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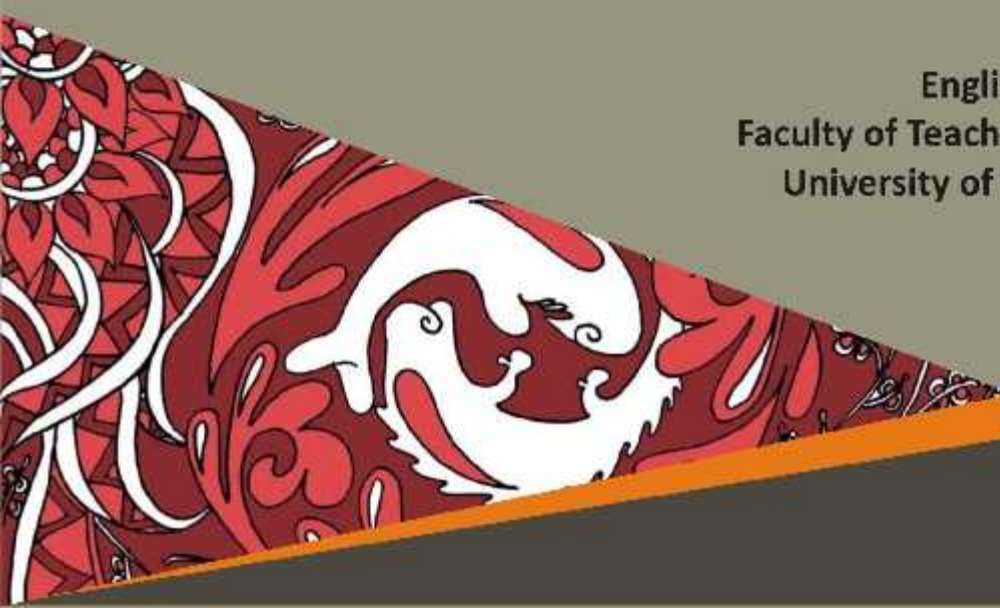
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# **THEORETICAL PERSPECTIVES AND PRACTICES OF MOBILE-ASSISTED LANGUAGE LEARNING AND MIND MAPPING IN THE TEACHING OF WRITING IN ESL CLASSROOMS**

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**Abstract:** Mobile assisted language learning (MALL) is a highly popular multidisciplinary study field which increasingly attracts the attention of scholars around the world. Moreover, it has attracted the scholars who have realized the potential to apply mobile technologies to enhance learning. This paper explores the perspectives and practices of mobile-assisted language learning and mind mapping and their practices in teaching of writing in the ESL classrooms. Few aspects are covered like defining MALL, theoretical perspectives drawn from MALL, relating these to the practice of MALL and mind mapping in writing, pedagogical approaches used in MALL and issues faced in the ESL writing classrooms. Thus, it is showed that MALL can be incorporated into writing by using it with several writing approaches and techniques which counterparts the pedagogical advantages in mobile language learning contexts. The paper concludes with a brief discussion of the reviewed studies and it implicates that mobile learning and mind mapping has good prospects for teaching writing to ESL students.

**Keywords:** *MALL, mobile learning, mind mapping, teaching, writing*

## **INTRODUCTION**

Mobile assisted language learning (MALL) has developed over the past decade as an advanced ground within its own right and it is gaining acceptance everywhere recently. There are various issues and studies on the usage of mobile learning for specific language skills like listening, speaking, reading, grammar and vocabulary (Guerrero et al., 2010; Suneetha, 2013; Lee & Kim, 2013).

Nevertheless, the studies on how to use mobile learning in teaching and learning writing skills are less likely being explored by the researchers. As an example, a study by Burston (2013) consists of 345 publications on MALL from 1994 to 2012 had stated only less than 5 percent used MALL to improve writing skills. This paper would like to explore the perspectives and practices of mobile-assisted language learning and mind mapping and their practices in teaching of writing in the ESL classrooms by covering some aspects of this issue. The main focus is to examine issues in teaching of writing for ESL students that need new approaches and techniques to teach writing skills in the classrooms. MALL is defined and theoretical perspectives and practices and also pedagogical issues in MALL and mind mapping activities are discussed to see the good prospects which can be integrated into writing strategies which complement the pedagogical advantages in mobile learning contexts for teaching writing to ESL students.

## **ISSUES IN THE TEACHING OF ESL WRITING**

Writing in a second language (L2) and foreign language (FL) appears to be the most challenging language skill for language learners to acquire (Barkaoui, 2007). Learning to write is challenging especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to produce ideas for writing. Writing is defined to be a useful skill (Harmer, 2001). It means that people write to convey a message and to share information, thoughts and ideas with other people. Besides, it is a growing skill and is different from other language skills (Harris, 1969). However, it is perceived to be one of the most difficult skills to learn because many have difficulty to express their feelings, ideas, and persuade others (Bruning, 2005). As effective writing is considered to be a problem for English as a Foreign Language (EFL) learners, a need is felt to find out some ways of teaching that can help learners improve their writing performance.

Early second language writing processes and strategies researchers centered their attention on unskilled and skilled writers in undergraduate programs; however, more recent research has widened the scope to investigate professional L2 writers and those studying in the U.S graduate programs. In one of the studies, Leki (1995) reported on the academic literacy experiences of five English as a Second Language (ESL) students and the strategies they used to cope with the academic written assignments required by a U.S university. The qualitative study employed several sources of data including participant' interviews with the professors, class observations, and course written documents, such as class notes, exams, written drafts, final drafts with professors' comment and evaluations. Leki (1995) also discovered that her participants bought with them a variety of useful strategies that enabled them to cope with the demand of the written assignments. Another qualitative study conducted by Matsumoto (1995) aimed to describe the processes and strategies of EFL professionals had interviewed four Japanese EFL university professors (aged mid-30s and mid-40s) who teaching in Japan and formed research papers. In this study, they were interviewed in Japanese focusing on the research questions. They were allowed to provide any information related to their habits and behaviors regarding their academic writing. These interviews taken for an hour for per respondent, were

audio-recorded, and then the researcher listened and took detailed notes. He found that during planning, the subjects had selected the journals they wished to send their papers to, and had begun to write with specific audience in mind. All of the subjects used word processing for planning: generating and organizing ideas, creating a tentative title, making a rough outline (setting the introduction, discussion and conclusion), and they were also choosing references to be cited in each section. They might have used their first language (L1) while brainstorming and generating ideas. They continued to use word processing to compose first draft. Besides, they informed that they never used the translation strategies from L1 to L2. If they could not find a suitable word or phrase, they would mark that section to come back later and revise. For revision, they focused on content and used multiple-revision strategies both on computer and printouts which needed a delay between drafts. Hence, they tended to use delete-rather-than-add-strategies during this stage.

In L1 and L2 writing processes, the respondents followed the same process and used the same strategies. In other words, they transferred strategies they acquired in Japanese research paper writing to English research paper writing. All of them viewed the writing process as non-linear and dynamic and agreed that practice trained them to become effective writers. Whilst, they used self-edit strategy in terms of editing. One of the research findings related to ESL students' writing processes and strategies suggests that skilled ESL writers spend more time planning, revising, and editing their work than the novice writers. Skilled writers consider their readers' expectations and do the revision at discourse level rather than making surface changes to the text. Additionally, skillful writers recognize the composing process at the constant interaction of thinking, writing and rewriting. The skillful writers go back and forth between planning, drafting, rereading and revising, while less skillful writers tend to outlook writing as a more linear process, going and from planning to writing to revising without going back to previous steps (Weigle, 2005). Second language is usually different from the first language strategically, rhetorically and linguistically and the written assignments of the L2 learner are syntactically and semantically loose lack coherence and all this due the difference of L2 from L1 (Silva, 1993). Hyland (2003) also mentioned that this difference affects the thinking faculty of the learners. As a result, the current study and issues not only concerns about some of the common writing problems among ESL students, but also suggests some potential approaches and techniques specifically in integrating mobile learning technology and using mind mapping into teaching and learning writing skills in ESL classrooms.

### **MOBILE-ASSISTED LANGUAGE LEARNING (MALL)**

Recently, flexible e-learning become the primary mode for student access by using mobile learning environment. It is already forecast that in the near future the number of mobile communication devices such as mobile phones and handheld computers will exceed the number of personal computers. Pinkwart et. al (2004) defines e-learning as learning supported by digital electronic tools and media and by analogy. Many researchers and educators viewed mobile learning as the immediate successor of e-learning.

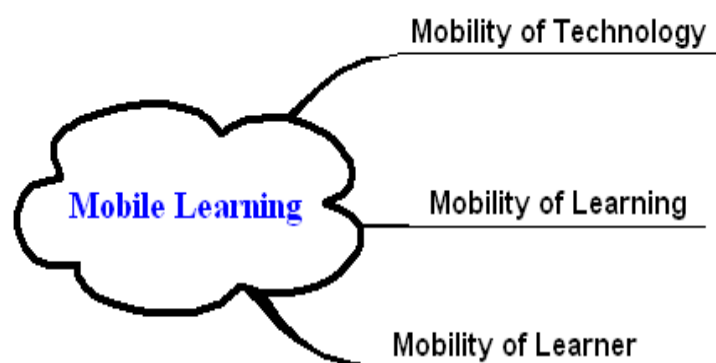


Figure 1. The Concepts of Mobile Learning (Kulska-Hulme, 2008)

The above figure is a graphic illustration of the three concepts of mobile learning that can convey a higher level of educational instruction. The concepts of mobility can be divided into three significant areas which are mobility of technology, mobility of learner and mobility of learning especially in higher education environment. The successful provision of higher educational instruction depends on the multilateral significance of the word mobility as it used in the context of higher education. Thus, these three concepts are interdependent and are correspondingly important in making mobile devices feasible as devices for the delivery of higher education instructional contents.

The design and development of mobile learning application is not an easy task which needs software programming knowledge, graphic design knowledge, instructional design knowledge, content localizing. According to Savill-Smith and Kent (2004), the use of mobile devices for learning can assist students' motivation, help organizational skills, encourage a sense of responsibility, support both independent and collaborative learning, act as reference tools, track students' progress and deliver assessment. Therefore, some educational institutes, universities or schools started to develop specific mobile applications for their students according to their curriculum and particular need. Many researchers have explored research in mobile learning since the last decade. This leads to the various developments of mobile learning applications. Kulkuska-Hulme et al. (2009) indicated that mobile learning can work, reaching places that other learning system cannot, it is best provided as part of a blend of learning activities, it offers a collection of pieces to be fitted to a learning need rather than a single solution, it is not simply a tool for delivering teaching material but can be used for learning through creativity, collaboration and communication. Some of mobile learning projects that have been established by researchers worldwide are 'bubble sort' and 'binary search' applications, the mobile DNA, AMULETS, MUSIS and Mobile Math. Recent researchers have supported mobile technology for education. Therefore, the adoption of technology in language learning has advanced from Computer Assisted Language Learning( CALL) to Mobile-assisted Language Learning (MALL). Mobile-assisted language learning (MALL) has been defined as the use of mobile technologies in language learning, especially in situations where device portability offers specific advantages (Kulska-Hulme,2013). For example, researchers expect learners to use their mobile phones, simply because

they own one (Hsu, Wang & Comac, 2008). Stockwell (2008) predicted mobile learning in the next generation because of the popularity of mobile devices among learners using technologies. If a mobile technology or device become popular, then it is worth exploring for possible application to language learning.

### **THEORITICAL PERSPECTIVES AND PRACTICES IN MALL**

Creswell (1998) proposes that theories in the social sciences “provide an explanation, a predication, and a generalization about how the world operates either at the broad philosophical level or at the more concrete substantive level”. Mobile technology and learning theories are closely associated. Traxler (2009) claims that the communities adhering around mobile learning may still feel the need for a theory of mobile learning as well as a definition. Naismith, Lonsdale, Vavoula and Sharples (2004) relate m-learning to more than one theory in order to solve this problem. Then, Naismith et.al (2004) takes an activity-centered perspective to draw on previous theories. They derived six broad theory-based of categories of activity from their findings; behaviorist, constructivist, situated, collaborative, informal and lifelong and learning and teaching support. All of these theories will be discussed in Table 1.

