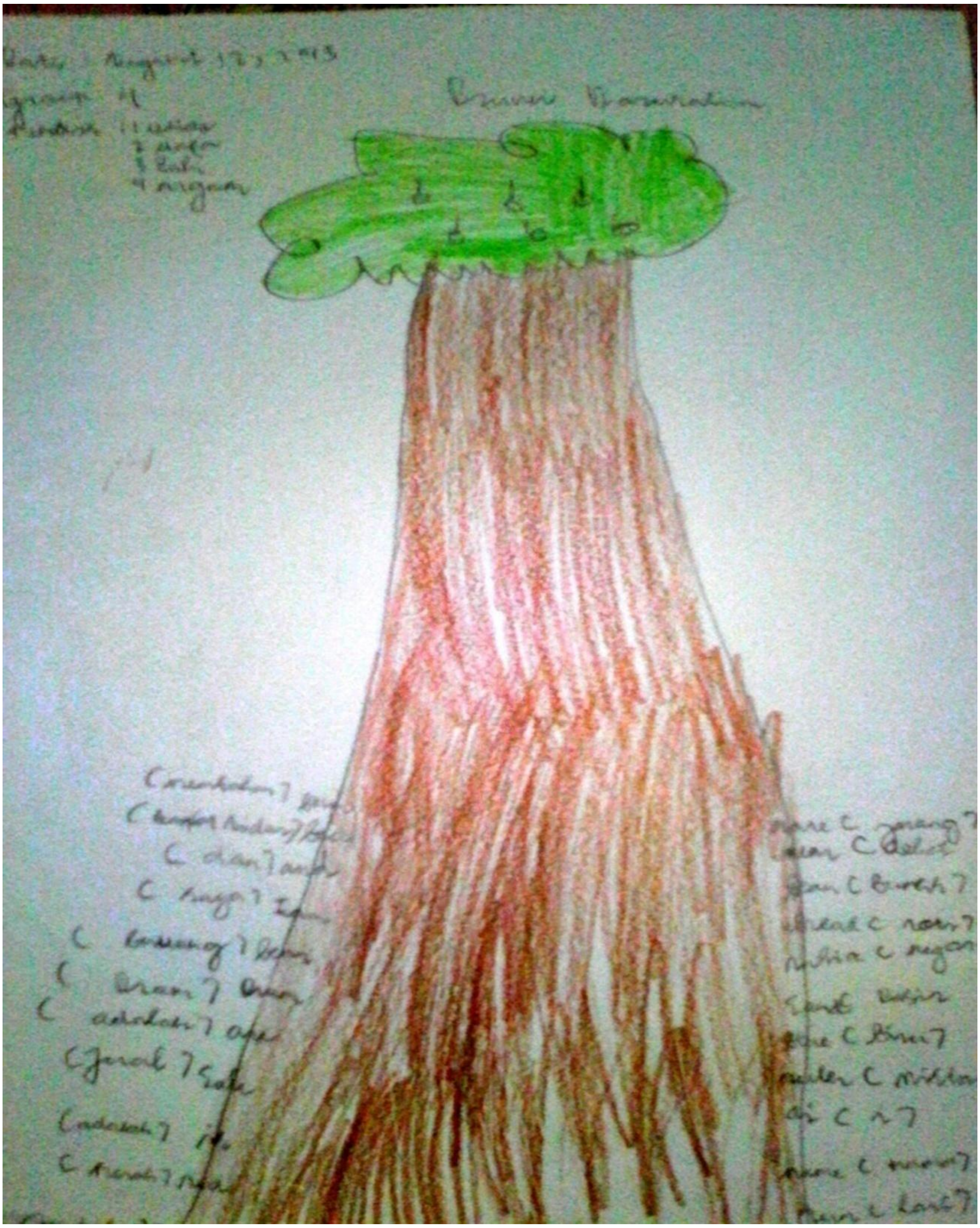
MEMBERS: 1. FAREL
2. DIMAS
3. RIDWO
4. ARIF

BRUNEI DARUSSALAM

(Serangan)RAid
(REL)RAIL
(BiRu)Blue
(Bagai)mule
(Lumpur)mud
(BAS)Bas
(Gendang)DRu
(ORAng Pelit)mi
(Laut)sea
(SAKiT)ill
(SiPuT)ma
(SiPuT)snail
(JUAL)sale
(Matahari)sun
(merah)REd
(Bekas)used
(Belut)eel
(Penggunaan)esu

minus(ku
Dad(jel
mine(tamb
mild(seju
mile(miL)
mess(Runng
mid(perTengah
mend(tamBalan
sell(menjual
menA(pertenganan
meil(tepung)
Rulen(penggaris
me(saya
Bear(Beruang)
male(LAKi – LAKi)
maid(pelayan wan
island(pulau kecil
mail(menguatungkan
Run (BeLARi)

37


Date : August 17, 2013
group 4

32

Triggering IN-2 Students' Interest in Speaking and Learning Grammar by Playing Card Game

Izzatur Rahmaniyah
LBPP LIA Malang

Abstract

The challenge of teaching speaking for IN 2 students is to make students brave to speak and aware of the grammar. To do it, teachers usually use various drilling techniques such as Line Drilling, Inner Outer, Gallery Walk, and Info gap. Somehow, those techniques are not really effective to be applied when the number of students is only a few. If the teacher uses Line Drilling or Inner Outer, the process of being exposed to the grammar will end soon and it does not give students enough chances to speak. Therefore, the challenge here is how to make students interested in drilling using different way. One alternative way to answer that challenge is Card Game. The idea is students are given some cards in which half cards contain incomplete sentences and half cards contain complete sentences. Students have to be able making the incomplete sentence into complete sentence by saying it to other students. Students are also obliged to check their friend's sentences by finding the complete sentences from their deck. This research has been done for 2 times in 2 IN 2 classes. The result of this research shows that students' interest and grammar awareness increase as they do the drilling through Card Game. However, some modifications are needed to make this technique becomes more effective.

Background

Numbers of student somehow influence the learning process in the class. Too many students or too few students might be a problem for a teacher. If there are too many students, the teacher would find it challenging to maintain all the activities for many students. It is also a bit hard for him or her to monitore the students one by one since there are a lot of them. If there are too few students, the teacher is also challenged to make various activities so the students will be motivated in having the lesson. Additionally, few students can be a big deal when it comes to speaking activities especially drilling. Having few partners makes students feel less eager to keep on speaking. It happens because few students make this activity is not interesting for them. Somehow that reason makes drilling techniques such as Line Drilling and Inner Outer become not effective to be applied in the class. Other reason that makes those activities are not effective is Line drilling or Inner Outer will not let the students get enough input in using the target expression and target grammar since this activity does not last long with few number of students. That is why finding other appropriate and effective technique of drilling for this special class is needed.

This condition happens to the researcher’s IN 2 classes. There are only 6 until 8 students in those classes. When it comes to drilling activity, students become so reluctant to do it. They also do not really get the idea of the target expressions and grammar since drilling activity does not last long. To solve this problem, the researcher tries card game as the solution for drilling activities.

Theoretical Framework

Learning language is not an easy task to do alone. As it is described in Cambridge dictionary, language is a system communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession (Cambridge Advanced Learner’s Dictionary, 3rd Edition). It is clear that language is not something people can do alone. It needs other people as the partner especially in using the language for speaking. It goes the same with learning language. Learning language needs partners and friends to make it more effective.

In order to make the process of learning language in the class effective, cooperative learning is needed. According to Felder and Brent, cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team (2009). By having cooperative learning in class, students can associate with others and learn from it. It helps students a lot to perform their ability and improve themselves.

There are some cooperative learning techniques which can be applied in the class. One of them is drilling technique. Drilling is listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard (teachingenglish.org.uk.2004). This technique is usually used to drill students with the target grammar and target expressions. Drilling lets the students communicate and increase the grammar awareness. There are some drilling techniques that could be done in the class such as Line Drilling, Inner Outer, Internal Mingle and Eternal Mingle. To make those techniques are more effective, sufficient number of students are needed. If not, drilling activity will end soon and the effect is students do not feel the exposure maximally. That is why drilling techniques are less effective to be applied in the class which has few number of students. To make up that flaw, other technique which has the same function like drilling can be used. Card game is one solution for drilling technique to trigger student’s interest and awareness in grammar.

Data Analysis

Classroom Action Research is chosen as the data collection method. According to Metteal, this method is a way for instructor to find what works best in their classroom situation (2003). This research is conducted to 2 IN 2 classes. First IN 2 class (Monday-Wednesday) has 5 students and other IN 2 class (Friday-Saturday) has 8 students. The classroom observation has been done two cycles in each class. First cycle is for reviewing the previous lesson that is Unit 9 *What were you doing?* and the second cycle is for drilling the new unit that is Unit 10 *It must be an earthquake*.

The idea of playing the card game is matching the incomplete sentence card with the complete sentence card. Since there are only 5 and 8 students so students play this game as 1 big group. Each student is given some black cards and red cards randomly. Black cards contain complete sentences and red cards contain the incomplete sentences. The examples are below

Unit 9 What were you doing?

Nina was skiing when she broke her arm.	Nina (ski) when she (break) her arm.	Ardy was kicking the ball when a coconut fell onto his leg.	Ardy (kick) the ball when a coconut (fall) onto his leg.
While Boim was driving, he saw an accident.	While Boim (drive), he (see) an accident.	What was she doing when the UFO landed?	What (is) she (do) when the UFO (land)?
Mr. President waved his hand while he was giving a speech.	Mr. President (wave) his hand while he (give) a speech.	What were you thinking when your teacher called you?	What (are) you (think) when your teacher (call) you?

Card set of Unit 10 It must be an earthquake

A : Do you hear that? It sounds like a landslide. B: It **must be** a landslide. There are so many hills here.	A : Do you hear that? It sounds like a landslide. B: It **can't be/must be** a landslide. There are so many hills here.	A : It can't be a volcano erruption right? B : Yeah, it **can't be** a volcano erruption. There isn't a volcano in this area.	A : It can't be a volcano erruption right? B : Yeah, it **can be/can't be** a volcano erruption. There isn't a volcano in this area.
A : I can't believe	A : I can't believe	A : I couldn't find	A : I couldn't find

it. She doesn’t pick up my phone call! B : She **could be** busy studying. Next week she’ll have an exam.	it. She doesn’t pick up my phone call! B : She **can’t be/could be** busy studying. Next week she’ll have an exam.	my cat this morning. B : It **may be** playing with other cats. Your neigbors also have cats, don’t they?	my cat this morning. B : It **can’t be/may be** playing with other cats. Your neigbors also have cats, don’t they?
A : I am afraid there will be an avalanche. B : It **can’t be** an avalanche. There aren’t any snow area here.	A : I am afraid there will be an avalanche. B : It **can’t be/might be** an avalanche. There aren’t any snow area here.	A : I saw your friends at the Matos yesterday. B : They **must be** shopping there. I didn’t see them at my boarding house.	A : I saw your friends at the Matos yesterday. B : They **might be/must be** shopping there. I didn’t see them at my boarding house.

After the students get the cards, their job is to make the incomplete sentence in red card into correct complete sentence by saying it loudly to other students. Other students have to check the student’s sentence by finding the complete sentence from their black cards deck. When the student can make the incomplete sentence into correct complete sentence he/she can put red card along with the black card from other student away. When the student can not make it, the owner of the black card will ask him/her to repeat the sentence again until she can make it correctly. He/she also gets punishment that is taking one other student’s card. So, he/she has more cards on his/her hand. The winner of this game is the first student who doesn’t have any card on his/her hand. The same procedure is done for both cycles.

When the students played the card game, the teacher watched them to find whether they are motivated to do it or not. Teacher also tried to find out whether their grammar awareness increased or not since this activity is much related to the target grammar.

After both cycles are done, the result of the research are :

First Cycle (Unit 9 What were you doing?)
In the first cyle, students of both IN 2 classes had different impression when playing this card game. First IN 2 class (Monday-Wednesday 18.00-20.00) with 5 students were not really interested in playing the game. When they were asked whether they like it or not, they said that the game was confusing because they had to make the sentence into past continuous and simple past. They thought this was hard to do. However based on the observation, it was found that their grammar awareness increased. They made some mistakes at the start. But when they knew what to do they tried to make the incomplete sentences into correct complete sentences.

For other IN 2 class (Friday-Saturday 16.00 – 18.00) with 8 students this game is quite interesting. They were eager not to make mistake so they would not get the punishment. They were also motivated to win the game. Their grammar awareness also increased.

Second Cycle (Unit 10 It must be an earthquake!)

In the second cycle, the result was much more different in both classes. For IN 2 class (Monday-Wednesday 18.00-20.00) they became less eager to play the card game again. They were reluctant to do it. When they did, they could make the sentence correct but they did not enjoy it. At that time there were only 4 students in the class. So, the players of the game were fewer than previous meeting. The reasons this condition happened might be because they have done the same game before so they felt it is not interesting anymore.

In IN 2 class (Friday-Saturday 16.00-18.00), they played the game as 1 big group. When they played it, the similar condition with other IN 2 class (Monday-Wednesday 18.00-20.00) occured. The students were not really motivated to play it. They could play it easily since they have known what to do but they did not seem enjoy it like before. During the game, their grammar awareness increased. Only some students made few mistakes. In this class, there were also a lot of players because all students came to the class. That situation made the game ended quickly.

Result and Discussion

It is found that the result in both cycles in both classes is different. In cycle one most students were eager to play the card game and their grammar awareness also increased. However, in cycle two their interest went down but their grammar awareness got better. There are some reasons why this condition happened. First, students are bored doing the same activity twice in a row. It is better if this activity is done once in a while for the drilling activity. Doing the same activity in a row makes students do not get the surprise so they feel bored. Second, the number of players is still too many. It would be good if this game is done with 2 or 3 players in 1 group. By doing so, students can feel the challenge. 5 or 8 players in 1 group make this game ends so fast. Third, the challenge in second cycle is easier than the challenge in cycle 1. The incomplete sentences in cycle 2 are easier than they are in cycle 1. In cycle 2 the students only choose 1 option from 2 provided options. Since the cycle 2 is easier, students can do it easily. The challenge is not as hard as it is in cycle 1. That presumably makes the students feel less motivated to do it. This technique could be effective if in every game the challenge is harder so the students will be motivated.

Conclusion

Card game can be a solution for drilling and speaking activity in classes with few students. To execute this activity some changes are needed such as the number of players in 1 group and the challenge of the game. By considering the modification, this technique might be effective.

References

Anonymous. (2004). *Drilling 1*. Retrieved November 27, 2015, from https://www.teachingenglish.org.uk/article/drilling-1

Brent, R. and Felder, Richard M. (2009) *Cooperative Learning*. Retrieved November 27, 2015 from http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf

Mettetal,Gwynn. (2002-2003). *Improving teaching through Classroom Action Research.* POD Network Journal

Rahayu, Sulistiasari T. (2013). How to Boost Grammar Awareness among CV Students. *Classroom Action Research*. Volume VI-No. 1, 860-874

Vidayanti, Nurika I. and Agrikaltrini, Niken D.G. (2013). Modifications of Line Drilling, Eternal Mingle, and Inner-Outer for EC Students. *Classroom Action Research.* Volume VI-No.1, 708-731

Promoting Student-Student Interaction by Using Literature Circles Technique in Reading Class: An Action Research For HI-1 Students

Roma Rianti
LBPP LIA Palembang

Abstract

Reading is one of the most important skills in English, however students still may encounter problems in reading such as problems in comprehending the texts and having limited vocabulary. The purpose of this study is to improve the students' comprehension in reading and to promote the student-student interaction to the class by using litearture circle technique. The Participants were the students of High Intermediate 1 level in term III/ 2015. There were 18 students in the class. The literature circles technique is different from other traditional literature study because it is more student-directed. The students can choose their materials. Usually they choose within a group of books/ articles selected by the teacher.

This study is based on action research: planning, acting, observing, and reflecting. Data were collected from students' questionnaire, observation, and teaching journal.

This study was conducted for 3 meeting. The result was satisfying. From the obsevation, it can be seen that they enthusiastically did the activities during the class. From the result of the questionnaire given to students about their opinion about the treatment, it was found that 14 out if 18 students were motivated to do the reading activity using the literature circle technique. The students said this technique was very useful in helping them to comprehend the text that they would read.

Background of the Study

The purpose of this study is to improve the students' comprehension and promote the student-student interaction by using the literature circle technique in class. My class is High-Intermediate 1 level. The first lesson that we studied were about reading and writing skills. We studied about the How to Make a Good First Impression (July 12, 2015). At that meeting, I found out that the students were reluctant to read the articles/ texts provided. They were not motivated to read the long texts I gave. Then, I asked them why and happened. Most of them answered that the text must be boring, difficult to comprehend, and of course not interesing. I finally decided to do something to improve their motivation or interest that I believe also can influence their comprehension in reading later on.

Then, I came up with an idea to use the literature circle technique which I believe could increase the students motivation or interest in reading. The technique is more student-directed. And it is hoped that it can also promote the student-student interaction in class. Using this technique, the students can choose their materials. Usually they choose within a group of books/ articles selected by the teacher. In this way, students become much more engaged and connected to the text and use higher-level critical thinking skills than they would if they were just trying to come up with the answer that a teacher wanted to hear.

Methodology

The design of this study is classroom action research which focuses on classroom-based research. It is intended to solve the students problems found in the classroom by using the chosen strategy. In this study, I used the literature circles technique to improve the students' reading comprehension as well as their interest in reading.

The study took place at LBPP LIA Palembang at Jend. Sudirman Street, Palembang. The objects of this study were the High-Intermediate 1-4 students Term III/ 2015 (July to September, 2015). There were 18 students as the sample.

The data used in this research were teaching journal, class observation, and open questionnaire to the students about the treatment. The procedures of the literature circles were teacher provided the texts for the students and then the students chose the texts that they were interested in. The teacher then grouped the students based on the texts that they had chosen before. Students in literature circles were assigned specific roles to help them analyze the text.

Literature circles are a fairly simple structure, but teachers need to be aware that they will have to dedicate time to teaching the process and procedure to students. Teachers will still need to facilitate and monitor the quality of the discussions. Then, the students will present the things that they have already discussed in the group to the whole class. In this part, the students will apply their speaking skill in presenting something.

This technique really helped the students in doing their tasks. It was also made the students actively involved in the student-student interaction.

The treatment was done for three meetings, the texts used were from the students book and the article taken from the internet about the food culture around the world. During the treatment, I observed their activities and noted that they were interested in the texts. After the treatment, I distributed questionnaire on their opinion whether the treatment can increase their motivation and interest.