Table 1. An Activity-based Categorization of Mobile Learning Theories and Learning (Naismith et. al, 2004)

Theory	Perspective	Examples of Mobile Activities
Behaviorist Learning	Activities that promote learning as a change in observable actions	-Drill and feedback -Mobile response systems
Constructive Learning	Activities in which learners actively construct new ideas or concepts based on both their previous and current knowledge	-Multimedia(text, video, audio, animation, images) -Simulation
Situated Learning	Activities that promote learning within authentic context and culture	-problem and case-based learning -Natural science learning -Medical education -Multimedia museum -Mobile performance support system
Collaborative learning	Activities that promote learning through social interaction	-mobile computer supported collaborative learning -Medical education -Business administration -Nursing
Informal and Lifelong Learning	Activities that support learning outside a dedicated learning environment and formal curriculum	-supporting intentional and accidental learning episode -Social networks -Mobile forums

Learning and Teaching Support	Activities that assist in the coordination of learners and resources for learning activities	-personal organization -support for administrative duties
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There is a diversity of perspectives, models and approaches used by various researchers for the purpose of understanding, explaining and theorizing about mobile learning activities. Furthermore, Kukulska-Hulme, Norris and Donohue (2015) have made a guide for teachers that propose arrangement with the concept of mobile pedagogy for English language teaching in the classroom and beyond the classroom, underlining that learners can take more duty for their own learning and that teachers play their part in permitting this. In this guide, it outlines the mobile learning outcomes may include some of the following:

- identifying gaps in knowledge
- developing a habit of reflection on language learned
- learning to notice (how language is used, how I use the language)
- connecting language users (more expert and less expert)
- using language for real purposes in real world contexts
- developing ability to respond to a context
- rehearsing, experimenting
- developing multiple perspectives
- learning to learn, developing autonomy
- developing digital (mobile) literacies

Chaka (2009) claimed that the future of language learning lies more with Mobile-assisted Language Learning (MALL) than Computer-assisted Language Learning (CALL). He further presented the distinctive characteristics of MALL which include mobility, ubiquity, connectivity, portability, handheldibility, convergence, multi-functionality, cross-platform blending, optionality, convenience: access, accessibility, availability, affordability, context awareness, personalization and flexibility. He trusts that these aspects give MALL both a viable and practical edge over CALL. Azar and Nasiri (2014) noted that mobile learning has also showed to be effective to enhance language skills even in writing based on several studies. Therefore, this paper further will examine the pedagogical issues of MALL in teaching of ESL writing.

### **PEDAGOGICAL ISSUES OF MALL IN TEACHING ESL WRITING**

In writing skills, there are not many researchers who try to utilize mobile devices to examine its potential to developing this critical skill-writing skill, in a foreign language. According to Kulkulska-Hulme (2013), research on writing skills is uncommon in the literature of mobile assisted language learning. She further mentioned that the technical limitation of mobile devices such as the small keypad and small screens can present a barrier to extensive writing. Even though most of the informal writing activities like blogging, commenting and sending SMS are only popular activities done on mobile devices, there are some studies that found that academic writing activity also can be supported through this

mobile device. Oyinloye (2009) found that mobile phones can use for teaching writing skills, generate main ideas and organize them and it gives the opportunity of constant response.

There are some studies and issues of MALL which involve writing skills. One of the studies by Alsaleem (2013) used electronic journaling through WhatsApp in order to improve writing skills of 30 EFL undergraduate female students in Languages and Translation College at Allmam Mohamad Ibn Saud Islamic University in Saudi Arabia. Based on the results from the quasi-experimental study, it was found that students performed well with the discussions and enjoyed their dialogue journaling and the results also showed that the students' vocabulary and ideas have improved. Another study done by Lee and Kim (2013) used a mobile-based learning tool like the Product approach to improve writing skills of Korean students who are considered as EFL learners. The tools used are to check for grammatical mistakes and students think it is effective in improving their grammar at sentence level. The study carried out by Park and Slater (2014) explored how college-level ESL students are currently using their mobile devices for language learning and the attitudes and opinions of their instructors in relation to MALL. In this study, it was found that students observed writing tasks as the most necessary, with eight of these writing tasks ranked in their top 10. On the other hand, teachers ranked only two writing tasks within the top 10—writing informal and formal e-mails but ranked roughly half of the writing tasks in the lower 20 out of 40 overall. However, considering the relatively high percentage of teachers' responses, ranging from 75% to 95% in favour of target tasks for writing, it seems as though both teachers and students felt writing tasks were valuable.

Another research by Lubna (2015) to examine MALL constructivist practices in the ESL adult classroom in Egypt is capable of improving the students' existing knowledge and writing skills. From the survey done, it shows that teachers and students alike are attracted in using MALL and Padlet to develop up their language skills, especially, writing. Students' confidence and language proficiency also were enhanced by using MALL. Thus, the constructivist approach makes MALL an essential part of the learning process to promote learners' independence. Jai Shree et al. (2014) investigated if trainee teachers from 27 teacher training institutes in Malaysia whether they are ready to use mobile learning to improve their argumentative writing. This type of writing is very much alike to academic writing as it helps learners to become critical and reflective thinkers. Some of problems from this study like weak content, weak vocabulary and weak organization when the teachers write an argumentative text were identified. He also stated that learners cannot relate to their ideas in writing because they focus more on the product than the process of writing. Also, they are unable to seize the study skills needed as they have less group-based activities. This study suggested that argumentative writing skills can be developed through mobile learning as it helps learners to use it anywhere and anytime and it can help students to get more collaborative learning without worrying about place and time to improve their writing skills. Since this genre of writing helps learners to use critical thinking and insightful thinking, it is useful to know that the mind mapping technique also can also be one of the techniques to create more activities which connect mobile devices and mind mapping in writing classes. The next

section further will discuss about the prospects mobile learning and mind mapping for teaching writing to ESL students.

## **MIND MAPPING**

Tony Buzan's mind mapping technique is one of effective visual note-taking strategy. Buzan (1974) suggests a spatial, non-linear approach to note-taking since it taps the mind's natural ability to work in an integrated, interlinked, complex manner. Mindmaps feature tree-like branches of information that display key concepts as well as relationships. However, mind maps are more global in the approach compared to linear concept maps. Students quickly create a "big picture" of their topic. According to Buzan (1993), mind maps attempt, visually and graphically, to portray a relationship of ideas or concepts. Tony Buzan's mind mapping technique is one of effective visual note-taking strategy. Buzan also suggests a spatial, non-linear approach to note-taking since it taps the mind's natural ability to work in an integrated, interlinked, complex manner. Mindmaps feature tree-like branches of information that display key concepts as well as relationships. Mindmaps are useful for several objectives. They help in organizing and remembering written verbal information, preparing to write essays questions, planning and evaluating projects and events, or making a visual record of a meeting in progress. Both students and teachers will find this strategy is useful. Buzan stresses the importance of color and graphic as well as a form to make the information memorable. Buzan, the inventor of mind maps claimed that mind mapping is vastly superior to traditional note-taking methods.

Kress and Van Leeuwen (2006) refer to representations such as mind maps as conceptual, rather than narrative, and classifying, rather than representing unfolding actions or a procedure. As mind maps are organized hierarchically around one central concept and generated by association they are less complex than concept maps which show interrelationships using a number of hub nodes linked by prepositions(Reed,2010). Studies confirm that children find producing a networked concept map challenging (Kinchin & Hay, 2000), so introducing a simpler representation mind-map but with similar goals seemed appropriate. Mind mapping is a pedagogic technique that supports a constructivist learning theory, especially in an Environmental Science class (Zhao, 2003). The results of the study suggest that mind mapping techniques are able to make the students' learning a process of sense-making and of adding and combining new information within existing knowledge structures, which has proven to be beneficial to the teaching of Environmental Science. Building from this, it is believed that mind mapping might be a useful instrument to teach Environmental Science to Arabic students. This was supported when one takes into consideration the proposition from Harper and Jong, which the use of graphic organizers, such as mind maps, help to reduce language demands on ELLs (Harper & Jong, 2004)

## **PEDAGOGICAL PROSPECTS OF MALL AND MIND MAPPING IN TEACHING OF WRITING IN ESL CLASSROOMS**

Mind mapping and concept mapping has been applied as a pre-writing strategy. However, there has been limited number of research in this field. A case study of three ESL Japanese writers done by Ojima (2006) on the effect of

concept mapping as pre-task planning indicated that concept mapping as a pre-task planning task was influential in improving ESL learners writing skills, but in ways unique to individual experience, motivation and task conditions. Mind mapping comprises writing down a central idea and coming out with new and related ideas from the centre. The mind mapping strategy can be used to explore a wide range of topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive and argumentative (Riswanto & Prandika, 2012). A recent study demonstrates that students who could express their learning with visual skills had a 40% higher retention rate than that of just verbal learners (Adam & Mowers, 2007).

Conventionally, mind maps were drawn with coloured pens and papers. Today, with presently available technology, it is possible to create mind map by using computer and mobile devices, which make it easy to make, review, revise and save mind maps. Furthermore, such computer technology provides us to create mind maps with more beautiful presentations. Online mind map is a productive way to engage students' interest and teach complex or multifaceted topics, from the web of characters in a novel, to the complex cultural challenges of a global economy, to the interplay of factors affecting climate change. There are various mind mapping software and mind map application tools such as Free Mind, Mindmeister, MindMapple, NovaMind, Edraw Mind Map and Free mind that allow us to use for brainstorming, organizing and presenting ideas. These mind mapping software and applications can be accessed through the computer and mobile devices. The map was augmented with mind mapping software that aids the mapping process. Budd (2004) identified that using image, icons, tags and other visuals as video films in the case of computerized mind mapping is useful as it supports to associate ideas in a more interesting way. Dominic (2014) pointed that one of the ways to create mind map is via mind mapping software which enables the manipulation, colourization and restructuring of the mind map and its nodes and branches and make the process of creating mind maps faster and easier. Creating mind maps on paper can consume too much time, material and effort than creating mind maps by hand. In addition, Al-Jarf (2009) used software mind mapping with experimental group but not with the control group to assess its effects on ESL students' writing achievement. The result showed that the experimental group scored significantly higher than the control group.

The results from the survey afterwards reported that the mind mapping tool encouraged creative thinking and they became faster at generating and organizing ideas for writing. This study also was reinforced by Liu(2011) who explored the effect of different computerized mind mapping treatments (no mapping, individual mapping and cooperative mapping on the performance of pre-writing phase of students with different writing proficiencies. To recapitulate, mind mapping gives many benefits to their writing like it helps them to organize ideas before they move on writing, create more ideas in their writing as they can give many examples based on it, allow them to list their points and they can easily elaborate their points and they can develop their ideas more easily. Therefore, mind mapping technique would be an effective tool to help students planning and organizing their writing by encouraging students to gain a comprehensive or in-depth understanding of the writing topics.

## CONCLUSION

Based on the discussions and descriptions set out in the paper, it can be deduced that the potential of mobile learning and mind mapping in teaching ESL writing is promising. In enhancing the 21<sup>st</sup> learning skills via mobile technology, researchers and educators are encouraged to use mobile learning technology specifically MALL to help in improving ESL students writing skills. Therefore, educators should recognize that technological innovations will become a culture in learning and it will begin with the educators and the pedagogical processes they use in learning (Yelland, Cope & Kalantzis, 2008). To this end, it is obviously possible to integrate mobile learning and mind mapping technique into writing skills by combining the different writing approaches so that students can enhance their learning process of writing skills in the classroom.