Results and Discussions

After conducting the treatment for three times, I can see the differences in the students' interest. They were motivated to read the text using the treatment. They also could interact well with their friends in their groups to discuss about the texts that they had. They enjoyed doing the activities during the treatment.

From the results of the questionnaire. Most of the students said that the treatment can increase their interest and help them in comprehending the texts.

Conclusion

The literature circles technique is a whole class technique used by the teachers to help the students in comprehending the texts. The students may have discussion session after that present the things that they have presented to the class. The purpose of this activity is to increase students' interest to read especially texts that are considered long such as an essay that student will face in their reading lesson.

This treatment made my HI 1 students were motivated and it could increase their interest in reading longer texts. Not only that, the students were also actively involved in the discussion during the treatment and it was good to increase the student-student interaction in class.

References

Elyildirim, S., & Ashton, S. (2006). Creating positive attitudes towards English as a foreign language. *English Teaching Forum*, *44*(4), 2 - 7.

Komiyama, R. (2009) *CAR: A Means for Motivating Students to Read.* English Teaching Forum No. 3

Daniels, Harvey (1994). *Literature Circles, Voice and Choice in the Student-CenteredClassroom*. York, Maine: Stenhouse Publishers.

Lopez, Janet. *Literature Circles*. Retrieved June 12, 2003, from http://litsite.alaska.edu/uaa/workbooks/circlereading.html.

Schlick Noe, Katherine L. & Johnson, Nancy J. (1999). *Getting Started with Literature Circles*. Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.

Schlick Noe, Katherine L. (2003). *Literature Circles Resource Center*. Retrieved June 9, 2003, from www.fac-staff.seattleu.edu/kschlnoe/LitCircles/

Appendices

Appendix 1: Teaching Journal

1. July 11, 2015 (First Meeting)

For the first meeting, the lesson was about reading. The students looked reluctant to have this skill. Then, I asked them about their experiences in reading skills. Most of them said that they were not very interested in reading skill they thought reading was very not interesting skill.

Finally, my students and I had small discussion about this problem. However, we still continued to have the reading session on that they.

2. August 5, 2015 (Second Meeting)

For the second meeting of the reading skills. I tried to use a new technique to make the students engage with the lesson. Then, I applied the literatue circles technique in the class. It was successful enough because the students got involved actively in the class. They looked very enthusiatic doing the acivities. We used the text from the book about Food Culture from Unit 2 in Reading and Writing Book.

3. August 15, 2015 (Third Meeting)

In order to make sure that the students really motivated in reading session. I tried to use this technique again using new reading materials. I took the texts from internet still baout food culture. Then, I asked them to work in group again after they have chosen the texts. After that, they did the activities and they looked enjoying the whole activities. Finally, I considered this treatment successful.

Appendix 2: Pre-questionnaire and Post-questionnaire

1. The Pre-questionnaire before the treatment: (1) how do you feel if you are asked to read a very long text?, (2) what makes you feel this way?
2. The Post-questionnaire after the tratment: (1) are you more motivated when dealing with the reading texts after the treatment given?, (2) do you think it is easier to comprehend the texts when you discuss them with your friends in your group?, (3) when you have to present the discussion to other groups, are you ready for that?

Appendix 3: Students' Answers about the Questionnaires

1. The Pre-questionnaire results:

The students in that class were 18 but only 15 students came when I asked them about it. Most of the students had the same answers which were they did not like reading long texts. They said they were not motivated in reading the whole texts because the texts were too long. And then, the topic also sometimes was not interesting for them.

2. The Post-questionnaire results:

No.	Students Number	Question 1	Question 2	Question 3
1.	PL12030336	YES	YES	YES
2.	PL13030042	YES	YES	NO
3.	PL13030260	YES	NO	NO
4.	PL13040380	YES	YES	NO
5.	PL13040417	YES	YES	NO
6.	PL13040528	YES	YES	YES
7.	PL13040695	YES	YES	YES
8.	PL13040696	YES	YES	YES
9.	PL14020216	YES	YES	YES
10.	PL14020222	YES	YES	YES
11.	PL14020267	YES	YES	YES
12.	PL14020289	YES	YES	YES
13.	PL14020292	YES	YES	YES
14.	PL14030043	YES	NO	NO
15.	PL14030163	YES	YES	NO
16.	PL14030224	YES	NO	YES
17.	PL14030340	YES	YES	NO
18.	PL14040215	YES	YES	YES

Appendix 4: Students' Opinion about the technique

After having the treatment, I also gave them a simple question about the litature circle. Most of the students agreed that this technique helped them a lot in reading class. They could comprehend the text easier and they also could interact very well with their friends in reading class. They could discuss and present about the texts easily to the whole class.

34

Embracing Focal Point in Teaching English for Immigrant Women at Pekanbaru Detention House

Dewi Sari Wahyuni
LBPP LIA Pekanbaru

Abstract

As Non Native English Teacher from Indonesia who taught immigrant women (Arabic-Farsi speaking), the researcher discovered the facts that she hardly had two ways of communication with her adult students for the reason that she was not able to speak their L1 and her students knew nothing about English as L2. Pictures and sign languages helped sometimes, but most of the time, this one way communication instigated difficulties in delivering the lesson. The students were talking in their native languages with different perception with what the teacher taught them. Teaching adult women in English was hardly done, because they did not immitate immediately like the children did. They needed to comprehend the meaning of those English words while they thought and spoke their native languages that the researcher knew nothing about. Being challenged by the slow progress that they made, the researcher then decided to ask for help from a Focal Point (FP) who can speak English, Arabic and Farsi in the classroom. Whenever misundertanding occured between the students and the teacher, this focal point would lend a hand to its settlement. As this FP was getting more and more involved in classroom activities, both of the teacher and FP became a solid team work. Every material delivered were composed by the teacher with suggestions and critics from the focal point. The researcher noticed that the progress started to rise consistently after the involvement of the focal point.

Keywords: Focal Point, Woman Immigrants

Background

It was, indeed, a great challenge for the researcher when she was assigned by International Organization of Migration (IOM) to teach English to immigrants under protection of United Nations High Commissioner for Refugees (UNHCR) in Pekanbaru. There were over thousands immigrants who came from different countries that had landed in Pekanbaru; Afghanistan, Iraqi, Iran, Palestine, Syria, Pakistan, Srilanka, Somalia, Sudan, Myanmar and Rohingya. Children, men and women from those countries got together in Detention House and Community Housings.

In her general observation, it was not easy to adjust living in multicultural community in the temporary staying country, in this case, Indonesia. Different cultures and languages sometimes triggered riot acts in the community. Therefore, there should be medium to bridge the differences among them. The medium is language. They were then, given the chance to learn English, and the researcher was assigned to teach them.

Why English? Other than as medium to communicate well to each other, so that misunderstanding can be settled, English is also used as official language to communicate with IOM, UNHCR, Immigration and even Detention House officers. Not to mention that their destination countries such as Australia, New Zealand, United Kingdom, United States and Canada are English speaking countries. How are they going to settle if they do not acquire English?

The students were vary, from children, teenagers and adults; both genders. Women class at detention house had seized the researcher's attention the most. Their majority languages were Farsi and Arabic. And she did not speak their language. Their competences were vary, for some of them had ever gone to school and some had never at all. So, some were able to speak and write in English, some spoke in English and wrote in Farsi - Arabic, some were not at all.

The problem that the researcher found was in the lowest level of competence classroom that is English class for women who had never gone to school. Based on subcategories of oral proficiency scores by Brown and Abeywickrama (2010), these students belonged to (0) unable to function in the English spoken language.

As the students thought in their own languages and spoke in their language in the classroom and the researcher did so in English, they could never meet. The goals set previously by the researcher were hardly achieved. She did not expect to find class with this kind of characteristics. The researcher put higher expectation to this class than it should be. When she found out the fact, she realized that she had to change the treatment to this particular classroom.

Since the researcher cannot speak Arabic-Farsi, she asked help from a student in intermediate classroom who acquired both languages as well as English in (2+) level; able to satisfy routine social demands and limited work requirements. The researcher named this 13 years old girl as Focal Point (FP).

Embracing this FP was expected to be the solution of the gap of language that the researcher faced in this classroom. She would not be merely translator, but also able to connect the missing link between the researcher and her students.

Theoretical Framework

According to Hornby (2010) in Oxford Advance Learner's Dictionary, focal point is thing or person that is the centre of interest activity. In this case, the designated focal point was the one who bridged the researcher and her students. Her role was more than interpreter, but still, she was not a teacher nor teaching assistant. The researcher chose FP with (2+) level of proficiency in purpose. This FP was close enough to the level of thinking that the students had and still satisfying to the comprehension in English by the teacher.

The FP was much of benefit to the teaching and learning situation for using L1 in the classroom. Auerbach (1993) who stated that the using L1 to her Spanish immigrants in America was successful. Her research had proved that L2 can be learned through raising awareness to the similarities and the differences between L1 and L2. She added that involving L1 triggers the students confidence in taking higher risks in learning since there is possibility that they can freely express themselves. Auerbach concluded by saying that although there are two points of view to this topic, it is the teachers who ultimately decide whether they need to use the L1 or not. Every classroom is unique and for that reason, the teacher is the best judge to decide whether to use the L1 or to avoid it.

Then, Vivian Cook (2001) talked about the positive use of L1 in L2 classroom. He is in the opinion that L1 and L2 have different linguistic systems and characteristics. The students can acquire L2 by reducing the use of L1. It is suggested that the students should differ both L1 and L2, especially in its linguistic systems. Comparing them in this term will make it harder for them to develop their L2. In addition, the students need exposure of L2. The using of L2 as much as possible in the classroom is one of the way in getting that exposure.

A research done by Carolina Rodrigues and Gina Oxbrow (2008) discussed students' beliefs of whether the use of the L1 in English classrooms is a facilitator or a hindrance. They stated that most of the students said that the use of L1 in English classroom essentially improved their L2. The majority of students were in the opinion that they would rather have the teacher explaining the grammar points in L1. But the teachers were suggested to explain instructions or execute activities in L2. Moreover, they preferred when the teachers showed the similarities and differences of those in L1.

In their research, Kovacic and Kirinic (2011) also questioned teachers' and students' perception on the idea of whether or not L1 should be used. They paid attention on the L1 usage in terms of necessity, frequency, usefulness, and appropriateness. Both students and teachers had the same opinion that L1 can be used in the classroom reasonably in order to support specific learning objectives.

The last one, the ones who carried out a research on looking into the effect of using L1 in L2 classroom are Mahmoudi and Amirkhiz (2011). They investigated the total usage of L1 in L2. Evaluating two classes with different amount of L1 usage, they came to a conclusion that teachers tended to use L1 in order to help students to reach better score.

The significance of using L1 in L2 had been long discussed by the experts. Although some argue, it is undeniable and crucial. In spite of the argument that using L1 in L2 will retard the students progress in acquiring L2, the researcher herself experienced the retardation of teaching and learning process by using merely L2. The problem is the researcher did not acquire the students' L1. That is why the researcher had to get a help from a FP that facilitated the using of L1 in L2 classroom with the supervision of the researcher.

Data Analysis

At the first three initial meetings, the researcher was overwhelmed. The students got wrong idea on some vocabularies she taught them. Using pictures and realia helped a little, but to explain abstract words and grammar points, more than pictures were needed. They needed to figure out and comprehend them with their own perspectives. It means, they need to know and try to figure out them in their own thinking and language.

The researcher kept tossing and turning thinking of what she could have done wrong. If only she were able to speak their languages. Questioning her belief on the effectiveness of using English all of the time in the classroom was one thing that she did. Apparently, L1 was needed and could not be avoided. Whether she learned Farsi – Arabic intensively or found someone that could help her and the students with these languages problems.

The class consisted of 19 immigrant women whom vary in capability. From the unofficially preliminary test done by the researcher to verify the capability of the students, 5 were able to communicate (2 Arabic Speaking, 3 Farsi-Speaking) read and write and 6 can write but cannot communicate well and the rest were illiterate even in their own mother tounge, Farsi.

The researcher mostly needed help from FP when it comes to grammar points and abstract words as non-abstract words can be explained by using realia or pictures. The question asked by the students to FP was, "*What did she say*?" (in L1) to the abstract words or researcher explanations in grammar points. Then, when they had already understood, they were willing to talk to the researcher. Their understanding in L1, activated their taking a risks in learning more in English. Knowing that the teacher cannot speak Farsi-Arabic, they tried so hard to use English when communicating with the researcher as their teacher. This efforts automatically gave exposure to other classmates. The researcher and FP also determined the limitation of using L1 only in explaining grammar points and abstract words.

89% students admitted that they get more excited when they knew the explanation in L1, because it was easier for them to understand. It arouse their interest in learning English. The rest complained that they expected English explanation because their L1 and L2 are much of different.

All in all, the progress they made in three meetings compared with the previous three meetings was notably different. “Broken English” had colored the classroom atmosphere since then. For a very basic level of students, this is such a great achievement.

Result and Discussion

71% students felt that FP helped them in studying because she used Farsi-Arabic in the class. Almost all of the students agreed that they prefer to have teacher who speaks only English in the class. Although there were 21% students who wanted to have teacher who can also speak those two language since they wanted to have direct conversation with the teacher. However, the rest did not mind to speak only in English with the teacher because they wanted to learn more.

In her observation, the researcher noticed that the role of both FP and teacher was interconnected. The FP who acquired Farsi and Arabic helped the students to understand the lesson which cannot be comprehended with their state of mind. So did the teacher with her inability in communicating those two languages had triggered students to speak English with her.

Conclusion

It is clear that in this specific class, the role of FP to the continuation of the immigrant women English class is significant . Embracing FP is a great advantage for Non Native teachers who has different L1 with their students. Teaching these adult women was much easier as the assistance of FP enabled them to figure out and digest the concept of words and grammar in English into their own thinking by using their language. However, the teacher’s role as the one who did not speak their language was also crucial since their efforts in communicating in English with her had boosted their progress in learning. In three months, from illiteracy in English, they had already used ‘broken English’ in communicating in their multi-cultural society

References

Auerbach, E. Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27, 1, pp. 9-32, 1993.

Brown, H Douglas and Priyanvada Abeywikrama. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Ic, 2010.

Cook, V. Using the first language in the classroom. *The Canadian Modern Language Review, 57*, 402–423. 2001.

Kovacic, A., &Kirinic, V. To Use or Not to Use: First Language in Tertiary Instruction of English as a Foreign Language. *1st International Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo.* 2011.

Mahmoudi, L., &Amirkhiz, S. The Use of Persian in the EFL Classroom–The Case of English Teaching and Learning at Pre-university Level in Iran. *English Language Teaching, 4* (1), 135-140. 2011.

Rodríguez, C., &Oxbrow, G. L1 in the EFL Classroom: More a Help than Hindrance? *PortaLinguarum*, *9,* 93-109. (2008).

Appendix

Questionnaires on FP Using L1 in L2 Classroom

Do you like when FB uses Arabic-Farsi in the classroom?

Yes No

Is it okay that the teacher cannot speak Arabic-Farsi?

Yes No

If your answer is ‘Yes’, why do you like it?

It is comfortable.
It is more secure.
It is less anxious.

Does it help when FP uses Arabic-Farsi in the classroom after teacher explanation?

Yes No

Does the explanation in Arabic and Farsi make you want to learn English more?

Yes No

35

Implementing Reminding Cards to Promote ET-4 Students' Understanding on Irregular Verb Change in Simple Past Tense

Dwi Kurnia Ningsih
LBPP LIA Palembang

Abstract

ET 4 is the terminal level of Rainbow. When I got this class, I assumed that they had known about simple past tense. However, I found out that my students had problem with that, especially with the irregular verb changes. They assumed that all verbs were just added "d / ed" for the simple past tense verb. Therefore, I tried to apply the reminding cards to promote their understanding on irregular verb change in simple past tense. This study was conducted on July 29 to August 23, 2015 after Ied holiday for 6 meetings. I started this method since the second meeting of the first lesson until lesson 5. I used the assignment from exercise book as my pretest and the first periodic test as my posttest. The result showed there were significant correlation for some students and some were not.

Background

ET 4 or Rainbow 4 is the terminal level of Rainbow for ET (English for Teens). It means they will get certificate. Those who got promotion to ET 4 had learned about simple past tense in ET 3. Therefore, the writer assumed that they were familiar already with the changes of verb, whether they are regular or irregular changes. This class had 19 students, but sometimes not all of them attended the class.

The first lesson of ET 4 (I Met My Idol!) was about past experience in meeting one's idol. So, I gave them simple game, "Tic Tac Toe". However, some of my questions could not be answered. I was a bit confused and I had to do something. On the next meeting, I asked them to complete the chart (see appendix 1). Some of them still make mistake. Then, I distributed some small cards like domino. I asked them to write the verbs and their changes. I called it as "Reminding Cards".

Reminding cards means cards that can be used every time they forget the verb change in simple past test, except for the test. In the beginning, I asked them to write verbs and their changes on that day lesson. After that, they could add every word that they did not know or mostly forgot. Each student might have different words based on their own needs. They could check the words every time they did the assignments or exercises.

Reminding cards are like flashcards. Based on busyteacher.org, flashcards are suitable for most any level of tenses or conjugations. They are valuable because once you have made them you can use them for all different types of drills, activities and prompts. Students appreciate the opportunity to work with cards as they are something *hands-on* that they can touch and manipulate. You can generate all types of card activities, and remember that the point is to get the students working together. You'll definitely want to have a selection of cards for irregular past tense verbs. You can create sets of cards for all the irregular verbs and then use them as prompts, to play matching games, or to do perform various drills. Then once you get to higher level tenses you can refer back to the past tense cards and combine them with helping verb cards or time markers.

Method and Procedure

The writer conducted the study since July 29, 2015 until August 21, 2015. It was conducted in ET 4-2 class on Tuesday – Friday schedule with 19 students. For the complete schedule, it can be seen in the table below.

Table 1. The Schedule of the Study

Day & Date	**Lesson**
Tuesday / July 29, 2015	Lesson 1 → I Met My Idol!
Tuesday / August 4, 2015	Lesson 3 → A Surprise for Mom
Friday / August 7, 2015	Lesson 3 → A Surprise for Mom
Tuesday / August 11, 2015	Lesson 4 → You Looked Different!
Friday / August 14, 2015	Lesson 5 → How Was Your Weekend?
Friday / August 21, 2015	Review and Periodic Test

On the first day, the writer gave some pieces of cards and the shape is like domino. The writer asked the students to write the verb that they used today. For example was like the picture below.

GO
WENT
MEET
MET

Picture 1. The Reminding Cards

Then, they could add any verbs, especially the verbs used in the lesson. So, every meeting, except for periodic test, they could see the verb changes. They did that when they did the assignments given by the writer. All the assignments could be seen in appendixes. At the end, on the periodic test, they were not allowed to use that reminding cards. Finally, the writer collected all scores during the meetings and analyzed them.

Result, Discussion and Conclusion

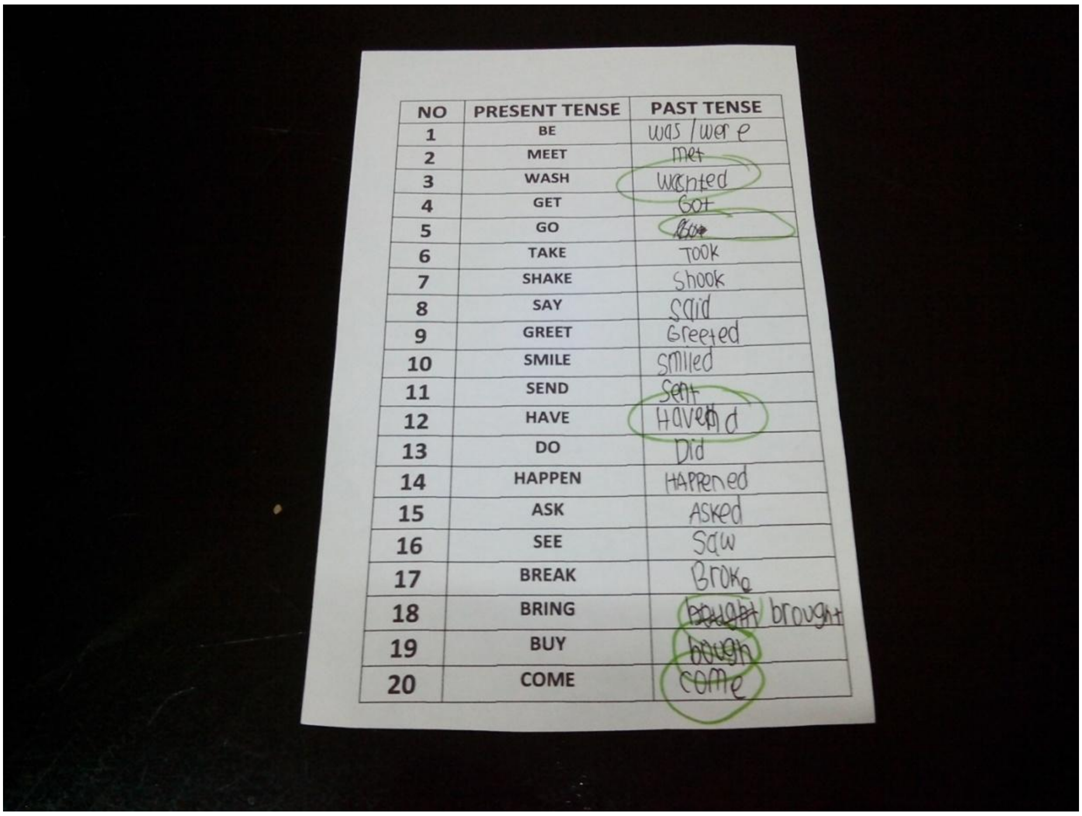
Cards are beneficial for students that can remind them about the lesson given. Here is past tense. Based on the result, the writer could conclude that for common verbs, the students did not have difficulty. However, sometimes they did not really pay attention or did not do their assignment carefully.

References

_____. 2015. Are You Tense About Tenses? 5 Tense Review Activities. Retrieved from http://busyteacher.org/10777-grammar-5-tense-review-activities.html

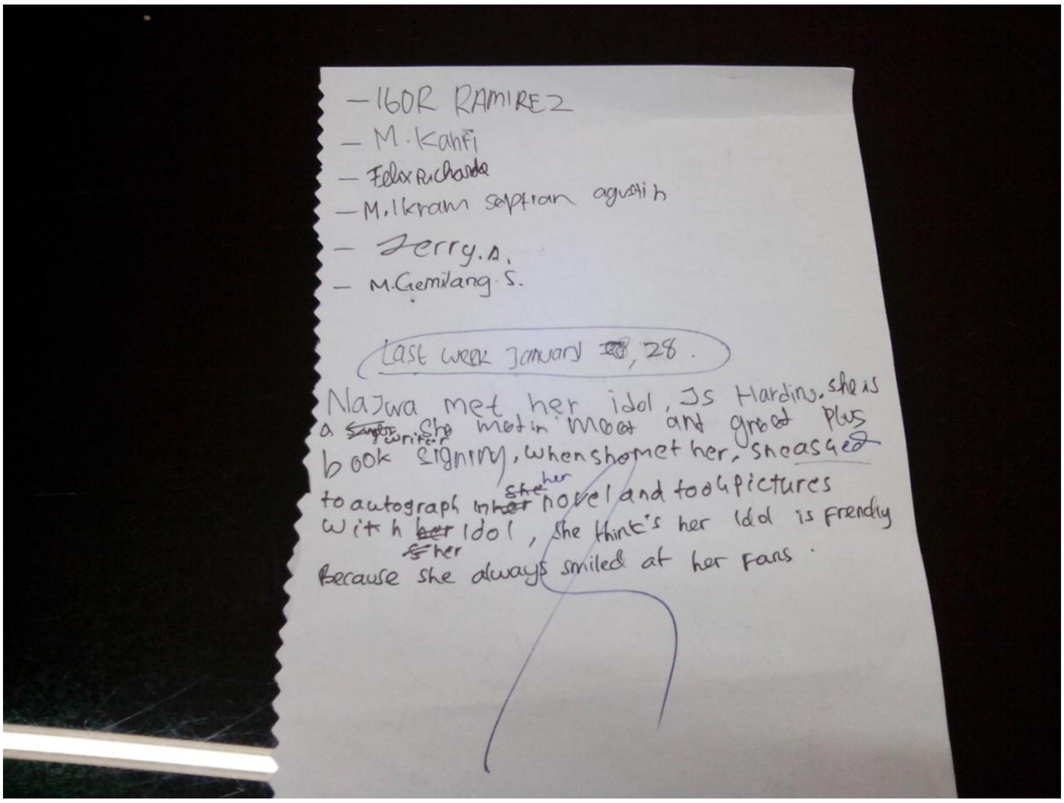
Appendices

Pictures



NO	PRESENT TENSE	PAST TENSE
1	BE	was / were
2	MEET	met
3	WASH	wasnted
4	GET	Got
5	GO	[illegible]
6	TAKE	TOOK
7	SHAKE	Shook
8	SAY	said
9	GREET	Greeted
10	SMILE	smiled
11	SEND	Sent
12	HAVE	Havehd
13	DO	Did
14	HAPPEN	HAPPened
15	ASK	ASKed
16	SEE	Saw
17	BREAK	Broke
18	BRING	~~braught~~ brought
19	BUY	bough
20	COME	come

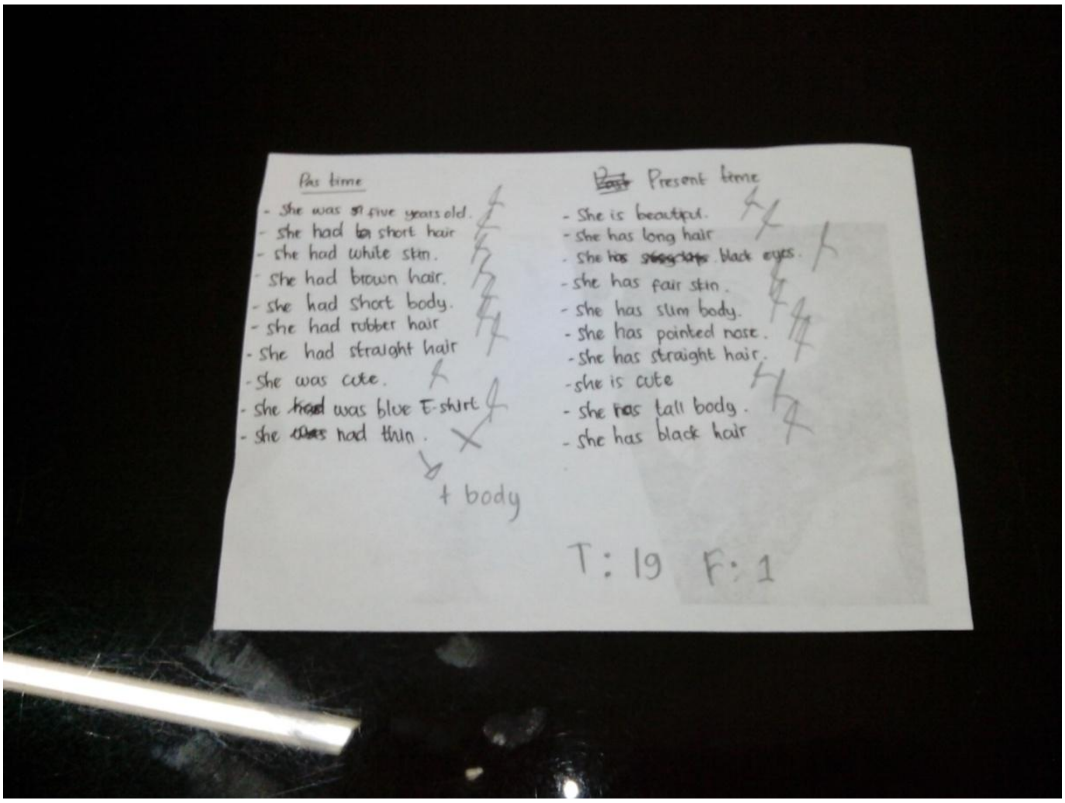
Picture 2. The Chart of Verb Change in Simple Past Tense in Lesson 1


- IGOR RAMIREZ
- M. Kahfi
- Felix Richardo
- M. Ikram septian agustih
- Ferry. A.
- M. Gemilang. S.

Last week January ~~28~~, 28.

Najwa met her idol, JS Harding. she is a ~~singer~~ writer. She met in meet and greet plus book signing, when she met her, she asked to autograph in ~~she~~ her novel and took pictures with ~~her~~ her idol, she think's her idol is frendly because she always smiled at her fans.

Picture 3. The Students' Writing about Meeting Idol in Lesson 1.


Pas time

- She was ~~a~~ five years old.
- she had ~~ba~~ short hair
- she had white skin.
- She had brown hair.
- she had short body.
- she had rubber hair
- She had straight hair
- She was cute.
- she ~~had~~ was blue T-shirt
- she ~~was~~ had thin.

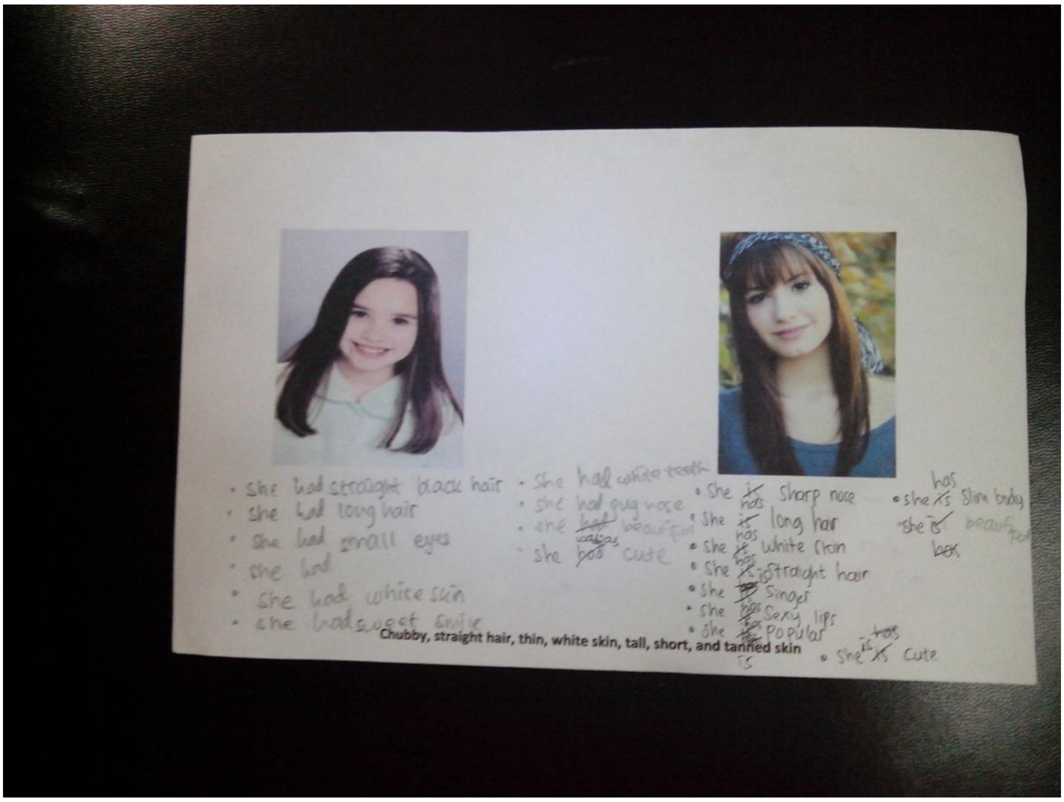
+ body

~~Past~~ Present time

- She is beautiful.
- She has long hair
- She ~~has~~ ~~[illegible]~~ black eyes.
- she has fair skin.
- she has slim body.
- she has pointed nose.
- She has straight hair.
- she is cute
- she ~~has~~ tall body.
- she has black hair

T: 19 F: 1

Picture 4. The Student's Writing on Physical Appearance in Lesson 4.



- she had straight black hair
- she had long hair
- She had small eyes
- she had
- She had white skin
- she had sweet smile

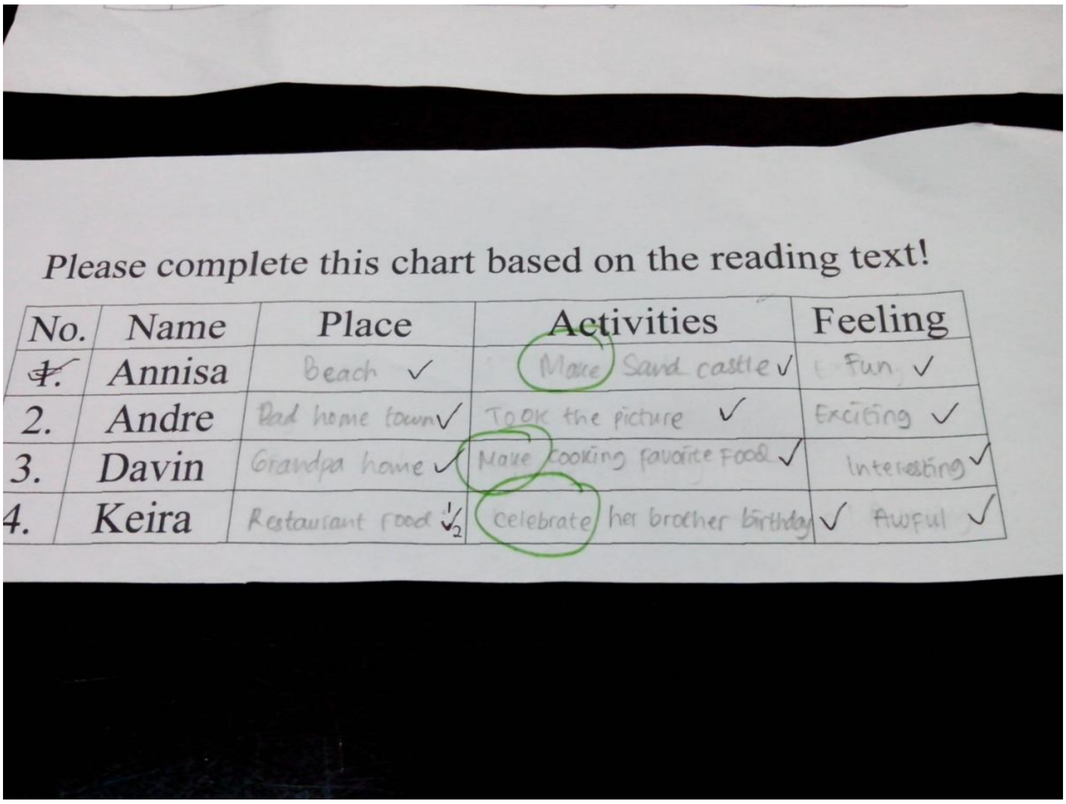
- She had white teeth
- she had pug nose
- she ~~had~~ beautiful
- she ~~has~~ was cute

- She ~~is~~ has Sharp nose
- She ~~is~~ has long hair
- She ~~is~~ has white skin
- She ~~is~~ has straight hair
- She ~~has~~ is Singer
- She has Sexy lips
- She ~~has~~ is Popular

- she ~~is~~ has Slim body
- She ~~is~~ beautiful
- She is ~~has~~ Cute

Chubby, straight hair, thin, white skin, tall, short, and tanned skin

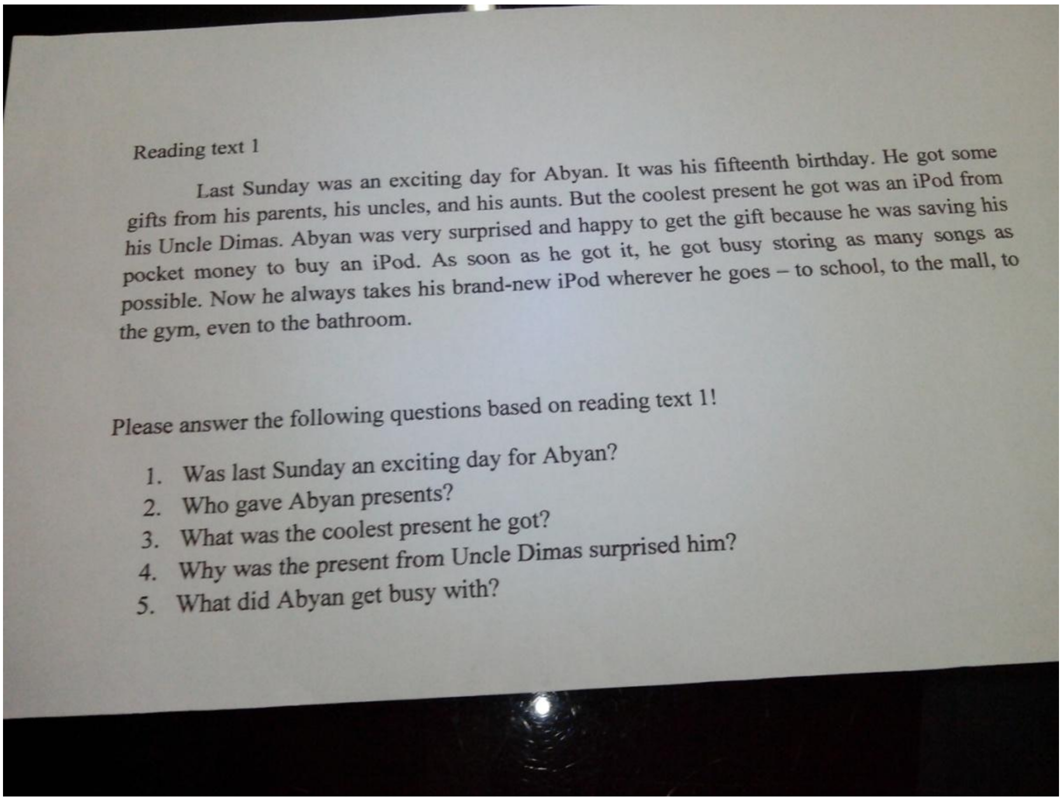
Picture 5. Student's Writing on Lesson 4



Please complete this chart based on the reading text!