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## **PROMOTING ENGLISH LEARNERS' PRONUNCIATION OF INFLECTIONAL SUFFIXES-S AND -ES THROUGH JAZZ CHANTS**

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**Abstract:** This paper aims at sharing the writers' experiences in tackling the English learners' problems in pronouncing the inflectional suffixes *-s* and *-es* by means of a type of media, called "Jazz Chants". These are Carolyn Graham's snappy, upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English. Based on the observations during pronunciation practice classes towards the performances in pronouncing the inflectional suffixes *-s* and *-es* of the English learners or students in the first semester of the English Language Education Department of the Faculty of Teacher Training and Education in Universitas PGRI Adi Buana Surabaya, it turns out that employing Jazz Chants has made it easier for the learners to be aware of the different ways of pronouncing the inflectional suffixes *-s* and *-es* (/s/, /z/, and /ɪz/ or əz/) in different type of the final sound of a word. In other words, the learners' pronunciation of inflectional suffixes *-s* and *-es* is promoted through the implementation of Jazz Chants during pronunciation practices.

**Keywords:** *promoting, pronunciation, inflectional suffixes -s and -es, jazz chants*

### **INTRODUCTION**

This study starts from the writers' experiences in pronunciation practice classes in the English Language Education Department of the Faculty of Teacher Training and Education, Universitas PGRI Adi Buana (UNIPA) Surabaya and the judgments of some English lecturers who state that there are still many students who have difficulties in distinguishing between *-s* and *-es* pronunciation during pronunciation exercises and conversation classes. These students' difficulties in pronunciation have been the platform of the writers to provide the simplest and

most interesting way in practicing the pronunciation of *-s* and *-es* in terms of inflectional suffixes. The fact shows that there are still many new English learners or freshmen and even those of the later semester students who still pronounce either *-s* or *-es* suffix by pronouncing it as simply /s/ in any kind of context, whereas it can be pronounced in three different ways depending on the final sound of a word. In fact, *-s* and/or *-es* in terms of inflectional suffixes is actually pronounced in three ways, namely /s/, /z/, and /ɪz or əz/. By using Jazz Chants, students are able to practice the above suffixes and learn about stress, intonation, and rhythm in a natural way. Moreover, regarding the materials of jazz chants which focus on different vocabulary and grammar; teachers can also lead students to review important words with the structure. Therefore, in this paper, the authors are going to discuss the pronunciation of inflectional suffixes *-s* and *-es* through Jazz Chants.

## DISCUSSION

Inflection is the realization of morpho-syntactic features through morphological means (Aronoff and Fudeman, 2011). Suffix is a letter or group of letters added to the end of a word or root (i.e., a base form), serving to form a new word or functioning as an inflectional ending (Richards and Rodgers, 1999). In other words, inflectional suffix can also be defined as a type of affix which is added to the end of a base word used for grammatical needs without changing the whole meaning. There are some types of inflectional suffix. Here they are:

Table 1. Types of Inflectional Suffix

<b>-S</b>	<b>Example</b>
<b>Addition of <i>-s/-es</i> to noun which forms a plural noun</b>	<p><b>Book – books, worker – workers, pen – pens</b> A book – two books, one worker – three workers, one pen – some pens</p> <p><b>watch – watches, box – boxes</b> A watch – some watches, one box – many boxes</p>
<b>Addition of <i>-s/-es</i> to a simple present tense verb when the subject is 3<sup>rd</sup> person singular noun</b>	<p><b>Sing – sings, play – plays, catch – catches</b> I sing – She sings. We play – He plays. The people catch – Shinta catches.</p>
<b>-ing</b>	<b>Example</b>
<b>Addition of <i>-ing</i> to verb which is used for changing the form into continuous tense and/or adjective</b>	<p><b>Dance – dancing, type – typing</b> She dances every Sunday afternoon. – Now she is dancing. He types the paper everyday. – At present he is typing it again.</p>

	The dancing (as adjective) girl is skilful.
<b>-er</b>	<b>Example</b>
<b>Addition of <i>-er</i> to adjective or adverb changing the form into comparative degree of comparison</b>	<b>Smart – smarter, busy – busier</b>  John is smart, but his brother is even smarter. The rector is busy, but the president is even busier.
<b>-est</b>	<b>Example</b>
<b>Addition of <i>-est</i> to adjective or adverb changing the form into superlative degree of comparison</b>	<b>Great – greatest, big – biggest</b> The conference is great. It is the greatest one this year. Mrs. Hartini’s house is big. That is the biggest house here.
<b>-ed, -d, -t</b>	<b>Example</b>
<b>Addition of <i>-ed</i>, <i>-d</i>, and <i>-t</i> to a base form of regular verb changing it into simple past and/or past participle</b>	<b>Learn-learned/learnt, show-showed</b>  The students learn to pronounce the difficult sound everyday. They have learned/learnt it well now.  They show the project to Mr. Anton regularly. Recently, they have just showed/shown the project to Mr. Anton.

Table 2. The Appearance of Inflectional Suffix *-s* and/or *-es*

<b>Context</b>	<b>Example</b>
<b>Regular Plural Noun</b>	One book -- Many books
	One watch – Three watches
<b>Third Person Singular Verb in Simple Present Tense</b>	I go – She goes
	We speak – He speaks
<b>Possessive Adjectives</b>	That is my book – This is Putri’s book, That is Siyas’ book.
<b>Possessive Pronoun</b>	That is my book – This is Ndaru’s.

<b>The Abbreviation of 'is' and 'has'</b>	It's (is) my book.
	It's (has) been so long.
	It's (is) written by Tom.

### 1. The Pronunciation of *-s* and/or *-es*

Regarding the kind of inflectional suffixes which have been mentioned above, it is found from the study that there are still many English learners who have difficulties in pronouncing the *-s* and *-es* suffixes. Most students think that the pronunciation of *-s* and *-es* suffixes in the English language are pronounced the same way as /s/. In fact, the *-s* and *-es* suffixes are actually pronounced in three ways, namely /s/, /z/, and /ɪz/ or /əz/. It has been a vital problem for the English teachers to teach the English learners about the pronunciation, because wrong pronunciation of the English language, such as stress and intonation can cause a different meaning. It is the thing which we will understand what is important and what to focus on. For example, the word 'record' has different stress between the verb and noun. 'Record' in noun is pronounced as /ˈrekɔ:d/; while in verb form, it is pronounced as /rɪˈkɔ:d/. Indeed, it works the same way as inflectional suffix *-s* and/or *-es*, which in this case is the different pronunciation among /s/, /z/, and /ɪz/ or /əz/ in the inflectional suffixes. Besides, jazz chants also provide many advantages such as using natural spoken English, being able to be used in classes of any size, not requiring any special materials, being able to be presented orally or using a tape recorder, able to be used with all age groups, and not requiring musical ability. Based on the reasons, the authors are going to give a solution for the English teachers or lecturers to teach the pronunciation of inflectional suffixes *-s* and/or *-es* to English learners by an interesting method called jazz chants. Jazz chant is a fun way to practice stress and rhythm in the classroom. It helps the students sound more natural when they speak. Moreover, it can also boost the students' skill of their vocabularies and grammar patterns.

Here are examples of the phonetic symbols of words that have *-s* and/or *-es* suffixes which determine the pronunciations:

Table 3. The Pronunciations of *-s* and/or *-es*

<b>Context</b>	<b>/s/</b> After voiceless consonants (except /s, ʃ, tʃ/: /p, k, t, f, θ/	<b>/z/</b> After voiced consonants, (except /z, ʒ, dʒ/)  vowels, diphthongs, triphthongs: /b, g, d, v, ð, l, m, n, ŋ, r; ʌ, ɑ, ɪ, e, ə, æ; au, ɔɪ, aʊə, aɪə /	<b>/ɪz/ or /əz/</b> After hissing sounds: /s, ʃ, tʃ, z, ʒ, dʒ/

<b>Regular Plural Noun</b>	weeks /wi:ks/ fruits /fru:ts/ units /junits/ beliefs /bilifs/	babies /'beɪbɪz/ lives /laɪvz/ /lɪvz/ apples /æplz/ knives /naɪvz/	boxes /bɒksɪz/ or /bɒksəz/ garages /gə'rɑːʒɪz/ or /gə'rɑːʒəz/ judges /'dʒʌdʒɪz/ or /'dʒʌdʒəz/
<b>Third Person Singular Subject</b>	takes /teɪks/ writes /raɪts/ speaks/spi:ks/	aims /eɪmz/ shoes /ʃu:z/ learns /lɜ:nz/ studies /stʌdɪz/	dances /'dɑ:nsɪz/ /'dɑ:nsəz/or /'dænsɪz/ watches/'wɒtʃɪz / or /'wɒtʃəz/
<b>Possessive Adjectives</b>	That is Rikat's pen.  /ðætɪzrɪkəts pen/  	That is the banker's house  / ðætɪzðəbæŋkərzhaʊs /  That is Putri's book / ðætɪzputrɪzbʊk/	That is Siyas's book  / ðætɪzsijasɪzbʊk/
<b>Possessive Pronoun</b>	The house is Harahap's  /ðə 'haʊsɪzharahaps /  	The T-Shirt's Lutfi's =  /ðə 'ti: ʃɜ:tslutfi:z/  	The ring is Dimas's =  / ðərɪŋɪzdimasɪz/  
<b>The Abbreviation of 'is' and 'has'</b>	It's (is) my phone  / itsmajfoun/  It's (is) very difficult  / itsverɪdɪfəkəlt/	He's (is) angry  / hi:zæŋgri/  He's (has) been angry  / hi:zbmæŋgri/	Riris's (is) sick  /ririsɪzɪk/ Anis's (has) been away. /anisɪzbiŋəwei/

## 2. Steps in using Jazz Chants

1. First, the students are asked to identify the inflectional suffix *-s* and/or *-es* in the Jazz Chants.
2. Next, they are asked to guess how each of them is pronounced.
3. Then, examples are given to the students of the pronunciations of *-s* and/or *-es* (through teacher's model or video of Jazz Chant). After that, students are asked to pay attention to the teacher's pronunciations while checking whether their guesses are correct or not.
4. Sequentially, they are divided into two groups before playing the jazz chant. One group pronounces the lyrics with single asterisk, whereas the other group mentions the ones with double asterisks. After that, teacher can play a tape recorder of jazz chant; or teacher reads the jazz chant by himself/herself to introduce the students about the jazz chant's stress or intonation. In this activity, the students ought to give full attention to the whole jazz chant material, whether it is the pronunciations, stresses, or intonations. Then, students should repeat after the teacher, and jazz chant begins. While doing jazz chants, teacher can also combine the activity with some movements such as body gestures or some claps to build students' confidence and to make the class become more interesting. As a result, students will definitely understand the lesson faster because every student enjoys the class.
5. Afterwards, teacher explains that *-s* and/or *-es* is pronounced in three (3) ways, i.e. as /s/; /z/; /ɪz/ or /əz/ depending on the final sound of a word. (See the theory above)
6. Later, the students' understandings are checked by asking them to categorize the pronunciations of inflectional suffix *-s* and/or *-es* in the words in the Jazz Chants into three groups.

/s/	/z/	/ɪz/ or /əz/
works /wə:ks/	lives /lɪvz/	Anis's /anɪsɪz/

7. Finally, the students' pronunciations are evaluated.

## 3. Example of Jazz Chant's Lyric

### **The Banker's Wife Blues**

Where does John live?\*

He lives near the bank.\*\*

Where does he work?\*

He works at the bank.\*\*

When does he work?\*

He works all day and he works all night\*\*  
at the bank, at the bank at the great, big bank.\*\*

Where does he study?\*

He studies at the bank.\*\*

Where does he sleep?\*

He sleeps at the bank\*\*

Why does he spend all day, all night, all day, all night, at the bank, at the bank?\*

Because he loves his bank more than his wife\*\*  
And he loves his money more than his life.\*\*

## **CONCLUSION**

After having the practices of the pronunciations of suffix *-sand/or -es* using jazz chants, it was found out that about 75% of the students in each class consisting of 35 students could identify the differences in the pronunciations of suffix *-sand/or -es*. They could categorize the words with final sounds *-sand/or -es* into three different types of pronunciation. Besides, they could also pronounce them properly. This was shown by their performances in oral pronunciation test. However, when the pupils still made mistakes in pronouncing suffix *-sand/or -es*, the teacher corrected them by asking the students to repeat after the teacher's corrections.