No.	Name	Place	Activities	Feeling
1.	Annisa	Beach ✓	Make Sand castle ✓	Fun ✓
2.	Andre	Dad home town ✓	Took the picture ✓	Exciting ✓
3.	Davin	Grandpa home ✓	Make cooking favorite Food ✓	Interesting ✓
4.	Keira	Restaurant food ½	Celebrate her brother birthday ✓	Awful ✓

Picture 6. The Student's Writing on Lesson 5.



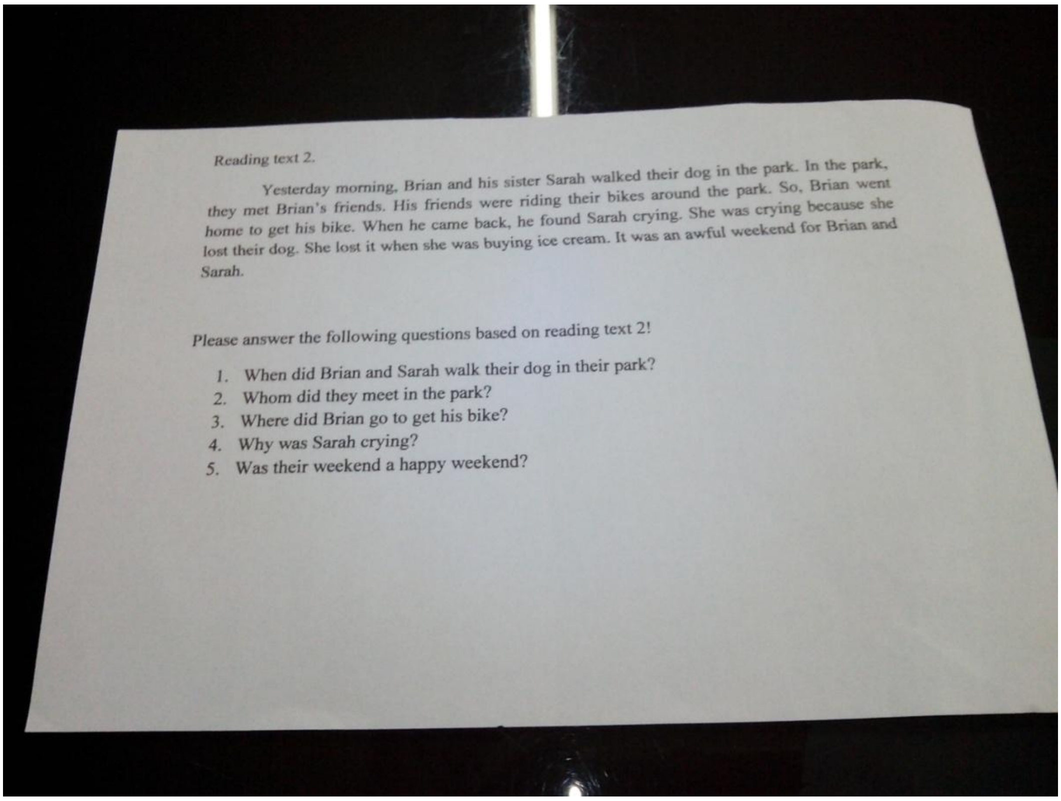
Reading text 1

Last Sunday was an exciting day for Abyan. It was his fifteenth birthday. He got some gifts from his parents, his uncles, and his aunts. But the coolest present he got was an iPod from his Uncle Dimas. Abyan was very surprised and happy to get the gift because he was saving his pocket money to buy an iPod. As soon as he got it, he got busy storing as many songs as possible. Now he always takes his brand-new iPod wherever he goes – to school, to the mall, to the gym, even to the bathroom.

Please answer the following questions based on reading text 1!

1. Was last Sunday an exciting day for Abyan?
2. Who gave Abyan presents?
3. What was the coolest present he got?
4. Why was the present from Uncle Dimas surprised him?
5. What did Abyan get busy with?

Picture 7. The Reading Text and Questions for Lesson 5.



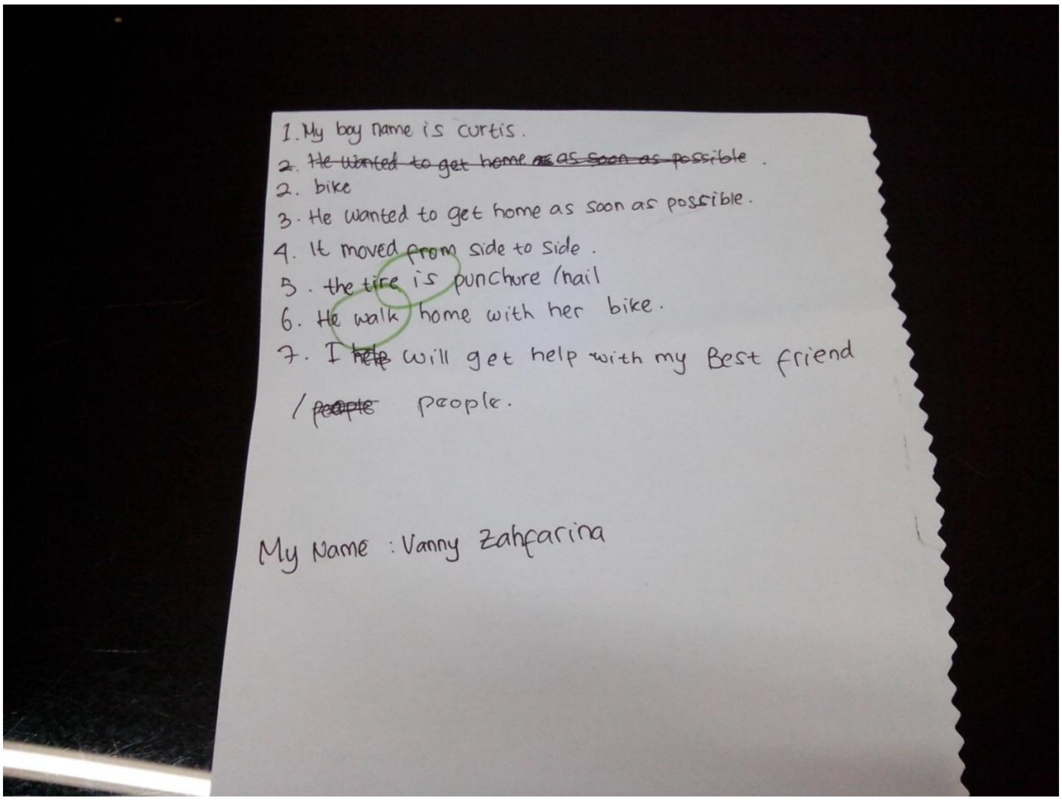
Reading text 2.

Yesterday morning, Brian and his sister Sarah walked their dog in the park. In the park, they met Brian's friends. His friends were riding their bikes around the park. So, Brian went home to get his bike. When he came back, he found Sarah crying. She was crying because she lost their dog. She lost it when she was buying ice cream. It was an awful weekend for Brian and Sarah.

Please answer the following questions based on reading text 2!

1. When did Brian and Sarah walk their dog in their park?
2. Whom did they meet in the park?
3. Where did Brian go to get his bike?
4. Why was Sarah crying?
5. Was their weekend a happy weekend?

Picture 8. The Reading Text and Questions on Lesson 5



1. My boy name is curtis.

~~2. He wanted to get home as as soon as possible~~ .

2. bike

3. He wanted to get home as soon as possible.

4. It moved from side to side.

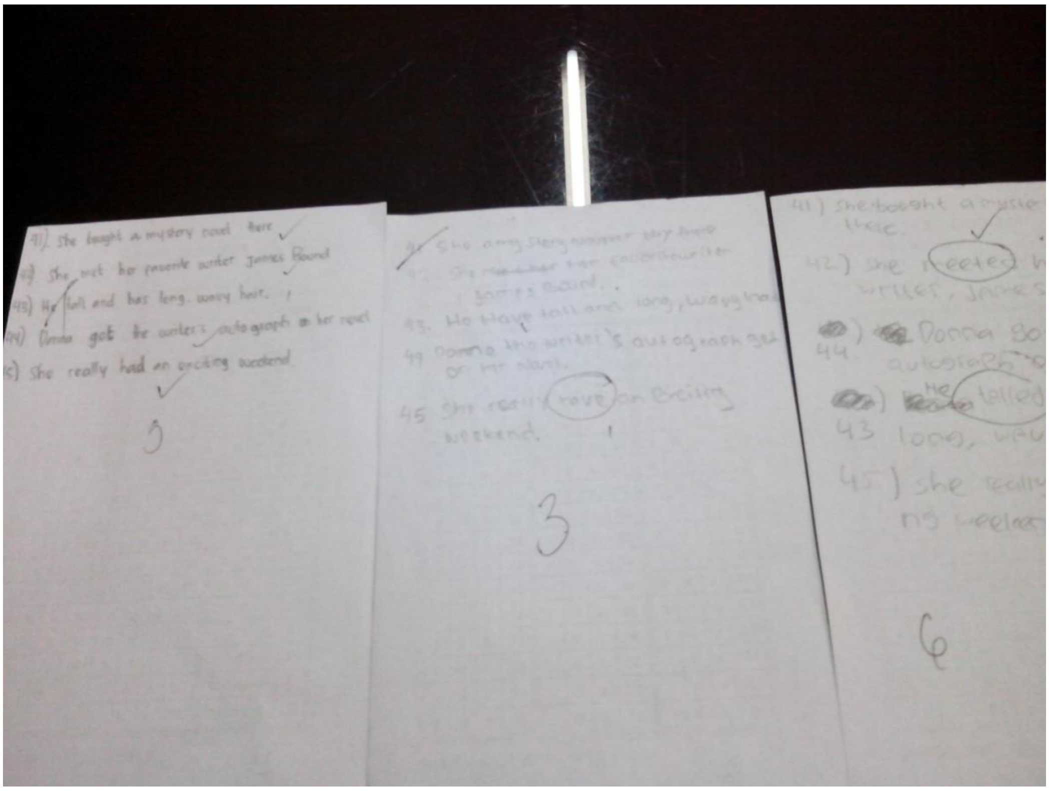
5. the ~~tire~~ is punchure /nail

6. He walk home with her bike.

7. I ~~help~~ will get help with my Best friend / ~~people~~ people.

My Name : Vanny Zahfarina

Picture 9. The Student's Writing on Lesson 3



41) She bought a mystery novel there ✓

42) She met her favorite writer James Bound ✓

43) He tall and has long wavy hair.

44) Donna got the writer's autograph on her novel

45) She really had an exciting weekend ✓

5

3

6

Picture 10. The Students' Writing in Periodic Test 1.

Students Raw Score

No.	Student	Pretest	Posttest
1.	1	3	2
2.	2	4	4
3.	3	5	3
4.	4	4	6
5.	5	2	4
6.	6	6	9
7.	7	4	5
8.	8	4	6
9.	9	2	6
10.	10	4	9
11.	11	7	7
12.	12	7	9
13.	13	7	9
14.	14	6	9
15.	15	8	8
16.	16	5	8
17.	17	9	9

Mean of Pretest : 5,117647
Mean of Posttest : 6,647059

36

Giving a Reward: Can It Make Students Be More Punctual?

Indah Noviantie Uthami
LBPP LIA Palembang

Abstract

Discipline is important for teachers to maintain for achieving timely educational goals. It is normally associated with command and control and is often taken as synonymous with punishment or regulation. One of discipline problems is latecomer students. Having students come late to class is something that every teacher has to deal with. For some it might be more problematic than others. One of the classes I taught in term III/ 2015 was In.2 class which tardiness is something I encountered quite frequently. One of the biggest issues that I had with students coming to class late was that it interrupted the dynamic in the classroom. It can be quite frustrating to spend 10-15 minutes warming a class up and setting up an activity, only to have a latecomer arrived and messed up the groups I have just put together. Or to have someone complained/asked questions about the activity because they missed the explanation at the start of class. I always like to start my classes nice and easy to help the students settle in and get comfortable. If a latecomer has had to rush to class, they're probably going to be 'cold' and not ready to speak English. So, that is why I conduct this classroom action research to find out whether giving a reward can make students be more punctual or not.

Background

We as teachers have three options when dealing with students that come late to class. One option is to let them continue their habit without any repercussions. A teacher may not say anything verbally but he/she is saying a great deal. The teacher is telling the student that they accept the behaviour that is being presented. The second option is to verbally telling them they are late and that they need to be punctual. If a student is habitually late then tell them to be punctual and that they will not be allowed to make up missed work. If they continue the habit then they will be sent to the office. But the voice of the teacher can make or break the classroom mood. So if a teacher has a harsh tone with the student then the student will be defensive and if the teacher is calm the student will more likely be more understanding. The third option is to not allow the student back into the class room and to send them straight to the office. This is the hardest way to handle the situation but many times will be the only way a student understands. The goal will be for students to start taking responsibility for their actions. The tone of voice that a teacher uses when instructing a student go to the office because of this infraction could lead to more class room disturbances. But what I did in class is not to give a punishment or sent them to office but I gave a reward for those who were on time.

There were 27 students in my Inter2 class but one student never came since the first meeting. I knew most of them because I have taught them for four terms in row. Although I found some new students that I didn’t know before. Since they knew me well, it seemed they were not afraid to come late to class. They thought that I was a nice and kind teacher and would not be angry if they were late. I have tried to warn them but it didn’t give any effects. Beside they felt close to their teacher, there were some other reasons. The most feasible reasons for students to be late to class were: students not taking responsibility for themselves and students did not think that it was important to be in class on time because there were no consequences. Students who did not take ownership over their responsibilities will be late to class. They gave excuses like they over slept or trapped in traffic.

The first day of the meeting was on July, 6th. There were 27 students on the attendance list but only 20 students came. When I entered the class, the students were quite surprised because they had the same teacher as the previous levels. I taught them from elementary 3 so it was the fourth term with them. As I remembered for about 15 students were already in class before I came in. So I found that the class was okay. We did our first day activities well. The second meeting, we started the lesson about kind of markets. When I entered the classroom I, found that only ten students were in class. The others were late. They came when I already started the lesson. Since it was fasting month, I didn’t take it as a big problem. I understood that they need more time break their fasting and to pray. This condition continued to the third meeting but again I let them in if they were only 10 to 15 minutes late.

Then, We didn’t meet for three meetings because of Eid Mubarak so our discussion continued after it. I saw many students were late at the first meeting after Eid Mubarak. When I asked why they were late. They told me that it was because of the traffic or they had something to do before the class. But traffic jam was their favourite reason when thy teacher asked. Actually at the first meeting we have discussed that students must be on time. We’ve dealt that they will get minus score or punishment if they were late. I sometimes ask them to sing in front of class to make them learn their lesson. But since they knew their teacher well, it seemed that they didn’t feel reluctant if they were late. Especially for the boys, they would smile to teacher as if I was their close friend. Actually, most of them were my friends in my BBM contact so they are accustomed to ask about anything. It can be about the lesson or schedule, comment on my status or my new display pictures. They communicate well with me so that’s why they act like that.

The condition was getting worse when I came to class and found that only 8 students were in class. Before teaching, I planned to have 5 groups to do the first activity. But I can’t make it because of the number of the students is not enough. This was really disturbing the process of teaching and learning in the class. Actually, some of them were not late. They sat outside the building waiting for their friends. So that day I thought I need to do something to make them more on time since giving punishment was not a good solution for them. Besides, asking student to do something in front of the class as a punishment like singing or story telling will spend much time because they come one by one to class. I didn’t want to ruin my lesson plan I made before the class because I have arranged the activity to reach until the end of the discussion. So if I spend much time on giving punishment, I can’t reach my goal at the end of the discussion. So I thought hard to find the solution on this situation. I can’t let my students be irresponsible to their study. So, that’s why I ordered a stamp (I get plus score) and I used it as a reward for those who are on time. I think giving a reward is a better solution than giving a punishment. The students are more responsible and I didn’t have to get angry to student if they were late.

Methodology / Procedure

The data collection method used in this research was only classroom observation. I did this study from the seventh meeting until the end of the term. I told them that started from that day every students who were already in class before the teacher came will get a stamp that I specially made for their class. I stamped on the cover of their smart choice book. After announcing this new rule, I stamped their book. Some students shouted that they didn’t know the rule. If they knew it before, they would come earlier. When I was busy stamping, some students also begged me to give them one but I said no because they were not on time. So in my first day using the stamp I only stamped 13 students because they did not know and they didn’t guess this new thing. After stamping, I told students if they wanted to get one, they should be in class before the teacher came. I saw two expressions on my students’ faces. Some of them were happy because they got the stamp. But for those who didn’t get, they looked disappointed. I know that they wanted it also. I only laughed looking at this situation.

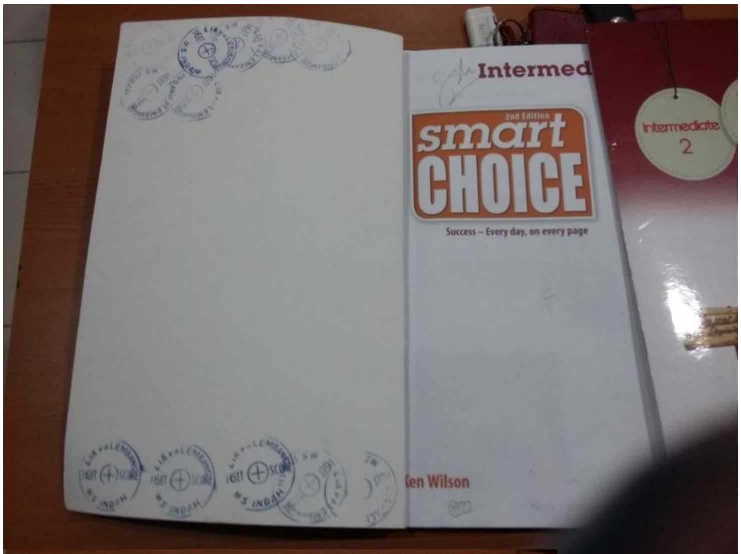
The second meeting of the using of the stamp was good. As the previous meeting I only stamped 13 students but in this meeting I stamped 16 students. Some of them were the one who didn’t come from the previous meeting so they didn’t know the new rule. As they knew it, they promised themselves to be more punctual. The number of the student kept increasing from meeting to meeting. They ran after me when they saw me on the hall to the class. They didn’t want to be late comer because they will miss the reward. This reward was also given when they had a makeup class. As I have 7 classes so it’s hard for me to have make up class on weekdays so we planned on Sunday morning. I announced that they will get the reward if they could come on time in our makeup class. They were enthusiastic hearing that. on the D day I found there were some students come thirty minutes before the class started. As we knew some students were quite lazy to come on time on Sunday class. But when I entered the classroom I saw more than 80 % students were in class before the teacher came. So I did the study until the end of the term. I promised them that students who can collect the most reward will get good score.

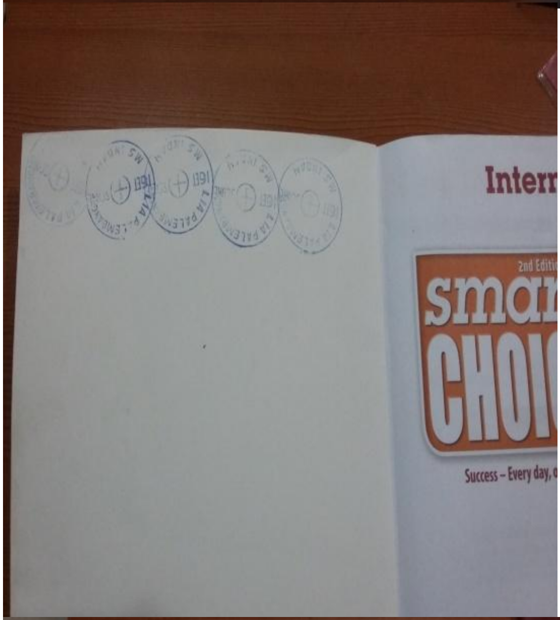
Result and Discussion

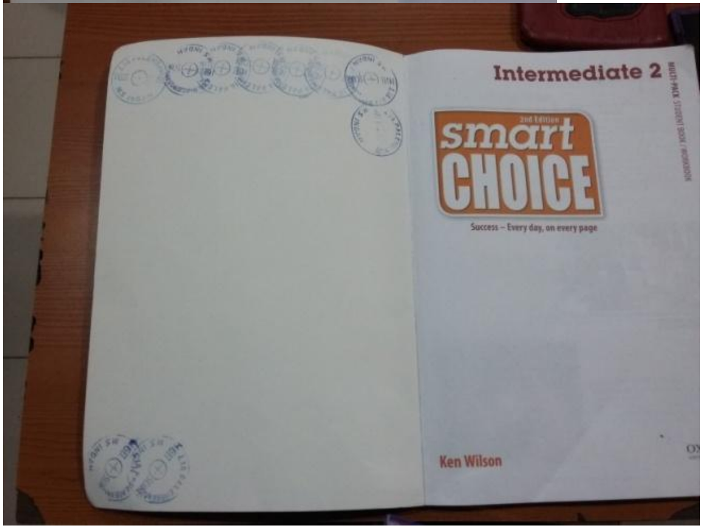
From the observation, I can see that they did their best to come on time to get the reward. Although some of them are not senior high student anymore they still eager to collect the stamp. Once I forgot to bring the stamp, the students felt disappointed so I promised them to do it the following meeting. Then, they asked me directly to stamp their book as I arrived the classroom the following meeting. So, I think giving reward is better than giving punishment to attract students' attention. They were more responsible to come earlier to the class as they knew that they will get a reward from their teacher.

Conclusion

Being late is not culture-bound. It's a human trait. The fact is that some people are always on time, and others are regularly late. Not just for English classes, but also in their day-to-day activities. As teachers, we need to find a good solution for our class because different class will have different treatment. For some teachers giving punishment to the one who was late was good but not for my intermediate 2 class. There were some reasons influenced it. One of them was their feeling toward the teacher. We have been together for four terms in row. They knew me and I knew them. That's way I changed my previous way handling them. Usually, I asked them to sing or speech in front of class that spend time but for this term I used stamp to appriciate their discipline. I found that it worked well, it can be used in my intermediate 2 class.


Intermed
2nd Edition
smart
CHOICE
Success – Every day, on every page
Ken Wilson
Intermediate
2


Interm
2nd Edition
smar
CHOIC
Success – Every day, o


Intermediate 2
2nd Edition
smart
CHOICE
Success – Every day, on every page
Ken Wilson

37

Flashcards – A Way to Boost Students’ Vocabulary Comprehension

Yona Fitrah A. Hafiz, S.H
LBPP LIA Palembang

ABSTRACT

Education is not the learning of facts, but the training of the mind to think.
[Albert Einstein]
The world is the true classroom. The most rewarding and important type of learning is through experience, seeing something with our own eyes.
[Jack Hanna]
Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class.[5] Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many activities through the flash cards will also appeal to kinesthetic learners.[6]

Flashcards is a set of card bearing information as words or numbers, on either or both sides, used in classroom drills or in private study.[7] Ones writes a question on a card and the answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format.

Further more, flashcards exercise the mental process of active recall: given a prompt (the question), one produces the answer. Beyond the content of cards, which are collected in decks, there is the question of use-how does one use the cards, in particular, how frequently does one review (more finely, how does one schedule review) and how does one react to errors, either complete failures to recall or mistakes?

By using more various systems, with the main principle being spaced repetition, in fact, flashcards can improve the students’ understanding of the material that being taught.

---

[5] https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners
[6] *Ibid,.*
[7] Wikipedia, the free encyclopedia

Background

A flashcard or flashcards is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.[8] One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format.[9] Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

The used of this media is also simple. Physical flashcards are two sided; in some contexts one wishes to correctly produce the opposite. Side on being presented with their side, such as in foreign language vocabulary; in other contexts one is content to go in only one direction, such as in producing a sentence given a word that belong to the target vocabulary. For physical flashcards, one may either use a single card, flipping it according to the direction, or two parallel decks, such as one English-Indonesian and one Indonesian-English. They have a number of uses that can be very simple or very elaborate for the person to memorize.

Flashcards are usually designed to promote active recall. By using flashcards with a question on one side and the answer on the other, or a picture on one side and the vocabulary on the other, learners force themselves to try to recall the information or the target vocabulary.[10] If they fail to do so, they are still able to review the necessary material. Scientists believe that attempting to recall information helps to build memory pathways and strengthen the memory.[11] This will make it easier to recall the information at a later date.

At this term, I have some beginner classes, they are English for Teens 2 level, and English for Teens 3 level. We used to call them as “the small ET”. However, teaching them sometimes put me as their teacher in difficulty. They often make noise, they sometimes get bore, whenever it comes to the assessment, it is very difficult to ask them to do the assignment, and they easily forget about everything, especially the target vocabularies. This situation happens almost to all my students from these classes.

Formerly, after I divided them into some groups, I used to ask them to match the pictures and the words that I have prepared. Or I will ask them find some hidden target vocabularies for that lesson in form of words puzzle. At the other times, sometimes I ask them to act out the target vocabulary, while others group will compete to guess the words. This activities mostly work well, but after that the students seem forget easily about the words. So, I was thinking about another ways. Is there any solution that can keep the students remember about those target vocabularies, but they are still be able to have some (more) fun to do the activities?

Therefore, to deal with this situation, I try to find the solution. Not only to grab their attention so that they will involve in the activity, but also to boost their vocabularies comprehension. And I really hope the solution will have a good effect for their assessment.

---

[8] Taken from Wikipedia, the free encyclopedia.

[9] *Ibid*,.

[10] Article: Flashcards for Active Recall and Spaced Repetition by Michael Bollinger.

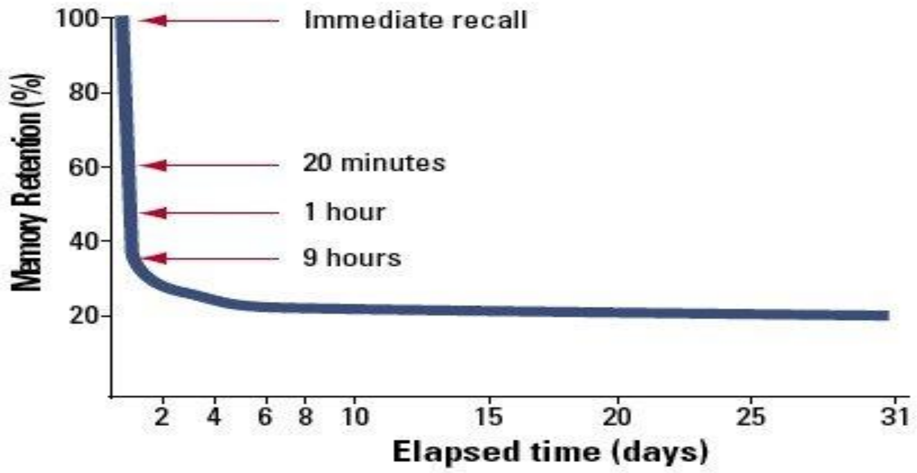
[11] *Ibid*,.

This action research is done to find out whether the used of flashcards could boost the vocabularies comprehension of the students. Hopefully, this can be useful for us.

Methodology / Procedure

One of the reason that flashcards are effective is that they utilize spaced repetition learning techniques. Memory studies have shown that spaced repetition is one of the best ways to build up memory and increase recall rates. By studying information, materials again and again, at spaced interval, learners are able to recall the information or materials more readily when they are asked to. In order for spaced repetition to be most effective, learners should review materials at increasing intervals. These studies have also shown that spaced repetition will help to build permanent memories; whereas mass information strategies, such as cramming, will result in most of the information being forgotten after a short period of time.

FIGURE 1.
The forgetting curve



The "forgetting curve" was developed by Hermann Ebbinghaus in 1885. Ebbinghaus memorized a series of nonsense syllables and then tested his memory of them at various periods ranging from 20 minutes to 31 days. This simple but landmark research project was the first to demonstrate that there is an exponential loss of memory unless information is reinforced.

Stahl SM, Davis RL, Kim D, et al. *CNS Spectr*. Vol 15, No 8. 2010.

This research is a quantitative research, and it is done with the descriptive method, which is carried out in the ET2-2 level students, at LBPP LIA Palembang. There are 29 students. The aim of this research is to find out if flashcards can improve the students' understanding of vocabulary in reading skill, especially for those who are still belong to beginners, young learners.

For this action research, the writer focused on giving a method, using some medias in the activity. Flashcards. This action research is also done in two parts. First, after dividing students into groups, Writer was asking the students to do the activity (activity 1 lesson 3 taken from Rainbow Book for ET 2) without flashcards. Writer asks the students to act out the pictures and ask others student from the same group to guess. Each group will take turn. Second, after dividing students into groups, Writer was asking the students to do the same activity from the book but with the additional medias, the flashcards. Since there are two steps for this research, so the writer decided to use two meetings for each part, so the writer would be able to compare the result at the end.

Procedure:
First meeting.

- Writer divides students into some groups.
- Writer writes the target vocabularies on the board, without the meaning.
- Writer asks students to choose their representative to come to the front of class.
- Writer asks the students who come to the front class to act out the picture of the target vocabularies, in turn.
- Writer asks others student to compete to guess the vocabularies.

Second meeting.

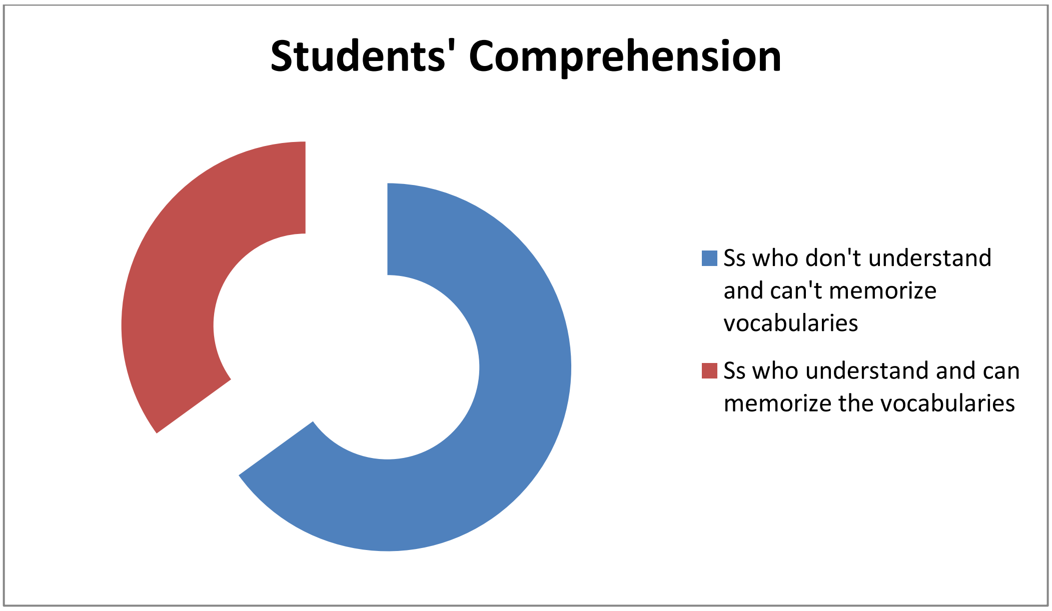
- Writer divides students into some groups.
- Writer cover the flashcards with a piece of card and slowly reveal it.
- Students will guess which one it is.
- Once the card is shown, orally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Usually the students will automatically copy the writer’s voice.
- Writer does the activity for all the target vocabularies in the lesson.
- After finish all, Writer spread out the flashcards of the target vocabularies over the class, by sticking them on the wall.
- Writer says one of them and students will race to it.
- Then writer will ask students in turn, to give instructions to their classmates. For example: hope to the palace! Walk to the creature! Swim to the creek!

Result & Discussion

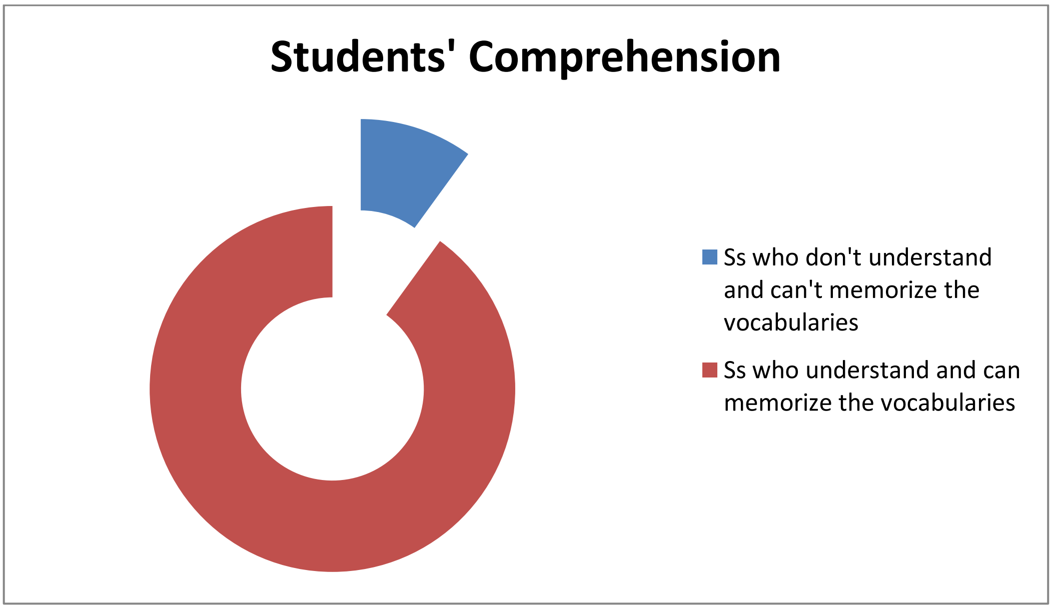
After doing this research, I have figured out that flashcards are very useful in my class in order to boost the vocabulary comprehension of my students.

Almost all the students able to understand well the vocabularies after I give them the method. It’s because when they do the activity together, its take all their attention, all their concentration. As the result most of them are able to apply the vocabularies in the next activity. And of course, it also gives positive effect when they do the assessment.

Before applying the method.



After applying the method.



Dahagacinta.com Erecting A Sense of LIA Family

Heriyati
LBPP LIA Palembang

Abstract

The issue of decreasing number of LIA students is everywhere. Many strategies have been applied. Probably one thing makes LIA Palembang different in facing this problem is that it gives a class bonus to every teacher who does not 'lose' more than 5 students in every class. That is why losing some students at the end of a term is really something. These 'lost' students sometimes are really confusing. They are gone without any notification. How can I keep the number of my students in my class high? It has been since term III/2014, I use my blog, www.dahagacinta.com as a communication forum for my students. I put students in groups. Every group consisted of 4-5 students. They had to care one another. If one of them was absent, others had to know the reason. To control every class, I made a special 'home' for it. This way made students feel the sense of LIA Family. They may not have special friends out there but they have LIA friends who care. To know whether this communication forum works or not, it can be seen from how far students use 'their home' at www.dahagacinta.com, how many number of lost students, and how close their relationships are. I am quite satisfied with the result of this communication forum. I always get a class bonus for every class of mine. Actually this bonus is indeed a mere bonus. The focus is that how students stay longer at LIA Palembang, how they feel comfortable, how they feel loved and cared, so they can feel at home.

Keywords:

www.dahagacinta.com, communication forum, 'home', a sense of LIA family, number of 'lost' students, class bonus

Background

LIA Palembang needs more and more students to survive. The more students LIA Palembang gets, the better well-being of workers will be. That is why, everybody has to work hard to make old students stay longer and new students come.