Based on the results of the pronunciation test, it is concluded that jazz chant tends to enhance students' English competences, not only their pronunciation, but also their vocabularies and grammatical patterns. Furthermore, it facilitates a large number of conveniences in practice due to its natural spoken English, its flexibility in class size and age group, no requirement of any special materials, and no need of musical ability.

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## **A CORRELATIONAL STUDY ON THE IMPACT OF STUDENTS' ENGLISH ACHIEVEMENT ON STUDENTS' RESIDENCE**

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**Abstract:** The purposes of this research are to reveal: (1) the students' English achievement; (2) the relationship between students' residence and students' English achievement; and (3) the significant relationship between students' residence and students' English achievement. The researchers used correlational research design as the design of this research. The population of this research is 112 students of the tenth grade of SMAN 1 Silat Hulu and the total number of sample are 60 students who are chosen by using stratified sampling technique. The instruments used questionnaire and documentation. Based on the result of research finding and discussion in this research, it can be concluded that the average of English achievement of the students' who live with parents was higher than the students who live with no-relative and there are a significant correlation between students' residence and students' English achievement.

**Key word:** *students' residence, students' English achievement, correlational research*

### **INTRODUCTION**

Getting a good achievement in learning is a pride for all students. In order to get it, they have to pass the learning process and do many activities as their duties which have to be done, for example study at school, do the exercise, homework, group assignment, preparing for the exam, etc., especially in English subject the students have to do many things either theoretically or practically. Therefore, the students have to do more effort in order to get good score in English. It is not enough for them only study at school, but they also have to practice and study English at home. It means that the students need more time to study English at home as well.

However, a home plays an important role for a student's learning. Collins (2007: 32) defined a home as a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. Supporting to the definition, Ogbemudia and Aiasa (2013: 121) argue that home

environment is the immediate surroundings in which the pupils find themselves. It is also referred to as the physical and psychological conditions that affect children. The parents of the students are responsible for providing the right home environment that will facilitate effective learning for their children. The home environment means the family background of the students; this includes all the human and material resources present at the home that affects the student's education and living. The home environment also plays a very remarkable role in the life and educational success of every individual (Egunsola, 2014: 47).

Unfortunately, many students of SMAN 1 Silat Hulu especially the tenth grade students are not able to live at home with their parents or relatives. They live with a person who is not their relatives while they are attending school in Silat Hulu district. There are many things that cause this phenomenon. First, their domicile or village is located far from school. Second, the geographic condition and the accessibility from the students' domicile to the district also make the parents have to think deeply about the best way for their children to be obtained study at SMAN 1 Silat Hulu as the only one and the nearest senior high school in Silat Hulu district. Hence, many parents decided taking their children to reside in the district or in the nearest village with a person who is not their relative.

The phenomenon where students live with no relative while they are attending school in Silat Hulu district is not something new. It has been occurred for many years ago. Hence, there is no one try to find out whether there is relationship between students' residence in the district and students' achievement. In fact, the researchers found a problem in SMAN 1 Silat Hulu. When the researchers did the informal interview to the English teacher of SMAN 1 Silat Hulu, the teacher said that the students had some problems in English subject. The teacher said that there were many students who often do not do their assignment especially their homework, and absolutely it will affect their scores. Besides that, based on the data of English score given by the teacher, the students' scores on daily test, mid-term test, and semester exam are also low. Furthermore, the researchers had done an observation when the students did their learning activities in classroom. Actually, when the students were given a task by the English teacher in classroom, they were able to do the task well, but when the teacher gave them the task on the next day, they could not do the task with the same learning material. Not only that, they were also not able to answer the teacher's question where in fact, the question had been asked by teacher at one meeting before.

The researchers also did the informal interview to the students which were aimed to investigate more about the problem. When the researchers asked them about the reason why they are often do not do their homework, they said, *"we do not have enough time to do homework. We live in people's homes, as a result we need to help doing the chores and some of students said "when we finished the chores, we must do another homework either"*. Consequently, before they study or doing other personal business, they have to do all the home works such as clean the room, wash the dishes, washing clothes, cooking, and if the owner has a store they must serve the customer too, even some of them have to take care of a baby.

Based on the problem and explanation above, the researchers assume that there is a relationship between students' achievement especially English achievement and students' residence while the students are attending school in Silat Hulu district. Moreover, there are some previous studies which examined the

association between students' achievement and students' residence although almost of the studies were conducted to the college students. Blimling (1989) examined the effects of on-campus versus off-campus living on general student academic performance, academic progress, and retention revealed that living on-campus positively affected academic performance. Astin (1993) found that when compared with commuter students, those living on campus reported more satisfaction with their overall college experience. Astin measured three residency options for college students: at home, in a college residence hall, and in a private room or apartment. The mitigating factor was the distance of the residence from the university. His findings suggested that the most direct effects on students' academic performance were associated with living at home and the distance from home to the university.

Furthermore, Grayson (1997) studied about place of residence, student involvement, and first year marks in the United States. The finding has shown that students living in residence have greater gains in areas such as intellectual development, and are more likely to stay in university and complete their degrees, than students who live off-campus. He also found in the fact that despite their place of residence off-campus and low involvement in some activities, students living with their parents have higher rates of classroom involvement than students living in residence.

In addition, Snyder et al (2011) conducted a research about the relationship of residence to academic performance in NCAA Division I Freshman Athletes. The purpose of this study was to determine if a NCAA Division-I freshman student athlete's place of residence on campus, as opposed to off campus, during his/her freshman year had a statistically significant relationship to academic performance. The results of this study, it was concluded that living in an on campus or off campus environment had no statistical relationship with how the NCAA D-I freshman student athletes performed academically.

Hereafter, the researchers decide to conduct a research about the correlation between students' residence and students' English achievement to the tenth grade students of SMAN 1 Silat Hulu. This research is aimed to investigate whether students' residence correlate with their English achievement or not.

## **STATEMENT OF THE PROBLEMS**

The following three questions guided this research:

1. How is the English achievement of the tenth grade students of SMAN 1 Silat Hulu?
2. Is there a relationship between students' residence and their English achievement?
3. How significant is the relationship between students' residence and students' English achievement?

## **RESEARCH METHOD**

Creswell (2012: 337) argued that in educational research, if the objective may be to relate variables rather than manipulate the independent variable, as in an experiment, it means the design is correlational research. Although it is not as

rigorous as an experiment, the researcher can use it for relating variables or predicting outcomes.

Meanwhile, Ary et al (2010: 349) stated:

Correlational research is non-experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. They differ in that in ex post facto research, selected variables are used to make comparisons between two or more existing groups, whereas correlational research assesses the relationships among two or more variables in a single group.

Moreover, Wallen & Fraenkel (2009: 11) defined correlational research as another type of research which is done to determine relationships among two or more variables and to explore their implications for cause and effect. In conclusion, correlational research is non-experimental research where there is no manipulation of variables and the researcher can use it for correlating two or more variables. There are two kinds of correlational research design; they are explanatory design and prediction design. In this research, the researcher uses explanatory design as the research design, where according to Creswell (2012: 340) an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. The explanatory design is used since the researchers intended to reveal the association between two variables, which are students' residence and students' English achievement.

### ***Population***

A population is a group of individuals who have the same characteristic. A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study (Creswell, 2003: 142). The population of this research is the tenth grade students of SMAN I Silt Hula in the academic year 2015/2016.

### ***Sample***

Generally, sample is defined as the sub group of population which represents the population. Creswell (2012: 142) stated that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher uses stratified sampling as sampling technique. In stratified sampling, researchers divide (stratify) the population on some specific characteristic and then, using simple random sampling, sample from each subgroup(stratum) of the population. This guarantees that the sample will include specific characteristics that the researcher wants included in the sample (Creswell, 2012: 144).

The procedure for selecting a stratified random sample consists of (a) dividing the population by the stratum and (b) sampling within each group in the stratum so that the individuals selected are proportional to their representation in the total population (Creswell, 2012: 144). In this research, the researcher dividing

the population into two strata based on students' residence, they are live with parents, and live with no-relatives.

The minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30. Data obtained from a sample smaller than 30 may give an inaccurate estimate of the degree of relationship (Wallen & Fraenkel, 2009: 335). To determine the sample size in this research, the researchers using tables of random sample sizes in 99% confidence level. Therefore, in this research the researcher takes 30 students from each stratum.

Table 1. Sample Size

Place of Residence	Total Number of Students	Sample
Live with parents	51	30
Live with no-relatives	46	30
Other	15	-
<b>Total</b>	<b>112</b>	<b>60</b>

#### ***Technique of collecting data***

This research used two different kinds of techniques for collecting data as follows:

Directly administered questionnaire, where Ary et al (2010: 387) stated that the directly administered questionnaire technique is give the questionnaire to a group of people assembled at a certain place for a specific purpose. In this research, the directly administered questionnaire technique is used to investigate the information from the students based on their residence.

Documentary technique, where Zulfadrial (2012: 39) stated that documentary technique is a method of collecting data where the researcher gather the data or informations which are needed by the important documents that saved. The researcher used documentary technique to find out the students' English achievement from the English teacher of SMAN 1 Silat Hulu.

#### ***Instrument of collecting data***

An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2012: 151). Related to the technique that used to collect the data above, the researcher used two kinds of tools as follow:

##### **Questionnaire**

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean 1994 in Cohen, 2007: 317). In this research, the researcher used closed questionnaire. Closed questionnaire is where the subject of research or the subject that has been given questionnaire just chooses the answer that have ready in the questionnaire (Powell, 1998: 5).

There were 60 items of the questionnaire. The questionnaire was formulated and designed based on the indicators of the sub variables of students' residence. The sub variables were taken from the home environmental factors that influenced

students' English achievement. The researcher distinguished the questionnaire into two different statements, the positive and negative statement. The description of the indicators was in the table of the specification of the questionnaire.

Table 2. Table of Specification of Students' Residence Variable

Sub Variable	Indicator	Number of Item	
		Positive	Negative
Parental Involvement	Fulfill the learning facilities	21, 22, 24, 25, 27, 28, 30	23, 26, 29
	Controlling learning activities	31, 32, 34, 36, 37, 39, 42, 43	33, 35, 38, 40, 41
	Encouragement	44, 45, 46, 48, 49, 50	47
Activities Out of School	Structured	1, 2, 3, 7, 8, 9	4, 5, 6
	Unstructured	10,13,14, 15,16,17, 18,19, 20	11, 12

The questionnaire in this research used Likert Type questionnaire which consist of four responses option; they are Never (*tidak pernah*), Seldom (*jarang*), Often (*sering*), Very Often (*sangatsering*). The degree of the scale was described as follow:

Table 3 The Questionnaire Scoring

Scale	Positive Statement Score	Negative Statement Score
Never	1	4
Seldom	2	3
Often	3	2
Very Often	4	1

The questionnaire was made by using *Bahasa Indonesia*. The goal was to avoid the different perception in understanding the statement in the questionnaire. Additionally, the researcher also presented at the class when the students answered the statements of the questionnaire in order to make sure that the students answered the statements honestly.

Before the questionnaire was used to collect the data, the research has measured the normality, validity and the reliability of the questionnaire.

### **Validity**

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes (Wallen and Fraenkel, 2009: 147). Assessing the validity of score-based interpretations is important to the researcher because most instruments used in educational investigations are designed for measuring hypothetical constructs (Ary et al, 2010: 225). Additionally, Lodico et al (2010: 93) revealed that validity focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring. In this research, the researcher used content validity to test the validity of the questionnaire.

Cohen (2007: 163) stated content validity is achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain. It is concerned with coverage and representativeness rather than with patterns of response or scores. Creswell (2012: 162) stated that in content validity the researchers go to a panel of judges or experts and have them identify whether the questions are valid (Creswell, 2012: 162). In order to test the content validity of the questionnaire, the researchers asked the lecturer of IKIP-PGRI Pontianak.