The issue of decreasing number of LIA students is everywhere. Many strategies have been applied. Probably one thing makes LIA Palembang different in facing this problem is that it gives a class bonus to every teacher who does not 'lose' more than 5 students in every class. There is a specific formula to give this bonus.

To teachers, this class bonus is something they like to make fun of. But they take it seriously. They use their own strategies to make their students stay. They make BBM group or they keep students' phone numbers, etc. What about me? I have experienced not getting a handsome class bonus since I lost many students. How to overcome this problem? I use my blog, www.dahagacinta.com as a communication forum.

Methodology/Procedure

As a former LIA student, I really know how it felt to be a part of LIA family. I met my best friend at LIA Yogyakarta. I knew much more about Yogyakarta from my LIA friends. I trusted my LIA friends more. How could I get so close to my LIA friends? In 1992, LIA Yogyakarta had many programs to gather its students. We had a rujak party, a slide show, a fun discussion, ets. All those programs made students mingle. This made us feel as LIA family.

Time flies. Characteristics of students have changed. To make a rujak party is not an easy thing to do. We are busy. It is not a simple thing to set a certain time to gather. Even LIA English Club cannot run well. Technology plays a role in this changing. Teachers need to adapt to keep abreast of the technology. To put students in a comfortable zone, I use www.dahagacinta.com. This blog has become our communication forum.

Every term I asked my students to introduce themselves in a 'home'. 'Home' is an article chosen as a place for them to communicate one another. They commented not on the content of the article but they wrote down their personal information.

For example, I chose an article titled 'Akibat Sumpah Mubahalah' (http://www.dahagacinta.com/akibat-sumpah-mubahalah/) for my In2-1/term II/2015. 'Masihkah Mendoakan Teman yang Bersin' (http://www.dahagacinta.com/masihkah-mendoakan-teman-yang-bersin/) for my In4-1. I had 6 classes in term II/2015, so I chose 6 articles for my students' 'homes'.

To make my students feel bonded, I put them in groups. They had to care and know their friends well. It was not only about name and school. They needed to know about their friends' phone number or other contact numbers. For those who had BBM contact, they would make a group. If their friends were absent, others would tell me or write in their 'home' the reason of being absent.

To make the bond of LIA family stronger, sometimes I put that group in class discussion. They shared many things. They borrowed and lent things. The class was easier to handle since students felt loved and cared.

Result and Discussion

The feeling of LIA family makes students willing to move to do a lot of things. For example, my students and I did a charity program in Term III/2014. We named it 'Darah Untuk Fakhri' – a charity program to help Thallesemia children (http://www.dahagacinta.com/catatan-indah-dari-penggalangan-dana-darah-untuk-fakhri/). We got more than 11 millions rupiah. Students from SMA Patra Mandiri I Plaju even made a special activity in their school to support this LIA program. They contributed more than 3 millions rupiah. To apreciate what they had done, I made articles for them (http://www.dahagacinta.com/?s=SMA+patra+mandiri&submit=search).

We also did a charity program for a program called 1000 guru. Students supported this activity. At least, they shared information to their friends at school or in their neighborhood.

Another heartfelt moment happened in term III/2015 in TOEFL Preparation Class III-2. One student did not come for some meetings. Others knew she did not come because her father got an accident. She could not continue her study since she had not paid her course fee. Her friends raised fund to pay her tuition. It was so touching knowing how far they cared about their friend.

Learning more than just English is not a slogan. It has been implemented as a grounded movement. Learning is also about communicating with people in a real meaning. It is about a heart-to-heart communication. This way makes the sense of LIA family erect. This is a kind of viral marketing strategy. LIA Palembang takes benefits of this mouth-to-mouth advertisement.

Conclusion

This communication forum works well. What I have done with my blog, www.dahagacinta.com is only a small thing to erect the sense of LIA family. I believe that other teachers have done their own ways to keep the number of students high. A class bonus is not the focus since teaching is not about money. But to survive, teachers still have to do things to make money come to LIA.

In conclusion, www.dahagacinta.con can be used to make students feel that they are a part of LIA family.

Reference

www.dahagacinta.com

Palembang, Jul 7, 2015.
Revised edition (Sept 27, 2015)

Gallery Walk As An Activity to Motivate EC-4B Students in Comprehending Reading Text

Anindita Pramitha Sari
LBPP LIA Palembang

Abstract

I found out that my EC 4B 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 4B students. The research was conducted in term III/2015. 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 4B class, this condition happens. Since this class consists of active young learners – 4- 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.

References

http://www.learningrx.com/reading-fluency.htm
http://www.learn-to-read-prince-george.com/why-is-reading-important.html
http://school.familyeducation.com/intelligence/teaching-methods/38519.html

A Tree Diagram: A Technique to Improve the Argumentative Writing Achievement in Higher Intermediate 4 Classes

Dian Wulan Lestari
LBPP LIA Palembang

Abstract

Writing has become one of the indicators to see the students' performance in English. Academically, writing is viewed to mark whether the students have successfully achieved the objectives of the lesson. Unfortunately, the writing production of the students was still not as expected. Especially in Higher Intermediate 4 class, the students' writing performance was still considered low, in terms of organization, coherence and cohesion, and grammar. Therefore, the technique 'A tree diagram' was proposed in this CAR to offer the solution to the students' writing problem. A tree diagram technique is an outlining technique for writing particularly in arranging the ideas. The subject used for this classroom action research was Higher Intermediate 4 class, LBPP LIA Palembang term III/2015 consisting of 13 students. The data were collected by means of the students' tests. The findings showed that the technique was proven effective to help students improve their writing.

Keywords: a tree diagram, Higher Intermediate 4 class, writing.

1. Background

Writing has become one of the indicators to see the students' performance in English. Academically, writing is viewed to mark whether the students have successfully achieved the objectives of the lesson. Obviously, the need for English mastery both in spoken and written is becoming more significant in higher education. However, proficiency and accuracy in writing have been the most discussed issues in EFL discourse in Indonesia. Learning to write in a foreign language is a challenging struggle for most students because writing is considered as an extremely difficult skill. The same problem also occurs among Higher Intermediate (HI) 4 students in LBPP LIA Palembang. As expected by HI teachers, the students are required to be able to produce any kinds of writing compositions, such as narrative, argumentative, expository, and descriptive writing accurately and fluently. Their writings should show coherent and cohesive organization and correct use of grammar and vocabulary.

Unfortunately, the writing production of the students was still not as expected. Many students still could not write writing pieces that meet the requirements of a good writing piece. The writing performance was still considered low, in terms of organization, coherence and cohesion, and grammar.

To find out the writing problems faced HI2 students, the preliminary data were collected. The questionnaire was distributed to 13 students. Based on it, the data showed that the students considered their writing performance not good. One of the problematic kinds of writing experienced by the students was the argumentative writing. This problem seemed to happen because the lack of practice of this type of writing. In addition, the problem that hinders students from writing is the main idea; students were sometimes confused about what to write and the organization of the essay. They tended to write free writing without considering the cohesion and coherence of each idea.

Having explained the writing problems encountered by the students in a certain context, a Classroom Action Research (CAR) was conducted. In this study, in purposing to help the learners, the researcher used tree diagram technique in guiding the students to help them in writing argumentative writing. Tree diagram technique is a technique where the students draw a tree of their ideas, so that the students can branch out their idea in their tree and can organize it too.

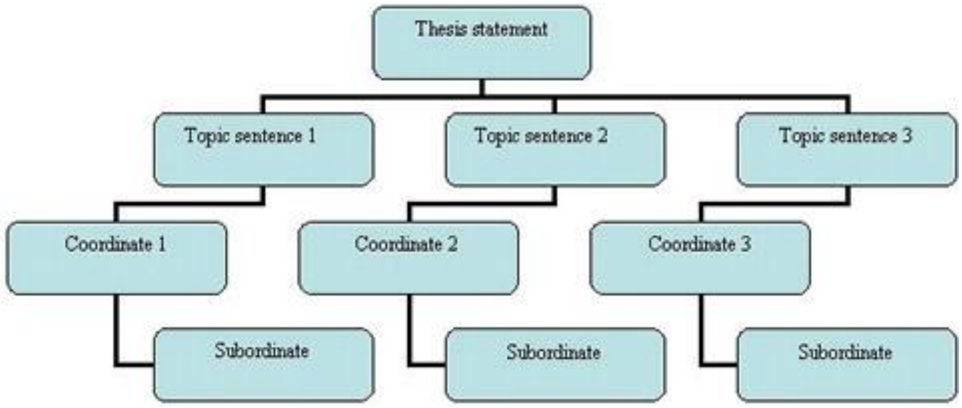
2. Research Objective

The purpose of this classroom action research was to find out whether the technique ‘Tree diagram’ could be used to improve their argumentative writing.

3. Literature Review

Tree diagram technique, an outlining technique for writing, was developed by Chien and Ching, (2004) from the Nanyang Technological University in Singapore who adopted it from the text book “Refining Composition Skills” by Smalley, Ruetten & Kozyrev (2001). As stated by Lee (2004), it helps students overcome their writing problems including constructing, arranging, developing, and organizing their ideas. Additionally, using this technique serves numerous advantages. First of all, because the components of the tree diagram are well connected and well arranged, students are able to organize their ideas at ease. Therefore, the relevance of the students’ writing is maintained. Next, it serves the guide for students so they can remember the main points they are about to write. The students are not going to consume much time in wandering about what to write. With the time saved from needless time to organize the ideas, by using this technique the students can improve the quality of their writing since they can edit the language, the sentence structure, or the mechanism in the writing process.

It utilizes a diagram which has branch-like subdivisions. The diagram basically consists of the trunk as the central or controlling idea and its several branches to support the controlling idea (shown in Figure 1). The branches of the tree should be relevant to the trunk of the tree. As a result, by using this technique, the students are able to whole plan for their writing including the relationship and hierarchy of their ideas.


Thesis statement
Topic sentence 1
Topic sentence 2
Topic sentence 3
Coordinate 1
Coordinate 2
Coordinate 3
Subordinate
Subordinate
Subordinate

3. Research Methodology

3.1 Subject of research

The subject used for this classroom action research was Higher Intermediate 4 class, LBPP LIA Palembang term III/2015. The class consisted of 13 students.

3.2 Plan of Action

The research was conducted in 4 meetings. The pretest was given at the beginning of the action (the 16th meeting). The students were assigned to write an argumentative writing. After three meetings, the posttest was held.

3.3 Teaching Procedures

The study was done within 4 meetings for 20-30 minutes, including two meetings for giving the pretest and questionnaire at the beginning of the experiment and posttest at the end of the experiment. The introduction of the tree diagram technique for writing is also introduced in the first meeting. The phases of teaching writing for each meeting will be as follows:

Teaching stages	Teaching Procedure
Pre writing	Introducing the argumentative writing and the tree diagram technique in writing process

Teaching stages	Teaching Procedure
Whilst writing	• Giving the topic for the writing • Having the students explore and organize their ideas using the tree diagram • Having the students share their diagram with their peer • Having the students develop their ideas in the tree diagram into an argumentative writing • Having the students do the peer checking
Post writing	• Submitting the students’ works • Checking the students’ works and giving written feedbacks • Returning the students’ works

3.1 Data Collection

The tests used for the instrument for this research were self-made. The data from the tests were analyzed to observe the students’ improvement in writing.

3.2 Data Analysis

The students’ writing assignments and tests were examined to get the scores and then the scores were tabulated. The score tabulation was used to analyze the students’ progress qualitatively. The scoring points were taken from writing rubric for Higher Intermediate 4 which includes organization, relevance, grammar, vocabulary, and mechanism (punctuation).

4. Result and Discussion

During 2 sessions, the students' writings were assigned.

No.	Name	1st assignment					2nd assignment				
		Org	**Re.**	**G**	**V**	**M**	**Org**	**Re.**	**G**	**V**	**M**
Total		**5**	**5**	**4**	**4**	**2**	**5**	**5**	**4**	**4**	**2**
1.	S1	4.0	3.0	3.3	3.5	2.0	4.0	3.5	3.2	3.5	2.0
2.	S2W	3.0	2.5	2.0	3.0	1.5	4.5	3.5	3.0	3.5	1.5
3.	S3W	2.5	2.5	2.0	3.0	1.5	4.5	4.5	2.2	3.0	1.5
4.	S4	3.5	3.0	1.5	3.0	1.5	4.5	3.5	2.0	3.0	1.5
5.	S5W	4.0	4.0	3.3	3.5	2.0	4.4	4.5	3.5	3.5	2.0
6.	S6	4.5	4.0	3.5	3.5	2.0	5.0	5.0	3.5	3.5	2.0
7.	S7	4.5	4.5	3.8	4.0	2.0	5.0	5.0	3.8	4.0	2.0
8.	S8W	4.0	4.0	2.4	3.0	1.5	4.0	4.0	2.5	3.0	1.5
9.	S9W	4.0	3.0	3.0	3.0	2.0	5.0	4.0	3.0	3.0	2.0
10.	S10W	3.5	2.5	3.5	3.0	2.0	5.0	5.0	3.5	30	2.0
11.	S11	4.0	3.0	2.5	3.3	1.5	5.0	4.5	3.0	3.0	1.5
12.	S12	3.5	3.0	3.0	2.5	2.0	5.0	5.0	3.0	3.5	2.0
13.	S13	4.0	3.5	3.5	3.0	2.0	5.0	5.0	3.5	3.5	2.0

As seen on the table, students' writing improved especially in organization and relevance. It can be inferred that students were already aware of the flow of their writing. Most of them wrote an organized argumentative writing. Moreover, they were also able to write smoothly and the ideas were relevant one to another.

No.	Name	Pretest (/5.0)	Posttest (/5.0)
1.	S1	3.3	3.5
2.	S2W	2.4	3.0
3.	S3W	2.9	3.0
4.	S4	2.0	3.5
5.	S5W	3.8	4.0
6.	S6	3.9	4.0
7.	S7	3.8	4.3
8.	S8W	2.5	3.3
9.	S9W	3.0	3.1
10.	S10W	3.5	3.0
11.	S11	2.9	3.0
12.	S12	3.1	3.0
13.	S13	3.5	3.5

*S → Student **SW is female students

This table shows that after the use of the technique of A Tree Diagram, the students' writing improved significantly.

5. Conclusion

Based on the analysis of the data, the conclusion that can be drawn is that this technique, ‘A Tree Diagram’ can be applied to improve the students’ writing. It is also proven from the result of their writing assignments and tests that the students have gained the benefit of this technique by showing their improvement in terms of organization and relevance.

Knowing these benefits, for my fellow teachers who are also experiencing this kind of problem, ‘A Tree Diagram’ can be recommended for the alternative activity for improving the students’ writing. To make permanent impact for the student, it is suggested that this technique be done in longer period of time.

6. References

Brown, H.D. (2004). *Language assessment principles and classroom practices*. New York, NY: Pearson Education.

Byrne, D. (1993). *Longman handbooks for language teachers; Teaching writing skills.* Essex: Longman Group UK Limited.

C.B. Olson (2003). The reading/writing connection: Strategies for teaching and learning in the secondary classroom (companion website). New York: Allyn & Bacon/Longman. 158-190

Chien, Ching L. (2004). Seeing Is Understanding: Improving Coherence in Students Writing. Retrieved January 2, 2013, from http://www.iteslj.org/

Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.

Hedge, T. (2005). *Writing*. New York, NY: Oxford University Press.

Jumariati. (2009). Improving the Argumentative Writing Ability of the Lambung Mangkurat University Students through the Tree Diagram Technique. Retrieved from http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/1122

Nair, G. K. S. at al. (2012) Writing Descriptive Essays Using ‘the Tree Diagram’ as a Tool. *Asian Social Science*, 8(7). 40-44

41

The Effectiveness of Using “Colored Pieces Paper” in Boosting ET-7 Students’ Activeness in Class

Lia Kristiningrum
LBPP LIA Palembang

Abstract

The purpose of this study is to improve students’ activeness in class. The participants were the students of ET 7-3 level in term 3/2015. From the first day of class, I found out most of the students communicate in their native language, either Bahasa Indonesia or Bahasa Palembang. Since it’s a 2-4 class, most of the students look tired and reluctant to study. In 2 weeks, the students were so passive. As an English teacher I must recognize that the value of active learning may not obvious to the students. And the research on behavioral change that unless the individuals see the value and the benefit of new ideas, they’re not likely to abandon old ones (Eccles & Wigfield, 2002; Pintrich, Marx, & Boyle, 1993). The various activities given still couldn’t boost the students’ activeness. The method COLORED PIECES PAPER was chosen because the students realized their scores depend on their activeness during the class. They wrote their activities that showed their activeness during the lesson on the colored pieces paper and then gave to the teacher. As the result, appropriate methods and approaches are required to help students to be more active in learning English.

Background

As I stated before, I conducted this research in my ET 7 class. This is a ‘2-4’ class which means most students directly go to LIA to learn English from their school. The great fatigue can be seen clearly on their faces. Providing fun activities during the learning session were not always fun for the students because those activities need more energy. As the result, most students become inactive in the class. Then I decided to apply “Colored Pieces Paper” in this class.

This is a kind of enforcement. In one meeting, the students only spend 2 hours learning time. With this very short time, the students must be active in English for the whole meetings. Unless, they get more limited time to use their English skill. In every meeting, the teacher applies some activities. The students who are active in those activities can get the “Colored Pieces Paper” then write their activities and names on it. The teacher observes whether the students do the activities actively or not. The more active in activities, the more “Colored Pieces Paper” they will get and the bigger score the will have. Based on this, the students realized that their activeness during the class can improve their daily score and also their English skills.

Procedure

The data collection methods used in this research was interview. I interviewed the students about whether "Colored Pieces Paper" method can boost their activeness in learning English helps, 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 group presentation and individual writing. It started from February 4 to February 28 2014. In every meeting, there were 2-3 groups of 4-5 members presented. Their presentation related with the topic of the lesson. For the individual writing, it also depends on the topic of the lesson.

Result and Discussion

The "Colored Pieces Paper" method I applied was successful. The students become more active during the lesson in every meeting. Even they are tired yet they still realize that their activeness affects their English skills and score in the course. The students always try to be active and more active.

For more appreciation to the students, I sometimes give them more rewards. I do this just to boost their motivation to be more active during the class activities.

Conclusion

The "Colored Pieces Paper" method was successful boosting the students' activeness during the lesson in the class. they become more aware about their activeness related with their English skills. They show better performance in every meeting. This method is really effective in Teaching English as a Foreign Language, especially for the students who have limited time and have fatigue in learning English.

References

Eccles, J.S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology,* 53, 109-132.

Pintrich, P., Marx, R.W., & Boyle, R. A. (1993). Beyond cold conceptual change : The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research,* 62, 167-199.

42

The Power of 'Vote Paper' in Motivating ET-4 Students' Interaction in the Classroom

Carbiriena Solusia
LBPP LIA Palembang

Abstract

ET classes are usually big classes. But in the first term of 2014 I got a small ET 4 class. Also other thing showed up in the middle of the term. My ET 4 students were lazy interacting with each other. So, that is why I came up with an idea of Vote Paper. By the end of the treatment my students were expected to have more interactions inside the classroom to start one outside the classroom.

Background

Handling lower level in ET never became a big deal to me up until the first term of 2014. Usually most of ET level students especially in ET 1, 2, 3 and 4 are highly motivated students but things turned out differently in my ET 4 class. My ET 4 class was considered a small class because there were only 12 students in it but with this small amount of students turned out they were lack of motivation in having interactions with their peers.

I have tried many ways to promote more interactions in the classroom. I made them switch partner while they were having a group work in the classroom. I made sure that they have worked together with every single friend in the classroom but this was not working.

Based on this problem I came up with an idea of Vote Paper. This Vote Paper was used as a controller and reminder for the students. Each participation they joined would be written down in this Vote Paper.

Methodology/ Procedure

The data collection methods used in this research were class observation, teaching journal, document collection (Vote Paper) and interview to know more about how the students felt towards the Vote Paper. I did this study for 4 meetings, from February 1 – February 12, 2014.

On January 29, I told my students that they would have Vote Paper for the next meeting. I told them the procedures and the rules. Basically, I told them that for the next 4 meetings they are assigned to be more active and every group interaction they made would be scored.

The group work was simply related with the materials provided in student's book with a little bit modification.

Results and Discussion

This Vote Paper was definitely adding students' motivation in the classroom. With only 12 students in the classroom they were given a chance to interact with each other. But I think this Vote Paper will be even more suitable and work with bigger classes. Too bad I did not try it with the bigger one to actually see it working or not.

Conclusion

As a teacher we still have to remember that this Vote Paper is only one of the way to create more interactions in the classroom. We can definitely try other things, too. But the most important thing is, we are not supposed to put aside students' needs in do some tasks individually. We only have to see it wisely so we don't really caught up with student-student interaction.

Utilizing Students' Previous Knowledge to Be Accumulated into Lesson 7 and 8 of CV-2 to Achieve a Comprehensive Competence: A Class Action Research

Yemima Amanda Ayu Paramitha
LBPP LIA Semarang Imam Bonjol

Abstract

The lessons of the CV-2 book direct students to have a certain degree of skills in making a description of a "subject"; however, it has been observed that those lessons can be arranged differently in order to achieve a comprehensive competence. Therefore, this paper attempts to introduce an approach to make use of the accumulation of the previous knowledge taught to be embedded into lesson 7 and 8 to describe past events at the end of the level. The aim of this class action research was to investigate the application of students' previous knowledge (describing people's physical appearances and personality traits as well as describing things such as places, events, and things) to be integrated into materials taught in lesson 7 and 8 to improve students' competence in elaborating past experiences descriptively. The criteria and scoring were determined based on LIA's band descriptors that put emphasize on the organization, expressions, and fluency. The CAR was conducted in Term IV/2014 and Term I/2015 with 25 students. The data were tabulated and analyzed using descriptive quantitative approach. The result showed that the competence of the second group (CV-2 students of term I/2015) significantly improved when they applied their previous knowledge to provide a complete description of past events assigned; while, that of the first group improved relatively well. This approach, to this point, is effective to help the students develop their ability to describe things based on 4 points of view (events, people, place, and things). However, the approach needs to be analyzed further for the possibility of development.

Key words: CV-2 book, knowledge, previous knowledge, competence, description

Background

By the end of each lesson, students of CV-2 are expected to be able to perform a dialog based on the objective of each lesson. While in the promotion test, students must perform two dialogs based on the situations containing two or more objectives. It has been observed that most of the students took longer time to comprehend the situations.

Based on the observation, a classroom action research has been conducted to improve students' competence in using their previous knowledge, especially in elaborating past activities by making use of the expressions and description about the events, people, place and things. Elaborating past events was chosen as the general topic of CV-2 because it was the last lesson of CV-2 and all the materials taught can be included in this topic.

Theoretical Framework

That new knowledge is built upon students' old knowledge is the basic understanding of constructivism (www.edutopia.org – Accessed December 2015). It expresses that teachers should be able to connect between the presented materials with students' previous knowledge. holds the educational belief that as teachers, it's essential that we make connections between what new is being presented with students' prior experiences.

In their research, Kazemi and Damideh (2014) states that learners may use their previous knowledge such as familiar topic to talk about new topics.

Based on Zollman (2009), diagram helps students to sort essentials and non-essentials information, organize information and concepts, identify relationship between concepts, and organize communication of an issue or concept. Sakta (1992) believes that teachers play an important role to help the students understand the main idea and supporting details of a description.

Utilizing students' previous knowledge, either from their basic understanding on familiar topics or from previous lesson, was the purpose of the research and diagram as one of graphic organizers was used to organize students' idea.

Data Analysis

The research was conducted in two terms with a total number of 25 students from Term IV/2014 and Term I/2015. The treatments were applied for both groups. Data were collected by scoring students' performance in each sub-topic (people, places, things, and events) and, finally, the elaboration of past events where students used the sub-topic to support their past experience. The data needed for the research were in forms of recorded audio and video.

1. Introduction of the concept: Facts to support Opinions

The introduction was intended to make build students' awareness in providing facts to support their opinion. It served as the basic of reasoning, which in turn, helping the students to provide some facts that will support the students in elaborating past events.

The step was based on Lesson 1, Activity 5. Students were asked to identify the opinion and the supporting facts about radio listeners' opinion on 3-1 traffic regulation in Jakarta. After that, in groups, students were asked to add one supporting fact to the opinion they heard from the radio.

The sample can be seen in Appendix 1

After that, individually, the students had practices on providing support for an opinion about movies / TV series using some facts. After that, they worked in group to do peer correction on their opinion and facts.

The sample can be seen in Appendix 2

2. Applying the concept to the sub-topics, merging the knowledge of a sub-topic to the previous ones.

There were 4 sub-topics used as the supporting facts to elaborate students' past experiences, namely: People (lesson 2 and 3), places (lesson 4), things (lesson 5) and events (lesson 7). The concept in step 1 was then applied to each lesson.

During these lessons, students had practices on how to apply the concept of opinion supported by facts. The practices started by reminding the students about the importance of supporting their opinion with the facts, then they stated an opinion, provided the facts, and developed them into a conversation.

In practice about describing People, students presented about a particular hero, describing his/her physical appearances and personality traits. For describing places, students made a drawing about their favorite room and gave explanation why they like that room, while their partner gave suggestion on how to make the place more comfortable.

Practices to describe things and events were based the situations provided in the book to create a conversation. Previous knowledge about people and places was also included in this practice.

The sample can be seen in Appendix 3.1, 3.2, and 3.3

3. Merging sub-topics into students' elaboration of past experiences.

In lesson 8, students were expected to be able to talk about past experiences. Previous knowledge from lesson 2, 3, 4, 5, and 7 was applied to improve students' competence in elaborating past activities.

Before having a conversation, students of CV-2 made a diagram to control the topic of the conversation and to check whether all of the sub-topics have been included in the conversation.

The diagrams can be seen in Appendix 4

Result and Discussion

The progress of students in using their previous knowledge to elaborate their past activities is assessed based on LIA's band descriptor which is also used in oral test examination. The score ranges from 1-5, from the lowest to the highest. The band descriptor is attached as Appendix 5. Fluency would be the focus of the scoring since the research was focused in students' elaboration of their past activities

1. Step 1 (Introduction: Opinion supported by Facts)

No scoring method was conducted in this step because it served as the base for the next step. From the diagram in Appendix 1, it can be seen that students had already understand the concept of opinion and facts. Students were able to support their opinion about movies and TV series using related facts.

2. Step 2 (Applying Step 1 to describe people)

In describing people, students were scored from their ability to describe a national hero based on their physical appearance and personality traits based on the concept of Opinion supported by Facts (Organization)

Table 1
Describing people (Physical Appearance and Personality Traits)

No	**Criteria**	**Group 1**			**Group 2**			**Ave**
		1	**2**	**Ave**	**1**	**2**	**Ave**	
1	Comprehension	3.5	3.5	**3.5**	4	3.5	**3.7**	**3.6**
2	*Fluency*	*3.5*	*3.5*	***3.5***	*4*	*4*	***4***	***3.7***
3	Pronunciation	4	4	**4**	4	4	**4**	**4**

Based on LIA's rating scale for CV-2.

From the table, it is seen that students were able to describe people using the concept of opinion supported by facts shown by the Fluency score. The second group had better score since they were able to perform better especially in choosing the hero who was familiar to them.

3. Step 3 (Applying Step 1 to describe place)

Table 2
Describing Places

No	**Criteria**	**Group 1**			**Group 2**			**Ave**
		1	**2**	**Ave**	**1**	**2**	**Ave**	
1	Comprehension	3.5	3.5	**3.5**	4	4	**4**	**4**
2	*Fluency*	*3*	*3.5*	***3.3***	*3.5*	*3.5*	***3.5***	***3.4***
3	Pronunciation	4	4	**4**	4	4	**4**	**4**

Based on LIA's rating scale for CV-2.

The table shows that students from both groups have difficulties to describe places fluently because they had difficulties in using prepositions. Further treatment will be applied in the next research.

4. Step 4 (Applying Step 1 to describe things and events)

Table 3
Describing Things and Events

No	**Criteria**	**Group 1**			**Group 2**			**Ave**
		1	**2**	**Ave**	**1**	**2**	**Ave**	
1	Comprehension	4	4	**4**	4	4	**4**	**4**
2	*Fluency*	*3.5*	*3.5*	***3.5***	*3.5*	*3.5*	***3.5***	***3.5***
3	Pronunciation	4	4	**4**	4	4	**4**	**4**

Based on LIA's rating scale for CV-2.

The table clearly shows that the fluency score was only average, meaning that students had not shown their best efforts. Students of CV-2 needed time to familiarize themselves with the concept of supporting their opinion with facts.

5. Step 5 (Review, Merging Step 1-4 in form of graphic organizer)

Step 5 was conducted by providing the sample for the students so they would be able to create their own graphic organizer which would help them in presenting their past experiences to their friends.

There was no scoring in this step.

6. Step 6 (Assessment)

Table 4

Elaborating Past Experiences (People, Places, Things, Events)

No	**Criteria**	**Group 1**			**Group 2**			**Ave**
		1	**2**	**Ave**	**1**	**2**	**Ave**	
1	Comprehension	4	4	**4**	4	4	**4**	**4**
2	Fluency	4	4.5	**4.3**	4.5	4.5	**4.5**	**4.4**
3	Pronunciation	4	4	**4**	4	4	**4**	**4**

Based on LIA's rating scale for CV-2.

The assessment had proven that students were able to incorporate their previous knowledge in elaborating their past events. With the help of graphic organizers, they were able to describe people involved in their experience, places they went to, things they saw and events they remembered.

Conclusion

It can be seen that students of CV-2 were able to show their competence in applying their previous knowledge in order to elaborate their past activities.

The study is limited to the use previous knowledge as a tool to show students' competence in elaborating their past activities. Another limitation is that the research has not included familiar topics and vocabulary limitation as a consideration.

There are several things which will be closely observed related to the method and material used in the research

References

http://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber - accessed December 20,2015

Zollman, Alan. "Students Use Graphic Organizers to Improve Mathematical Problem-Solving Communications." Middle School Journal (J1), v41 n2 (Nov 2009): p4-12

Kazemi, Seyyed Ali and Sadigheh Damideh. "The effect of previous understanding on speaking ability of EFL learners." GJMAS Journal-2014-2-4/83-85

Appendix

*sent in attachment

Agnes :

- Doesn't like that idea but must accompany her husband to office

Fact
1. Because she must accompany her husband to the office
2. She can not do some activity in the morning
3. She want the 3 in 1 not to be implementated

Opinion: good idea, but implementation is difficult

fact : - There are so many jokey who offering their job

- The drivers can choose another time to get through the road which have 3in1 regulation

- The police not distinct about the offender.

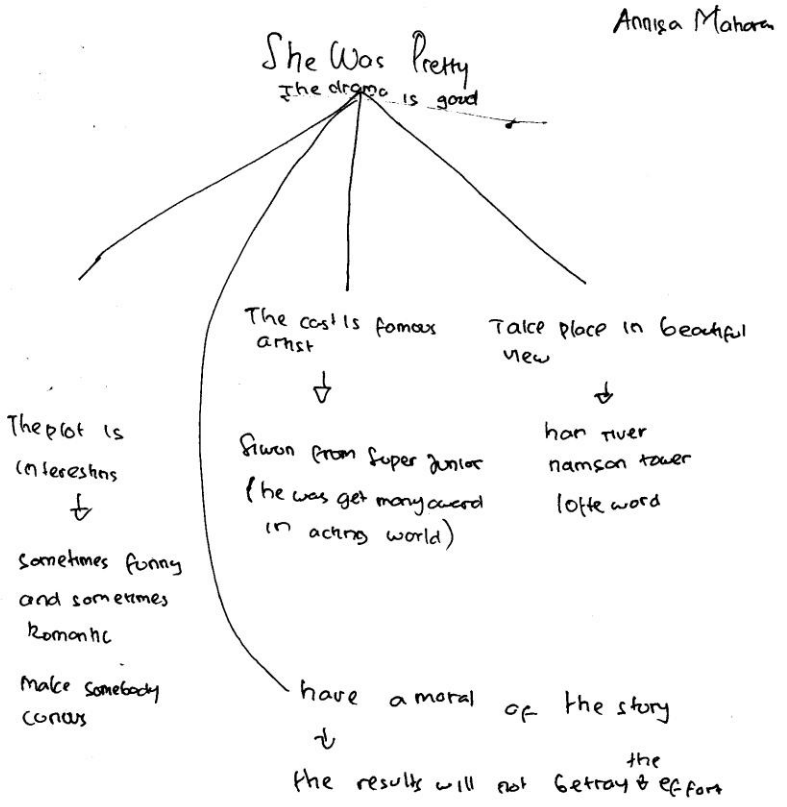
VIJAY

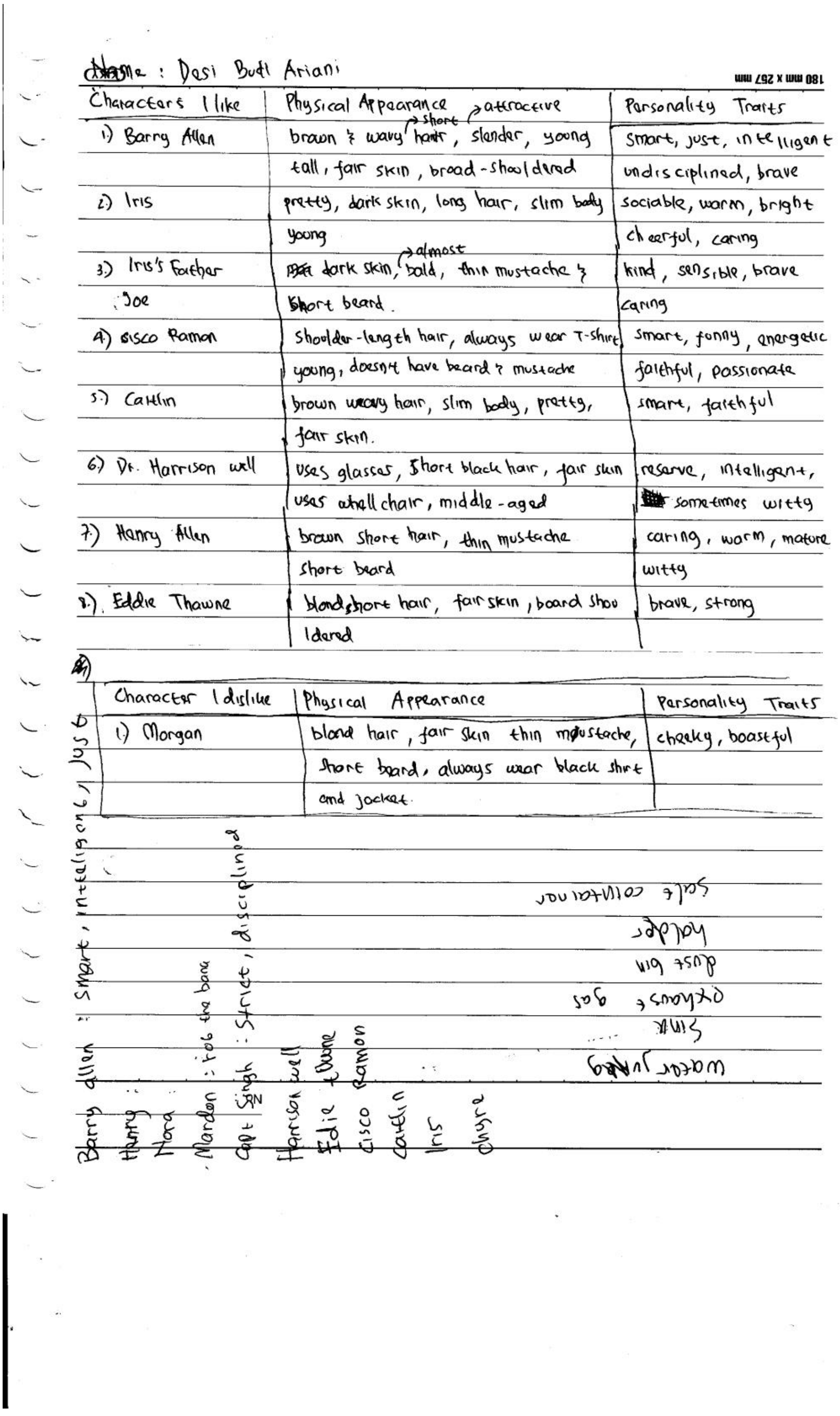
Ramli

Opinion : 3-in 1 regulation is a good idea to reduce the traffic jam.

Fact :1) The 3-in 1 regulation will decrease the number of cars and reduce the traffic jam.

2) The person that use the car only for himself will take the public trans portation.