### **Reliability**

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Wallen and Fraenkel, 2009: 154). Ary et al (2010: 236) also revealed that the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. Scores should be nearly the same when researchers administer the instrument multiple times at different times. In this research, the researcher used SPSS 22 to find out the reliability of the questionnaire. The result can be seen as below:

Table 4. The Reliability of Questionnaire

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,899	,889	50

The data was taken from 30 students who were not included in the sample. Hereafter, the result of the reliability was interpreted in the table below:

Table 5. Category of Reliability

Reliability	Category of Reliability
$r_{11} > 0,90$	Perfect reliability
0,70 – 0,90	High reliability
0,50 – 0,70	Moderate reliability
$r_{11} < 0,50$	Low reliability

*(Hilton and Brownlow, (2004))*

The result showed that Cronbach's Alpha was 0,899. It can be concluded that the questionnaire were high reliability.

### **Normality**

Normality of the data is very important in correlational research. The normality was needed to determine whether the data of the instrument were distributed normally or not. Additionally, normality was also needed to determine whether the researcher used parametric or non-parametric test in analyzing the data. Hence, the researcher tested the normality of the normality of the data from students' English achievement and students' questionnaire. The test had been taken from 60 students who were the sample of this study. The researcher used one sample Kolmogorov-Smirnov test to calculate the normality by using SPSS 22. As the result, the data is normally distributed

### **Documentation**

In order to get the data about students' English achievement, the researcher used documentation as the instrument. Creswell (2003: 154) stated that document is factual information or personal document which consists of numeric, individual data that available in public records. Examples of these types of data include grade reports, school attendance records, student demographic data, and census information. In this research, the data which was needed to find out the students' English achievement of second semester had been taken from students' book report of second semester in the academic year of 2015/2016.

### ***Technique of Data Analysis***

After getting the data from the students' questionnaire and students' English achievement, the researchers analyzed the data based on the research questions. Before answer the first research question, the researcher described the data of the questionnaire based on the indicators of students' residence (X variable). In order to answer the first research question, the researchers calculated the total score of students' English achievement which had been taken from students' book report. Before that the researchers has divided the scores become two groups, the English achievement of the students who live with parents and the students who live with no-relative. After getting the total of students' score from each group, then the researcher search the mean score and interpreted the score based on the scoring grade. The second question of the research is about the correlation between students' residence (X) and students' English achievement (Y). In order to find out the correlation between variable X and variable Y, the third research question was about the significant correlation between students' residence (X) and students' English achievement (Y).

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

This study conducted to analyze the data about the correlation between students' residence and students' English achievement. In this research finding, the data about students' residence obtained from the questionnaires which have been given to 60 students. After the data were collected, then the researchers took

the students English achievement from their report book of the second semester in academic year of 2015/2016. The researchers analyzed the data by applying Pearson Product moment formula to find out whether there was a correlation between students' residence and students' English achievement. Additionally, before the researchers conducted the research, the reliability of questionnaire was done to 30 students of the population who were not including in the sample.

### **The Description of Data Based On Sub-Variables**

In order to get more details about the result of the questionnaire, the researchers described the data based on the sub-variables of students' residence (X variable). The details as follow:

#### **Student's activities out of school**

Students' activities were one of two sub-variables of students' residence. The students were divided into two groups, students live with parents and students live with no relative. In order to find out the data about students activities out of school, the researcher calculated the total answer of respondent of the questionnaire item number 1 until 9 for the frequency of structured activities and item number 10 until 20 for the frequency of unstructured activities from each group. Then the researcher searched the mean score and interpreted them based on the scale below:

Table 6. The interpretation of The Questionnaire Result of Students' Structured Activities

Score	Interpretation
9	Never
10 – 18	Seldom
19 – 27	Often
28 – 36	Very Often

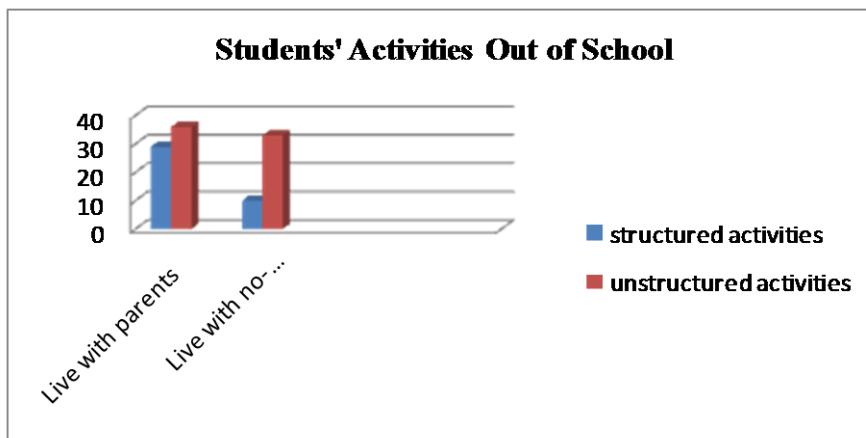
Table 7. The interpretation of The Questionnaire Result of Students' Unstructured Activities

Score	Interpretation
11	Never
12 – 22	Seldom
23 – 33	Often
34 – 44	Very Often

It was found that the mean score of structured activities from the students who live with parents was 29 and the students who live with no relative were 10. Based on the table above, it could be interpreted that the students who live with parents "Very Often" do the structured activities and the students who live with no relative "Seldom" do the structured activities. Furthermore, the mean score of unstructured activities from the students who live with parents was 36 the students who live with no relative was 33. It could be interpreted that the students who live with parents "Very Often" do the unstructured activities and the students who live

with no relative “Often” do the unstructured activities. The comparison can be seen at the figure below.

Figure 1. The Comparison of Students' Activities Out of School



Additionally, the researcher also counted the percentage per indicator of sub variable in order to get more detail about the indicator which influences the students more. There are two indicators of students' activities of school, they were: 1) Structured activities; and 2) Unstructured activities. The data as below:

Table 8. Percentage per Indicator of Students' Activities Out of School

Sub Variable	Indicator	Total Item	Students' Residence	
			With Parents	With no-relative
Activities Out of School	Structured	9	80,93 %	28,33 %
	Unstructured	11	81,59 %	76,21 %

a. Students' parental involvement

The second sub-variable was parental involvement. The students were divided into two groups, students live with parents and students live with no relative. In order to find out the data about parental involvement of the students, the researcher calculated the total answer of respondent of the questionnaire item number 21 until 50 from each group. Then the researcher searched the mean score and interpreted them based on the scale below:

Table 9. The interpretation of the Questionnaire Result

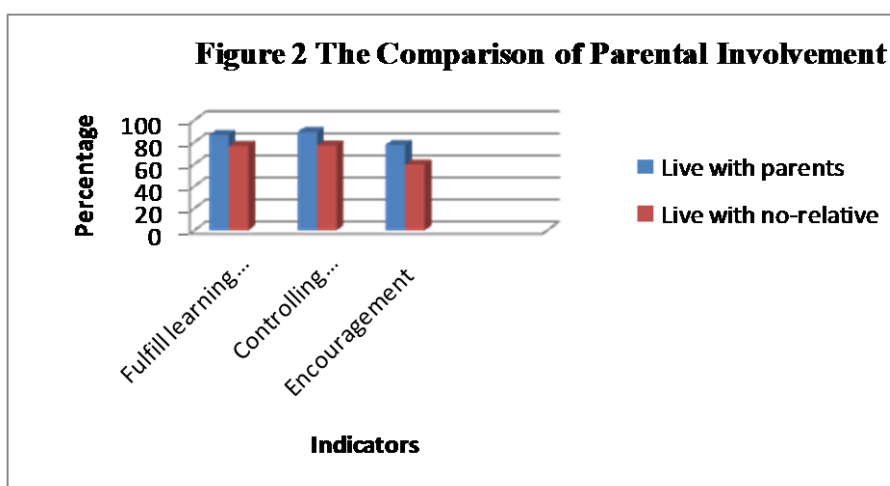
Score	Interpretation
30	Never
31 – 60	Seldom
61 – 90	Often
91 – 120	Very Often

It was found that the mean score of the students who live with parents was 103. Based on the table above, it could be interpreted that the parents of the students who live with parents “Very Often” involve in their children learning process. On the other side, the mean score of the students who live with no relative was 87. It could be interpreted that the parents of students who live with no relative “often” involve in their children learning process.

Furthermore, the researchers identified the percentage per indicator of parental involvement. There were three indicators of parental involvement. The first was fulfilling the learning activities. The second was controlling learning activities both at home and at school. The last was the encouragement of parents. The data as below:

Table 10. Percentage per Indicator of Parental Involvement

Sub Variable	Indicators	Total Item	Students' Residence With Parents	With No-Relative
Parental Involvement	Fulfill the learning facilities	10	86,67 %	76,42 %
	Controlling learning activity	13	89,04 %	77,05 %
	Encouragement	7	77,50 %	59,64 %



### **The Students' English Achievement**

The first question of this research was about students' English achievement. In order to answer the question, the researchers collected the data from students' book report and they have been calculated. Then, the students' score can be generally classified into five grades as follows:

Table 11. The Scoring for English Achievement

Score	Grade
80 – 100	Excellent
70 – 79	Good
60 – 69	Average
50 – 59	Bad
0 – 49	Poor

The students' English achievement was divided into two categories, the English achievement of the students who live with parent and the English achievement of the students who live with no-relative. It can be the mean score of students who live with parent was 76, 30, hence the grade was "Good" achievement. On the other side, the mean score of the students who live with no-relative was 69, 93 with grade "Average" achievement. It means that the students who live with parents have the higher achievement than the students who live with no-relative.

### **The Correlation between Students' Residence and Students' English Achievement**

The second research question was whether any correlation between students' residence and students' English achievement or not. To answer the second research question, the researchers calculated the data through Pearson Product Moment formula. Before calculating the data, the descriptive score below are the result of X and Y score:

$$\begin{aligned}
 N &= 60 \\
 \sum X &= 9370 \\
 \sum Y &= 4387 \\
 \sum XY &= 689368 \\
 \sum X^2 &= 1492502 \\
 \sum Y^2 &= 321993
 \end{aligned}$$

After the calculation of the whole data from variable X and variable Y, the next step was calculated the correlation of the two variables by using Pearson Product moment formula.

From the calculation above, it was known that  $r = 0,71$ . In order to interpret it, the researchers used the table below:

Table 12. Practical Interpretations of Correlation Coefficients

Correlation Coefficient	Strength of Relation
0 to 0.19	No relationship or weak relationship
0.20 to 0.34	Modest relationship
0.35 to 0.64	Moderately strong relationship
0.65 to 0.84	Strong relationship
0.84 or greater	Very strong relationship

*(Lodico et al (2010: 104))*

Based on the table above, it could be interpreted that  $r = 0,71$  means strong relationship. Hence, the researchers concluded that the relationship between students' residence and students' English achievement is strong relationship.

### **The Significant Correlation between Students' Residence and Students' English Achievement**

The third research question was about the significant relationship between students' residence and students' English achievement. In order to answer the third research question, the researchers used test formula. The next step was compare the result of  $t_{\text{count}} = 7,71$  with  $t_{\text{table}}$  with  $\alpha = 0,025$  and the degree of freedom 58. Hence,  $t_{\text{table}} = t_{(0,975),(58)} = t_{(0,025),(58)} = 2,000$ . It can be seen that  $t_{\text{count}} = 7,71$  is bigger than  $t_{\text{table}}$ , so  $H_0$  was rejected. It means that  $H_a$  was accepted, that was there was a significant correlation between students' residence and students' English achievement.

## **DISCUSSION**

Based on the result of students' English mean score, it was found that the mean score of the students who live with parents was higher than the students who live no relative. The researchers also found that there was a significant correlation between students' residence and students' English achievement. This finding was consistent with the studies of Blimbing (1989), Astin (1993), and Grayson (1997) which examined that there was correlation between students' residence and their academic performance. However, the current finding was contradict with finding of Snyder et al (2011) which concluded that students' residence had no statistical relationship with how the freshman students performed academically.

Moreover, the finding based on the indicator of students activities out of school indicated that the harmony between structured activities and unstructured activities which the students do at their each residence type had a great association with students' achievement. This finding is in agreement with Won & Han (2010) which concluded that structured had positive predictor of students' achievement. Further finding based on the the indicator of parental involvement reveal that the parental involvement in students' learning had positive correlation with students' English achievement. This finding in line with the result of Olaniyi & Mageshni (2008) which show that parental involvement positively correlated with students' academic achievement.

## **CONCLUSION AND SUGGESTION**

There was a difference mean score between students who live with parents and the students who live with no relative. The students who live with parents got the English achievement higher than the English achievement of the students who live with no relative. The students who live with parent got score 76,30 in average with the category "Good Achievement", where the students who live with no relative got score 69,93 in average with category "Average Achievement". There was a correlation between students English achievement and students residence

with two sub variables (activities out of school and parental involvement). The correlation which occurred was a strong correlation with correlation coefficient 0,71.

Based on the calculation of significant correlation by using T-test formula, it was found that there was a significant relationship between students residence and students English achievement in the tenth grade students of SMAN 1 Silat Hulu in the academic year of 2015/2016. The significant value was 7,71 ( $t_{\text{value}}$ ) where it was bigger than  $t_{\text{table}} = 1,960$ , hence the alternative hypothesis was accepted. Therefore, there was a significant correlation between students residence as X variable and students English achievement as Y variable to the tenth grade students of SMAN 1 Silat Hulu.

Additionally, the researchers give some suggestions from the result of the research involved the suggestion for teachers, students, and others researchers. Some suggestions related to the result of the study proposed. The suggestion for the teachers to give the advice for the students about students learning at school and especially learning activities, and the teachers also can give the suggestion and tips about study at home although the students have many things to do. Meanwhile, It is suggested for the students to always study English not only at school but also at home and make a good schedule about their daily activities, so although the students have many activities to do they still have time to learn specially English subject at home. The last for other researchers, this research is able to be a reference researcher who intend to do the same research to develop the indicators of the students residence, therefore the result will be more detail and accurate.

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## **THE USES AND ADVANTAGES OF DISCOURSE MARKERS ON SPEAKING SKILL LEARNING AT PESANTREN-BASED ENGLISH COURSE**

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**Abstract:** Discourse markers often occur in the process of communicating using speaking skills. In this case, between the speaker and the listener will always give a sign as the indicators which show that they can understand each other. They can follow the conversation or the lecturing process. Both parties use discourse markers as an indicator of interest and understanding of what is being discussed. In this study, the researcher describes the variation of discourse markers in form of three language; English, Indonesia and Madura. The researcher has conducted three times observation and taken documentation on Pesantren-Based English course. The term *pesantren* is described as an Islamic boarding house where students immerse themselves in a learning environment with Islamic values. English-based Pesantren has been chosen because all of the students and the teachers must speak English although they are doing daily activities. The observations were conducted at three teachers or familiarly called *ustad* in the morning hours at 06.00-07.30 and evening at 21.00-22.30. The final result states that three teachers have used three kinds of languages namely DMs in English are; *About, ok, Now, If, there, please, well, really, right, mhmhhh, so and right*. While DMs in the form of Indonesian is: *bisa, coba, ya, apa, jadi, tapi*. DMs is also used in form of Madurese language, namely: *mon, deddih and apahjiah*. The result shows that DMs have two functions namely textual function and interpersonal function.

**Keywords:** *teaching speaking, discourse markers, Discourse*

### **INTRODUCTION**

Discourse Analysis is the process of making sense of what we read, how we can recognize well-constructed texts as opposed to those that are jumbled or incoherent, how we understand speakers who communicate more than they say, and how we successfully take part in that complex activity called conversation (Yule , 2010). Discourse has two main supporting elements: internal and external elements. Internal elements are related to the formal aspects of language, whereas external elements are related to things outside the discourse itself. External discourse is something that becomes a part of discourse, but does not appear explicitly. The presence of external elements serves as a complement to the unity

of discourse. These external elements consist of implicative, presupposition, reference, inference, and context.

As a means of communicating, language forms discourse. In this process, speakers often look for indicators that what they say can be understood by listeners. Meanwhile, listeners or other speakers will respond as a form of interest and an understanding of what is being said. Both parties often use discourse markers or it called DMs. DMs can occur in English: *well, oh, um, right, let's see* and others.

Discourse markers are used in discourse because there are phrases as coordinates contextually. In this case, DMs contribute to the development of the coherence formed between the speaker and the listener in the structure of discourse, context, meaning and behavior during interaction. Through DMs then what it talks about relates to what has been conveyed and refuted (Castro, 2009). DMs are commonly used in oral communication to synchronize what is meant in the conversation. The language used in the DMs is the language of instruction, namely: English itself, Indonesian and regional languages as a second language

Discourse markers are complex phenomena involving textual, pragmatic and interrelated cognitive factors. Here not only do we know how the relationship between textual, pragmatic, and cognitive but we can know how the role of DMs in communication between humans. The following are the characteristics of discourse sign (Shakarami, Hajhasyemi, & Caltabiano, 2016).

1. DMs are fundamental elements of oral discourse rather than discourse through writing.
2. DMs often occur on oral discourse
3. DMs are short words and phonologically summarized
4. DMs can occur in the initials of the sentence
5. DMs tend not to have a lexical meaning
6. DMs occur outside of grammar and even DMs do not have a clear grammar function.
7. DMs are optional or non-binding for use
8. DMs have varied meanings; which they can be used at private and public environment.

According to (Brinton, 1996) Pragmatically DMs has two groups of categories, namely: functions in textual and interpersonal functions. The following Table of the category.

Table 1. Pragmatic functions on discourse markers

Textual functions	To identify the discourse, including attracting the listener's attention To close a discourse  To mediate the speaker in a communication or conversation  Useful as a mumbling word,	The sign of a beginning of discourse Signs and an alternate discourse cover      Mumble
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	<p>to refute or confirm in order to maintain a conversation or communication</p> <p>As an indication of new topics or sections on the topic</p> <p>To connect the previous or next information.</p> <p>To mark a few things Continuous</p> <p>To improve the discourse of the speaker or other discourse.</p>	<p>Switch speaker Topic switch</p> <p>Indicators An information</p> <p>Markers and discourses That is sustainable</p> <p>Markers and improvement of words</p>
Interpersonal functions	<p>Subjectively, DMs function as a response or a reaction from discourse Previously including signs Understanding of other speakers takes over to speak.</p> <p>Interpersonally, to influence cooperation or sharing include confirming assumptions, checking or understanding, asking for confirmation, expressing differences or for maintaining courtesy (facial language)</p>	<p>Signs as a response or reaction</p> <p>Back to the previous discussion Confirm</p> <p>Keeping Courtesy (Face)</p>

(Brinton, 1996)

It can be concluded that, discourse markers (DMs) are linguistic words or phrases to maintain the relationship or communication between the topics or parts of the grammar on the discourse, such as so, well, and then. In addition, DMs also have a pragmatic function so that the purpose and the speaker can be understood by the listener or the other person (Guo, 2015). Examples as speakers often use DMs to give a comment on a communication such as: *you know, I mean*.

In this study, researcher has studied how the kinds and benefits of DMs used by teachers and students at the time of speaking at English-based Pesantren namely *First Course*. To facilitate the language of instruction teachers often use discourse markers (DMs) to facilitate communication between teachers and students. DMs used in the form of English, Indonesian and Madurese. Thus, researchers have found the kinds and benefits of DMs they have used in the learning process.

The variation of discourse markers (DMs) has the benefit of synchronizing and producing good interaction. The results of the analysis show that the use of

DMs in learning activities is very important. It is because the communication or discussion between teachers and students cannot be separated. This interaction is as the media of the target language so it can be a function to make the learning process runs smoothly (Setyaningsih, Suparno, & Karlina, 2015).

It can be concluded that DMs function in maintaining coherence and cohesiveness in the learning process. This is very important because students must understand the material or conversation that is being discussed so that if coherence and cohesiveness are not achieved, then students find it difficult to understand the material being or will be discussed.

## **METHOD**

Based on the data obtained which consisted of the various words of discourse marker along with the benefits of the markers, the design of this study uses qualitative research. Based on Latief (2016: 77), qualitative research is a process in identifying the overall human behaviors of social life and the culture. Here, the researcher has analyzed verbal rather than numerical data as a result of research. In this study, qualitative research is used to obtain data in the form of variations of discourse markers (DMs) used by teachers and students in the learning process of speaking.

This research was conducted in Bangkalan especially at Pesantren-Based English course namely *First Course*. Particularly, the students carried out at level three and they used “the nine hundred books”. The subjects of this research are 45 students who are at level three and three teachers. Researcher collected data in the form of observation, and documentation. In this case the researcher is the key of instrument.

Data analysis used in this study is Interactive Analysis Model from Miles & Huberman (1994) which divides into several activities, namely: data collection, data reduction, data presentation, and conclusion and verification.

In data collection, the data were obtained from three observations on three teachers and the students. Because they have communication and interaction in learning a target language that is English. At each observation, the researcher got the data about the using of DMs in teaching and learning process at the third level students in *First Course*. In this process also, the researchers use documentation in the form of recording he learning process so that no or minimize the neglected information.

The next step is data reduction. At this stage, the researcher transcribed the recording and then the transcripts were analyzed for various Discourse Markers or DMs. Reduction occurs not to use transcript results unrelated to the statement of problems.

After data reduction is done, the researcher presents data in the form of tables and descriptions that exist in result and discussion. The findings are aligned with the supporting theories so that the conclusions can be drawn.

## **RESULT**

Based on observations and recordings that have been conducted by researchers, have been analyzed and found the words as a marker of discourse.

This analysis is presented by classifying the various Discourse Markers used by students and teachers on speaking lessons based on their function or benefits.

***Kinds of Discourse Markers***

The following describes the results of various kinds of discourse markers used by students and teachers in the form of English, Indonesian and Madurese.

Tabel 2. Kinds of discourse markers

Functions	Students			Teachers		
	English	Bahasa Indonesia	Madurese	English	Bahasa Indonesia	Madurese
Textual functions	1.Yes 2. I mean 3.Umm	---	1. enggi	1.About 2. Ok 3.Well 4. I mean 5. Now	1. Coba 2. ya 3. Jadi 4.Tapi 5. Dan	1.mon 2. Deddih
Interpersonal functions	1.No 2. yes	-----	1.kadiah napah 2.Bunten	1.Uh-huh 2. yes 3. Ok 4. yeah	1.Bisa 2.Apa	

***Functions or Benefits of Discourse Markers***

This section describes the functions or benefits of Discourse markers based on table 2 above. This analysis is done by transcribing the recordings and quoting sentences from conversations relating to the use of Discourse Markers. Here are the benefits of each Discourse marker:

**Between students and teacher**

- (a) Discourse markers as an agreement
- (b) *T: "...so if you do not understand Discourse markers as response or reaction*  
*T: "in this unit, you are going to study or you are going to learn about Imperative sentences, Imperative sentences itu adalah, apa? Perintah, kita coba untuk memerintahkan, bagaimana cara kita untuk membuat kalimat perintah? You can see from the first point come, come in please, you say come, come itu menggunakan kata kerja dasar verb 1 ya?"*

S: "yes, Sir"

T: "today, we will discuss about Imperative. Do you still remember about it?"

S: "bunten teacher, kadihnapah?"

(c) Discourse markers as feedbacks

T: "yes, you Saleh. What do you mean bahasa kedua?"

S: "Bahasa kedua yaitu bahasa selain bahasa Indonesia. **I mean**, second language is a language we use except Indonesia language, **it means** Madura language."