Annisa Mahara
She Was Pretty
The drama is good
The plot is interestins
sometimes funny and sometimes Romantic
Make somebody curious
The cast is famous artist
Siwon from Super Junior
(he was get many award in acting world)
Take place in beautiful view
han river
namsan tower
lotte word
have a moral of the story
the results will not betray the effort

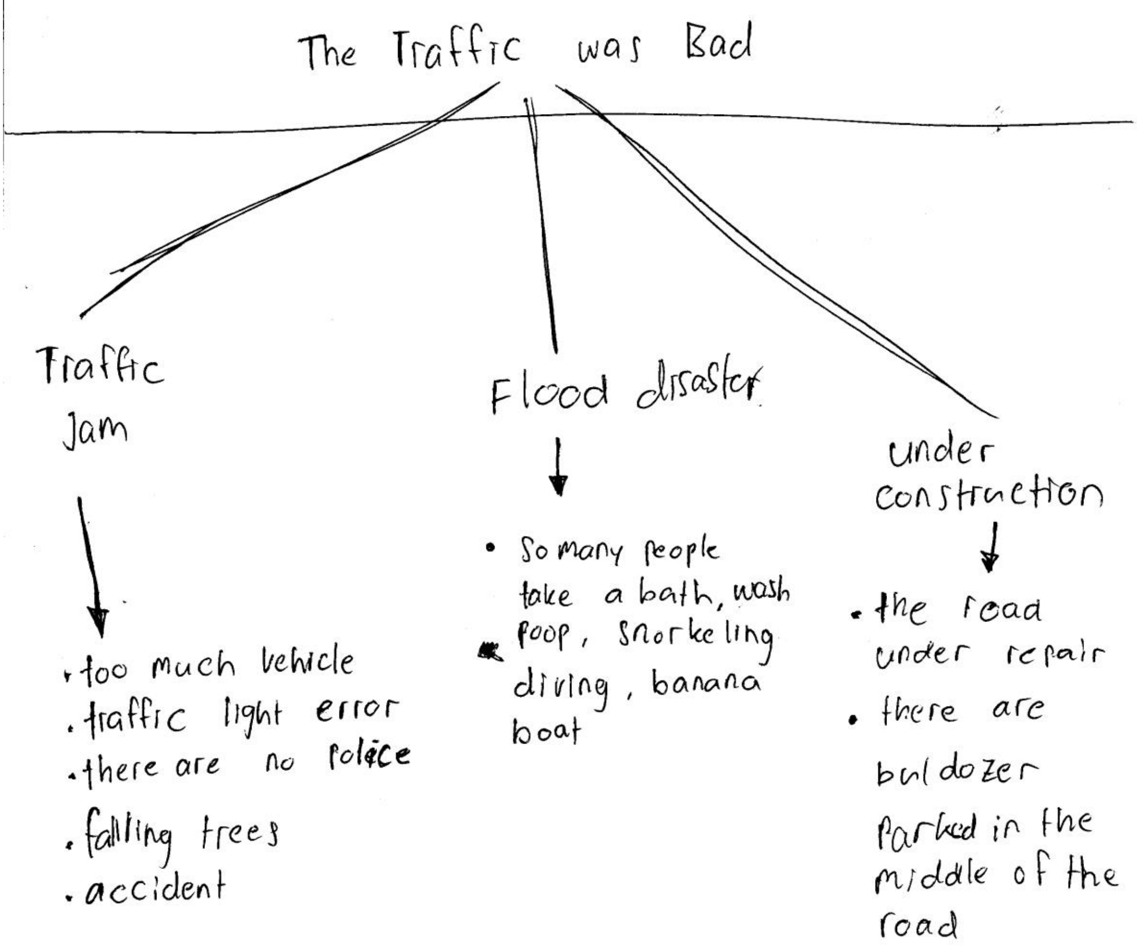


Name : Desi Budi Ariani

Characters I like	Physical Appearance →attractive	Personality Traits
1) Barry Allen	brown & wavy →short hair, slender, young	smart, just, intelligent
	tall, fair skin, broad-shouldered	undisciplined, brave
2) Iris	pretty, dark skin, long hair, slim body	sociable, warm, bright
	young	cheerful, caring
3) Iris's Father	dark skin, →almost bald, thin mustache &	kind, sensible, brave
: Joe	short beard.	caring
4) Cisco Ramon	Shoulder-length hair, always wear T-shirt	smart, funny, energetic
	young, doesn't have beard & mustache	faithful, passionate
5) Caitlin	brown wavy hair, slim body, pretty,	smart, faithful
	fair skin.	
6) Dr. Harrison well	uses glasses, short black hair, fair skin	reserve, intelligent,
	uses whell chair, middle-aged	sometimes witty
7) Henry Allen	brown short hair, thin mustache	caring, warm, mature
	short beard	witty
8). Eddie Thawne	blond short hair, fair skin, board shou	brave, strong
	ldered	

Character I dislike	Physical Appearance	Personality Traits
1) Morgan	blond hair, fair skin thin moustache,	cheeky, boastful
	short board, always wear black shirt	
	and jacket.	

Barry allen : smart, intelligent, just
Harry :
Nora :
Mardon : rob the bank
Capt Singh : Strict, disciplined
Harrison well
Edie thawne
Cisco Ramon
Caitlin
Iris
chyre



The Traffic was Bad

Traffic Jam

- too much vehicle
- traffic light error
- there are no police
- falling trees
- accident

Flood disaster

- So many people take a bath, wash poop, snorkeling diving, banana boat

under construction

- the road under repair
- there are buldozer parked in the middle of the road

−

~~B: No, christiano~~ Ronaldo is a singer

A. i think he is Football Player

C: I'm sorry I'm late because I had many bad situation on the way, the traffic is jam because of flood, ~~the way It~~ So many people take a bath, wash, poop and snorkling, diving on the flood. So I interest to join with them.

+

Traffic

~~Place~~:

A: How was your trip?

B: it's awesome, because the road is smooth wide and have beautiful scenery, and the people are hospitable, the drivers are ~~good order~~ obedience,

~~A~~ what about you?

A: it's great, because I can raced my motorcycle with fullspeed and pass ~~the~~ all of the driver i felt like Christiano Ronaldo

- He lost a game
  He felt dissapointed

- He promised to his ~~family~~ mother to win the competition
- He chalenged his father, who is
- the man betrayed him a long time ago
- His father is cheat~~ing~~ed to him

Mom : Darmo, how was the tennis match?
Darmo : too bad, I lost a game in the final stage
Mom : It's ok son, You can do better next time
Darmo : No, mom. I have to revenge
Mom : No, you don't
Darmo : The opponent who chalenged me is your husband, my lovely father
Mom : oh my god, what did he do to you?
Darmo : He was cheting to me, he broke my tennis racket
Mom : well then, I will chalenged him with all my power

Desi Budi Ariani

7. He had a flat tire
He felt confused
1) He didn't have an extra tire
2.) He was in isolated area, and the location was far from repairmant service
3.) He couldn't call anyone because there was no signal in his hand phone
4) He needed to go to his office on time because there will be an important meeting

---

Sean : Hi Toni, why did u come late? It's not like you
Toni : I had a flat tire. So I had to walk to the office.
Sean : oh, no. what happened?
Toni : It seems like its because of the nails on the street.
Sean : So, what about your car? did you already take it to the repairement service?
Toni : I left ~~it~~ my car to my ~~brother~~ brother. I'm so panicked that time. I didn't have an extra tire, the car location was far from repairmant service. And I need to go to Office on time because of the important meeting this morning

---

2 They play tug of war arfa
The felt tired.

---

7) arfa

Anto : what game did you play during the company picnic?
Tracy : We played tug of war. and our team got some trouble on them leg because [illegible] fool on the ground. And the other team was way too strong for us.

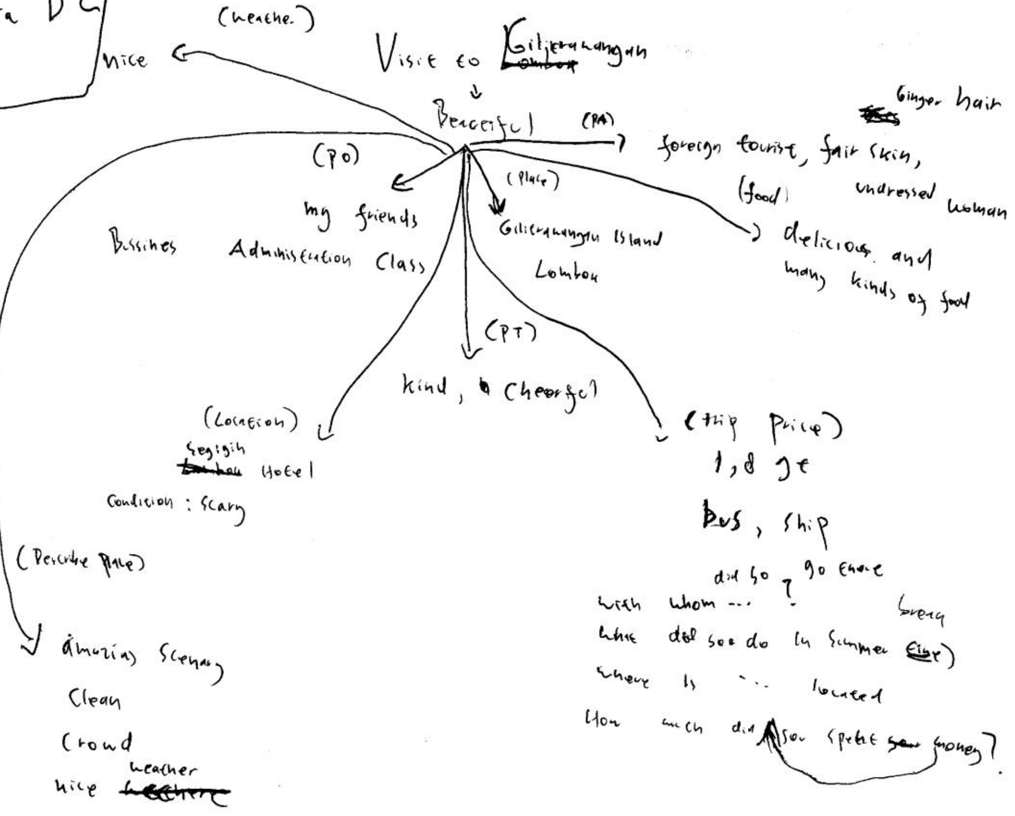
---

the food was stale Rahmat
he felt upset

* the food'S smell like Shit
* he felt bad mood to did his activity
* he got stomacheache and he was throwed up

Tono : Btw, tin, how was the refreshment in the outing?
Tini : disgusted, the bread was stale and rotten.
Tono : Seriously? how was condition of that bread?
Tini : the bread's smell like shit and taste like trash. I felt upset so I got bad mood.
Tono : how was your felt now?

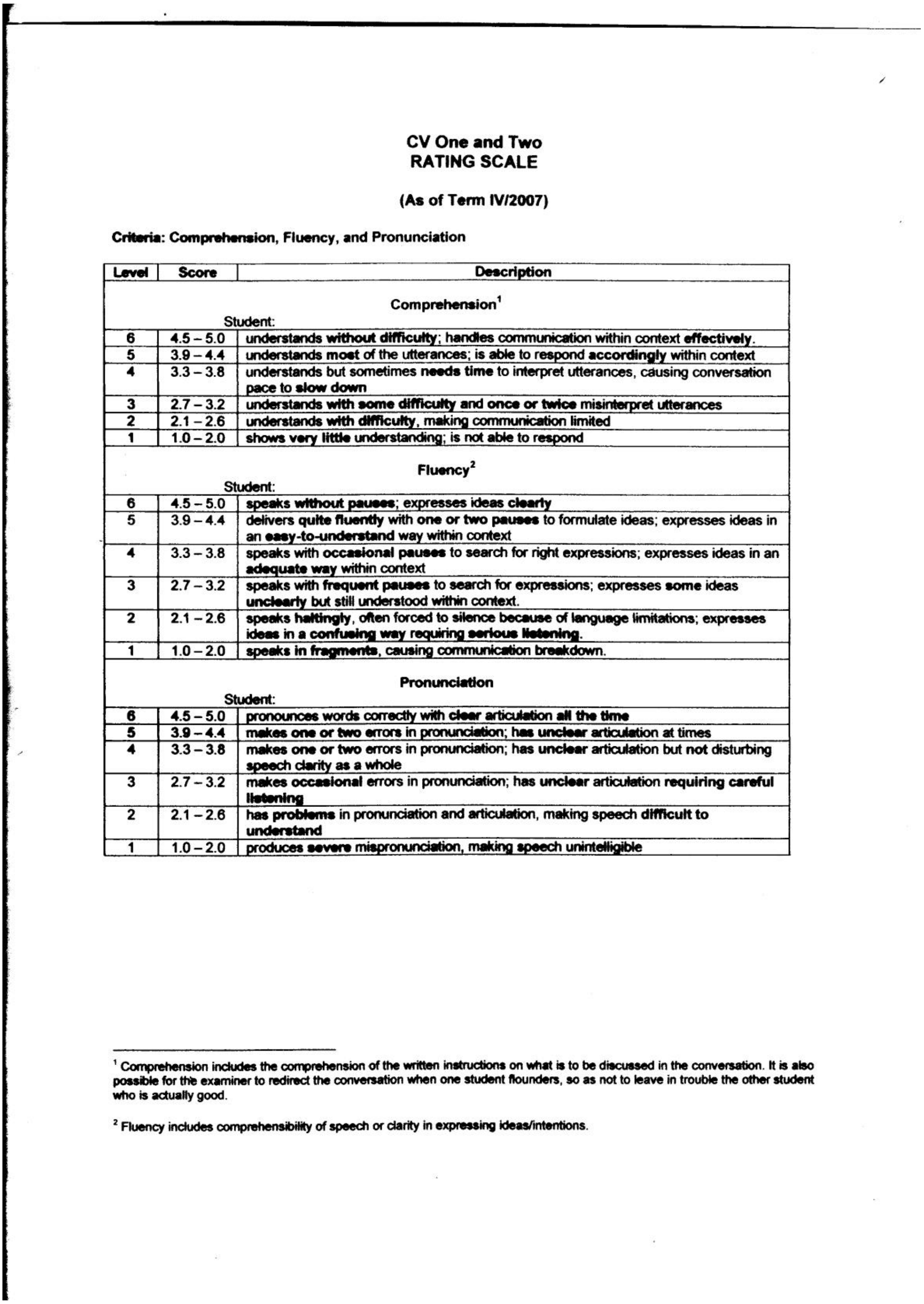
Hendika DC
CV-2


Visit to ~~Lombok~~ Gilitrawangan
Peaceful
(weather)
nice
(PA)
foreign tourist, fair skin,
~~eyes~~ Ginger hair
undressed woman
(PO)
my friends
Bussines Administration Class
(place)
Gilitrawangan Island
Lombok
(food)
delicious and many kinds of food
(PT)
kind, cheerful
(Location)
~~Lombok~~ Segigih Hotel
Condition : scary
(trip price)
1,8 jt
bus, ship
did you go there ?
with whom ... ?
what did you do in summer ~~time~~ break)
where is ... located
How much did you spent ~~your~~ money ?
(Describe place)
Amazing scenary
Clean
Crowd
nice ~~weathere~~ weather

Last year ago. I went to Gilitrawangan with my friends from ~~busines~~ bussines administration class. I went to Gilitrawangan by ship. ~~In~~ Gilitrawangan is located between Gilimenu and Gili tir.

I meet many foreign tourist. I recognized them because they have fair skin, ginger hair and australian face (I think).

I saw some beautiful scenary white sands, blue ocean, so many kinds of creatures in the deep of sea. I could see clearly because the water looks transparant. I meet some foreign tourist and talked with her. She was so kind, ~~and~~ and I'm happy to meet her. I paid 1,8 million rupiah for the trip. I took a nap in Segigih hotel. I think the place was nice and the food was delicious. I was so happy and cheerful to spent my time with my friend. I hope that can be repeat again someday.



CV One and Two
RATING SCALE

(As of Term IV/2007)

Criteria: Comprehension, Fluency, and Pronunciation

Level	Score	Description
		Comprehension[1] Student:
6	4.5 – 5.0	understands **without difficulty**; handles communication within context **effectively**.
5	3.9 – 4.4	understands **most** of the utterances; is able to respond **accordingly** within context
4	3.3 – 3.8	understands but sometimes **needs time** to interpret utterances, causing conversation pace to **slow down**
3	2.7 – 3.2	understands **with some difficulty** and **once or twice** misinterpret utterances
2	2.1 – 2.6	understands **with difficulty**, making communication limited
1	1.0 – 2.0	**shows very little** understanding; is not able to respond
		Fluency[2] Student:
6	4.5 – 5.0	**speaks without pauses**; expresses ideas **clearly**
5	3.9 – 4.4	delivers **quite fluently** with **one or two pauses** to formulate ideas; expresses ideas in an **easy-to-understand** way within context
4	3.3 – 3.8	speaks with **occasional pauses** to search for right expressions; expresses ideas in an **adequate way** within context
3	2.7 – 3.2	speaks with **frequent pauses** to search for expressions; expresses **some** ideas **unclearly** but still understood within context.
2	2.1 – 2.6	**speaks haltingly**, often forced to silence because of language limitations; expresses ideas in a **confusing way** requiring **serious listening**.
1	1.0 – 2.0	**speaks in fragments**, causing communication breakdown.
		Pronunciation Student:
6	4.5 – 5.0	pronounces words correctly with **clear articulation all the time**
5	3.9 – 4.4	**makes one or two** errors in pronunciation; **has unclear** articulation at times
4	3.3 – 3.8	**makes one or two** errors in pronunciation; has **unclear** articulation but **not** disturbing **speech** clarity as a whole
3	2.7 – 3.2	**makes occasional** errors in pronunciation; has **unclear** articulation **requiring careful listening**
2	2.1 – 2.6	**has problems** in pronunciation and articulation, making speech **difficult** to **understand**
1	1.0 – 2.0	produces **severe** mispronunciation, making **speech** unintelligible

---

[1] Comprehension includes the comprehension of the written instructions on what is to be discussed in the conversation. It is also possible for the examiner to redirect the conversation when one student flounders, so as not to leave in trouble the other student who is actually good.

[2] Fluency includes comprehensibility of speech or clarity in expressing ideas/intentions.

ISSN 2087-9504

9 772087 950486

LBPP LIA
Jl. Pengadegan Timur Raya No. 3
Pancoran, Jakarta 12770
Telp. 021-7943526