(d) Discourse markers as mumbling words

T: "Slap your hand"

S: "hmmm.."

(e) Penanda wacana sebagai tanda ketidaksetujuan

T: "if you do not understand, do you only keep silent?"

S: "No..Sir"

T: "you always imitate your friend's answer if you do your written test?"

S: "bunten, teacher. I always try to do it"

, you will ask something to me as your teacher?"

S: "yes, of course sir"

T: "Settong bekho bekh lok ngarteh, atanyah yeh, jek nengenneng"

S: "enggi, cher"

### **Between teacher and student**

(a) Discourse markers as starting of learning

T: "Unit two, what does unit two talk **about**?"

S: "Classroom Expression, cher"

T: "Unit two, what does unit two talk **about**?"

S: "Classroom Expression, cher"

T: "**Ok**, Classroom Expression, let's read together....."

(b) Discourse markers as the sift of discussion topic

T: " ...you we have learnt about classroom expression. **Well**, we are going to discuss about imperative sentence...."

S: "ready sir"

(c) Discourse markers as correction

T: " ..when we talk about Imperative, we learn how to instruct someone. **I mean**, we give a command to another person to do what we say"

S: "oh...."

(d) Discourse markers as continued explanation

T: " ....I try now saying something and guessing the meaning, dan coba tebak apa perintahnya yang disebut. **Now**, everybody close your book...."

S: " Ok,.."

T: "tapi jika ingin melarang? Tinggal tambah kata *don't* artinya jangan. Ok kita coba sekarang dengan praktek, I try now say something and guess it, **dan** coba tebak apa perintahnya yang di sebut....."

S: "...."

T: ".**ya** setelah itu kalian mengulanglagi kata yang di stress tadi"

S: "ok ,cher"

T: " **jadi** langsung tekan di preposisi **IN**"

S: "Come **IN**"

T: " .....if two you can say ..because is plural,jamak...**mon** jamak tambah S.... "

S: "....."

T: ".tanpa berkata apapun langsung lakukan **dheddih** ....."

S: "ok"

(e) Discourse markers as discourse review

S: " I do not think that it will be good for our future"

T: "...**uh-huh** ...it could be right...."

T: "coba tekan disitu, stress there misalnya disitu apa? **Coba** ditekankan"

S: "....."

(f) Discourse markers as a sign of agreement

S: "...sir, imperative is give a command?"

T: "yes ...betul...exactly"

S: "...sir, kalau melarang sesuatu dilakukan tinggal diberi not ya, sir?"

T: "...**ok**..."

(g) Discourse markers as a confirmation

T: " the class is so crowded....**yeach** it is so crowded"

S: "....."

(h) Discourse markers as a materials understanding

T: " raise your right hand , **apa** right hand itu?"

S: "tangan kanan.."

T: ".....kadang harus menekan kata yang ada garis keatasnya,**bisa**?....."

S: "..."

## DISCUSSION

There are two things in the language as potential objects to be studied namely language learning that discusses the rules of language use and the use of coherent language (Sharadama & Yakubu, 2014). From the explanation it can be understood that language as a communication tool has elements that can be

implemented so that the communication can run smoothly and have the same interpretation. Supported by Pazhakh & Karimi (2015) which says that in general, human use language to communicate or convey ideas, opinions or other expressions on social situations. When in the process of communicating, the participants interact with each other. From this interaction, then needed discourse markers (DMs). Discourse markers produce a more natural conversation or discourse.

In the speaking skills of the learning process, all participants, whether teachers or students, will convey many ideas, and interpret them. Between one idea and matter to the next idea must be presented clearly and unambiguously. It is supported by the definition of discourse markers that is words or phrases which functions to link segments of the discourse to one another in ways which reflect choices of monitoring, organization and management exercised by the speaker (Carter & McCarty, 2006). The interaction in the classroom will be connected with the responses and expressions of the participants. So the use of discourse markers has a significant role to provide communication coherence among the participants or students.

In this study, researcher has analyzed three teachers and students in a Pesantren-Based English course. From the results of the analysis, teachers and students used discourse markers to facilitate communication among participants. In accordance with the theory, discourse markers can be used as an explanation of what to say. DMs can make the speaker and listener connect with the previous and the following discourse in the teaching and learning process (Castro, 2009). Here, most participants use *well, ok, yes, no, about, and now* as a sign of starting material, giving a consent or disapproval and also as a sign of a change of topic of discussion. In addition, participants use discourse markers in Indonesian format such as; *Can*, and *what* to confirm whether the students have understood or not with the instruction or explanation of the teacher. While the discourse markers that use the language as a language Madura daily namely; *Enggi, kadihnapah, and dheddih*.

Based on the use of those DMs, it also creates a function as the contribution of DMs. The function are as respond or reaction, giving clarification, filler words, disagreement, agreement, as the opening of material, the changing of topic, as confirmation, and the indicator of understanding toward the material.

## **CONCLUSION**

The conclusion of this research is obtained from the data analysis process adjusted to the problem formulation. In accordance with the formulation of the problem that there are three things studied about the discourse markers used by students and teachers or *ustad* on First Course as a Pesantren-Based English course. From the observations of three teachers or *ustad* and students recorded by researcher, there are some discourse markers used to expedite the process of exposure of material from one topic to another.

Kind of discourse markers are divided into two functions, namely: Textual function and Interpersonal function. In the Textual function of the section, teachers and students use:

- a. Discourse markers in response: *yes, but*
- b. Discourse markers as a sign of improvement: *I mean*
- c. Markers of discourse as gratifying: *Umm*
- d. Discourse markers as agreement: *enggi*
- e. Discourse marker as the initial sign of matter: *about, ok*
- f. Discourse markers as a sign of change of topic: *well*
- g. Discourse markers as a sign of sustainability: *now, yes, so, Dan, mon, Dheddih*
- h. Discourse markers as reviews: *Try*

Meanwhile, the kinds of discourse markers based on Interpersonal function consist of:

- a. Discourse markers as a sign of disapproval: *No, buntan*
- b. Discourse markers as a sign of Approval: *Yes, ok*
- c. Discourse markers as a sign of response: *kadih napah*
- d. Discourse markers as a confirmation form: *yeah*
- e. Discourse markers as a sign of students' understanding of the material: *what, can*

It is understandable that the purpose of this discourse is to assist in the coherence and consistency between speakers and listeners. So this is able to smooth the way of communication. In speech learning it is necessary to have a correct interpretation of what the speaker is getting. Given these kinds of discourse markers, it is hoped that there will be a correct understanding of the subject matter or topic being discussed. In the future, this study will make an additional variation of DMs. It proves that to make a smooth communication, we can use multiple types of DMs in form of English, Indonesia, Jawa and Madura. It cannot be ignored that in the future the other DMs will be found in different languages.

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## **INNOVATIVE TEACHING OF ENGLISH IDIOMATIC EXPRESSIONS FOR EFL LEARNERS**

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**Abstract:** Idioms are an important part of acquiring a language and often indicate proficient learner. English idioms are a part of the cultural elements of the language which should be mastered by EFL learners. By developing a clear understanding of figurative language, such as idiomatic expressions, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level. However, learners with cultural literacy and language weakness are often challenged by idioms. There are several different ways to improve learners' idiom comprehension. The present article investigates what types of innovative teaching approaches and methods can be used when teaching idiomatic expressions to learners of English. It suggests that idioms need to be learned so increasing the learners' awareness of these unique words and phrases can help them learn to identify and interpret them with greater success.

**Key words:** *idiomatic expressions, teaching, EFL learners.*

### **INTRODUCTION**

The 21st century skills such as critical thinking, problem-solving, creativity, and collaboration demand teachers to increase learner effectiveness and efficiency as well as learner engagement and satisfaction (Kim, 2011). Consequently, they must create a stimulating and effective learning environment which brings about more positive student attitudes toward learning.

This kind of innovative teaching becomes necessity when teaching English idiomatic expressions. Idiomatic expressions are phrases that carry different meanings than the literal definition of their component words. Therefore, there are some problems in both processes of understanding and translating them.

Understanding idiomatic expressions is considered to be problematic for English as a Foreign Language (EFL) learner. Idioms are often unpredictable in meaning, that is, their meanings cannot always be derived from the literal meanings of the constituent parts (Strakšiene, 2009). Many idiomatic phrases appear to be decomposable or analyzable, with the meanings of their parts contributing independently to their overall figurative meaning. Quite possibly,

EFL learners are unfamiliar with both the words in the expression and the expression itself. Usually, they first analyze the literal level. For instance, "It's raining cats and dogs," means it is raining extensively, but they usually get the meaning of "dogs and felines are falling from the sky". Another example is the idiom "He kicked the bucket" meaning that someone has died, but they would picture a man literally kicking a bucket down a road.

In addition, even though idioms are considered to be one of the "hardest and most interesting parts of the English vocabulary" they can be culturally-restricted (Strakšiene, 2009) meaning that it can be "valid only within a particular culture" (*Webster's Third New International Dictionary, 2002*). Culture plays an important role in the course of the idiom interpretation. It, therefore, requires enhancing cross-cultural awareness and needs open – minded understanding of the culture of the second language from different aspects. (Al-Shawi & Mahadi, 2012). Each language has its own idiomatic expressions, although they can vary across borders. In America, when one is accused of being crazy, he is referred to as "off the wall" or "over the deep end." In the United Kingdom, he may be "sixpence short of a shilling," "mad as a bag of ferrets" or "mad as a box of frogs." Differences in idiomatic expressions within a single language can lead to confusion and misunderstanding (Shapely, n.d.). Fei (2005) has suggested that "when understanding metaphors in cross-cultural communication, people tend to transplant their own cognitive mode of a metaphor into another, which becomes the main reason of the misunderstanding in cross-cultural communication." Furthermore, the scarcity of teaching materials and the lack of a clear methodology make idioms a stumbling block for EFL students. This leads the teaching and learning of idioms to be a hard task (Rohani & Ketabi, 2012; Saleh & Zakaria, 2013).

*However, learning idiomatic expressions in English may bring about some benefits for EFL learners. Firstly, learning the idiomatic expressions of another language will be a guide to understanding the humor and character of that culture as idioms constitute an important cultural element of the language. Secondly, it helps them grasp the peculiarities of the English language (Shapely, n.d.).*

Traditional methods of teaching idioms focus on rote learning and memorization. They are time- and effort-consuming, as learners picked up idioms discretely without associations between forms and meanings (Chen & Lei, 2013).

There has been the need of a flexible and dynamic approach towards the teaching of English idioms. This paper therefore attempts to provide a strategy for the teaching and learning of idioms in the EFL classroom which, in turn, build up their metaphoric competence, while making the learning experience enjoyable. It may offer some useful guidelines to teachers of English on improvement of their methodological strategies used for teaching idiomatic expressions.

## **WHAT IS AN IDIOMATIC EXPRESSION?**

The word 'idiom' is a Greek term meaning 'own or 'peculiar.' An idiom is a figurative expression that can usually be interpreted literally but that takes a non-literal meaning when used in a specific context (Rohani & Ketabi, 2012). Idioms are pervasive in the English language. They are used in formal style and in slang. Idioms may appear in poetry, literature, in Shakespeare language and, even, in

Bible. Idiom is “a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone.”(McMordiew, 1983: 4). An idiomatic expression “let the cat out of the bag”, for instance, is composed of several words (let/the/cat/out/of/the/bag) whose individual meanings do not seem to contribute to the meaning of the idiom as a whole, i.e. “reveal a secret”.

There are three sub-classes of idioms according to Fernando (1996: 35) cited in Strakšiene (2009) and Shojaei (2012):

1. Pure idioms: a type of conventionalized, non literal multiword expression, fully opaque, e.g. “kick the bucket”
2. Semi-idioms: having one or more literal constituents and one with non-literal sub sense, partly opaque.
3. Literal idioms: invariable and allowing little variation, transparent or can be interpreted on the basis of their parts.

More specifically, idioms can be broken down into several categories (Badger, n.d.):

### **1. Simile idioms**

These idiomatic expressions compare one object or action to another using the words "like" or "as." For example, the expression "like two peas in a pod" describes how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

### **2. Phrasal verbs idioms**

These idiomatic expressions function as verbs. They usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, the phrasal verb "to get away with" is used to mean "avoid punishment" as in the sentence, "She will get away with stealing that car."

### **3. Metaphorical idioms**

The metaphorical idiom is a phrase that ordinarily designates one thing is inferred to another, making an implicit comparison (Tang, 2007).It compares two situations, objects or actions. However, idioms based on metaphors do not use the words "like" or "as" to connect the two ideas. For example, a "carrot and stick method," is used to mean a method of coercion. It compares the situation at hand to the practice of luring stubborn horse or mule by dangling a carrot in front of him and prodding with a stick behind.

### **4. Aphorisms**

Aphorisms are idiomatic expressions intended to convey wisdom or morals. They are also colloquially called "sayings," widely read books, famous speeches or other texts. They contain profound philosophical truths in short, easy-to-remember sentences, for example:

- *Youth is a blunder; Manhood a struggle; Old age regret.* [Benjamin Disraeli]

- *Life's Tragedy is that we get old too soon and wise too late.* [Benjamin Franklin]
- *Yesterday is but today's memory, and tomorrow is today's dream.* [Khalil Gibran]

### **5. Cultural and Historical Idioms**

These idiomatic expressions deal with landmark events and important historical figures. They are therefore particular to certain cultures. For example, in the United States, "John Hancock" means to provide a signature. This expression references one of the signers of the Declaration of Independence, John Hancock, whose signature is one of the largest and most distinct on the document. Another example is "Honest Abe." This idiom alludes to the fabled honesty of Abraham Lincoln, the 16th president of the United States.

### **TEACHING IDIOMATIC EXPRESSIONS WITH INNOVATIONS**

Traditionally, the teaching of idiomatic expressions has fallen into neglect and been conducted by presenting idiomatic expressions in isolation, as though they were an obscurity of language. More recent materials illustrate "figurative usages with cartoons, group them under topics (e.g. weather, food, colors, etc), list them in vocabulary sections, accompany them with their literal paraphrase or insert them in random sentences as to provide contextual clues for their interpretation. Whichever the case, nevertheless, students are not provided with the necessary tools to come to terms with figurative usages, but rather "they come to think of English idioms as though they were the anomalous creations of a whimsical people" (Rodriguez & Moreno, 2009).

Rodriguez and Moreno (2009) further stated that the traditional teaching of idioms constituted rote learning and memorization. In this kind of teaching, even though the students memorize chunks of language and practice them frequently, the students will forget them immediately. The memorization of figurative expressions which at first sight present a clear mismatch between form and meaning creates a heavy learning burden on the student, which usually leads to a lack of motivation and failure in comprehension, retention, and production of idioms. In this regard, the role of the teacher in reducing the learning burden of the students is essential. Instead of fostering learning idioms by heart, the teacher should draw attention to systematic patterns which underlie such expressions.

Adequate knowledge and appropriate use of idioms in an EFL setting is an important indicator of communicative competence of English. The comprehension and productions of idioms is included in the figurative competence which includes a set of abilities, such as the skill to decode the various (dominant, peripheral, polysemous) meanings of a word, the ability to suspend a literal-referential strategy, to produce novel figurative expressions and to construct a coherent semantic representation related to a given figurative expression (Andreou & Galantomos, 2008).

Thus, to create a meaningful environment for EFL learners to use idioms, the present paper suggests some innovative teaching strategies in which the

learners learn idioms for purposes and then use the idioms in meaningful contexts. They are presented as follows:

### **Using idioms in essay writing**

One of the ways to present idiomatic expressions in EFL contexts is by integrating it into the teaching of essay writing as suggested by Chen and Lai (2013). They integrated the teaching of metaphorical idioms into the teaching of narrative and descriptive essay writing as illustrated below:

1. The teacher asked the students to write a three- to four-paragraph essay describing an experience of being extremely angry.
2. After submitting the first draft, the students were introduced to the concept of metaphors.
3. Two-page handouts were distributed in class as the teaching materials. The content was a few idioms as examples.
4. To illustrate the concept of metaphor, a short article about issues of emotion controls was given on the first page of the handout; the students were asked to read over the article and to circle the idiomatic expressions used in it. Figure 1 is the sample handout.

**Metaphor—Make Language Lively**

**Read the following article. Identify and circle metaphors used in it (including words, phrases & idioms).**

Managing the Emotions

People manage their emotions in different ways, depending on their personality and the culture they live in. In western culture, for instance, crying is usually seen as a sign of weakness, especially for men. Research has shown, however, that crying it out makes people feel better. So perhaps we should encourage our children to wear their hearts on their sleeves more often. It has become a widely accepted idea that, instead of bottling up the emotions, one should ventilate one's emotions once in a while. One should blow off steam in order to avoid sudden explosions.

However, one emotion may prove to be an exception: anger. In fact, ventilating anger is one of the worst ways to cool down: outbursts of rage typically pump up the arousal, leaving people feeling *angrier*, not *less*. When people blow up at the person who has provoked their anger, their rage not only peaks during the outbursts, but the angry mood is also prolonged. After reaching their boiling point, these people keep fuming much longer.

A far more effective way of managing anger is to simmer down first, and then, in a more constructive manner, confront the person to settle a dispute. Imagine that someone pushes you aside in a crowd. Your first thought may be "How rude!" That reflex may then be followed by more negative thoughts: "He could have hurt me! I can't let him get away with that." Then, if someone else behind you bump into you because you have slowed down, you are apt to erupt in rage at that person too. Now imagine a more positive line of thought toward the man who pushed you aside: "Maybe he had a good reason, such as an emergency." You may be cool down by thinking like this, and could dismiss the anger with a laugh.

Figure 1. The sample handout 1 (Chen & Lai, 2013)

5. The teacher then led the students to think about general metaphoric themes of the idiomatic expressions, and to draw linking diagrams for expressions which belonged to the same metaphoric themes. In the meantime, the teacher

explained to the students that the linking diagrams were the logical mappings for the metaphors (i.e., metaphoric mappings).

- The teacher then directed the students to complete the exercise on the second page of the handout: to create metaphoric mappings for the idiomatic expressions of anger. Figure 2 is the sample handout.

<p>English has a lot of expressions to describe emotions. Take <i>anger</i> for example. Some of these are very common: <i>she's angry. He's mad at you.</i> To make your language more varied, other expressions can be used to specify the kind of anger.</p> <p>Following are 15 expressions. Think about the corresponding characteristics and relationships between <i>anger</i> and comparable concepts, and briefly write down these relationships.</p>	
<p><i>Anger is fire.</i></p>	
<p><i>If you add fuel to the fire, the fire will rise up and become stronger → add fuel to the fire = make angry person much angrier!</i></p>	<p><del>What he said added fuel to the fire.</del>  <i>He made an inflammatory remark.</i>  <i>He was hot under the collar.</i>  <i>She was breathing fire.</i>  <i>She exploded.</i></p>
<p><i>Anger is the hot fluid in a container</i></p>	
	<p><i>She is all steamed up.</i>  <i>I am boiling with anger.</i>  <i>She flipped her lid.</i>  <i>She blew up at me.</i>  <i>Simmer down.</i></p>
<p><i>Angry people are dangerous animals.</i></p>	
	<p><i>He has a ferocious temper.</i>  <i>He unleashed his anger.</i>  <i>Don't snap at me.</i>  <i>Don't bite my heat off.</i>  <i>He was breathing fire</i></p>

Figure 2. The sample handout 2 (Chen & Lai, 2013)

- The handouts were collected back to the teacher after the students completed the exercise.
- In the end of the class, the students were told to revise their first draft at home, and were encouraged to integrate as many idiomatic expressions as possible. They submitted both the original and the revised essays a week later. The essays were then analyzed by the teacher to investigate how the students used idiomatic expressions.

### ***Creating conversation using idioms***

In this teaching strategy, not only the students understand the idioms; they also learn how to use them contextually. As most idioms belong to simple categories, e.g. idioms with time, animals, parts of body, etc. the teacher can ask the students to have some categories and find some sample idioms under the chosen categories. Then, they use them in simple conversations where the meanings of the idioms are clearly understood. Here are the strategies:

1. To introduce the idiom *to give someone a hard time*, for example, the teacher may present a conversation such as this one:

*Juan: Hey Sarah, you look sad. What's up?*

*Sarah: Well, I didn't play very well today during volleyball practice and my teammates were not very understanding. They said I was clumsy and had to focus more on the game. They said a 5-year old girl played better than me.*

*Juan: Oh! I'm so sorry they gave you such a hard time.*

2. After introducing this conversation, the teacher can ask the students to guess or figure out the meaning of the idiom. They may correct as necessary and ask them to provide other examples of what it means to give someone a hard time. Then, they can move on to another conversation for another idiom.
3. This practice may continue by having the students write conversations with the given idioms. Firstly, the teacher can divide the class into pairs. Each pair of students gets one or two idioms to work with. They must write a conversation and use this idiom in it. The teacher may walk around the classroom to assist students and check for accuracy.
4. The students may act out the conversations they have written. In this instance, each pair stands before their classmates and acts out the conversation they have written. This way they not only practice using the idiom phrases, they hear other examples from classmates, other ways in which these idioms may be included in conversation (Pesce, n.d.).

### ***Using real life or authentic materials***

Basically, anything can be used as authentic material. The sources of authentic materials that can be used in the classroom are infinite (Berardo, 2006). By using authentic materials, a teacher can exemplify how idioms are used in the media, in newspaper and magazine articles, and in songs, cartoons, videos, advertisements, etc. It is, in particular, concerned with the use of authentic texts. In this activity, by using newspaper, for instance, students do not need to read the entire article, just the headline and the basics. The important thing is that the students can understand how this idiom is used in a newspaper headline. The students need to know that there are real people out there who actually speak and say such idioms. Afterwards, they may feel ready to start using some of these themselves (Pesce, n.d.).

To use English language newspaper in teaching idiom, a teacher may take the following steps as suggested by Clandfield & Foord (2000).

1. Give each group of four or five students a newspaper and a piece of paper.
2. Tell the students that they have ten minutes to make a quiz based on that section of the newspaper. The quiz deals with the idiomatic expressions the students encounter in the newspaper.
3. In groups, the students write five questions. In the meantime, the teacher may circulate and monitor, check the grammar and spelling in the questions and make sure that questions are not too difficult. Figure 4 is a sample question.

Look at the following idioms. What do you think they mean? Check with a dictionary.

1. to face music
2. to bite the bullet
3. to take the gloves off
4. to call the shots
5. to make a killing

Figure 3. A sample question

4. When the groups are finished, they pass the paper and the questions to another group. In this instance the teacher may set a time limit for new groups to do the quiz. They may repeat the process if they have time. Afterwards, they may do feedback and check the answers to the quizzes.

This activity is good to practice the reading skill of scanning for information as well as dictionary use.

Another authentic material that may be used in this instance is the Internet since it large amounts of varied material being easily accessible. The Internet contains teaching materials which make it possible to teach every language skill. In addition, it is continuously updated, more visually stimulating as well as being interactive (Berardo, 2006). There is a wide range of websites available for teaching idioms such as discussions, definitions, divisions of idioms into categories, dramatization, drawing, storytelling, games, audio and video activities etc.

One of the examples of teaching idioms using the internet is suggested by Henry (<http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-teaching-idioms-254.html?tab=4>) as follow:

1. The teacher asks the students to go online and type this address <http://www.readwritethink.org/files/resources/interactives/idioms/> on their browser. They are then directed to *Eye on Idioms* site and click Start Here button, and do the exercises in completing the provided sentences by choosing the correct idiom from the list. After that, the students are asked to identify the metaphorical meaning of the idioms, use them in a sentence to indicate their understanding of each meaning, and print their works because the application does not provide save button.

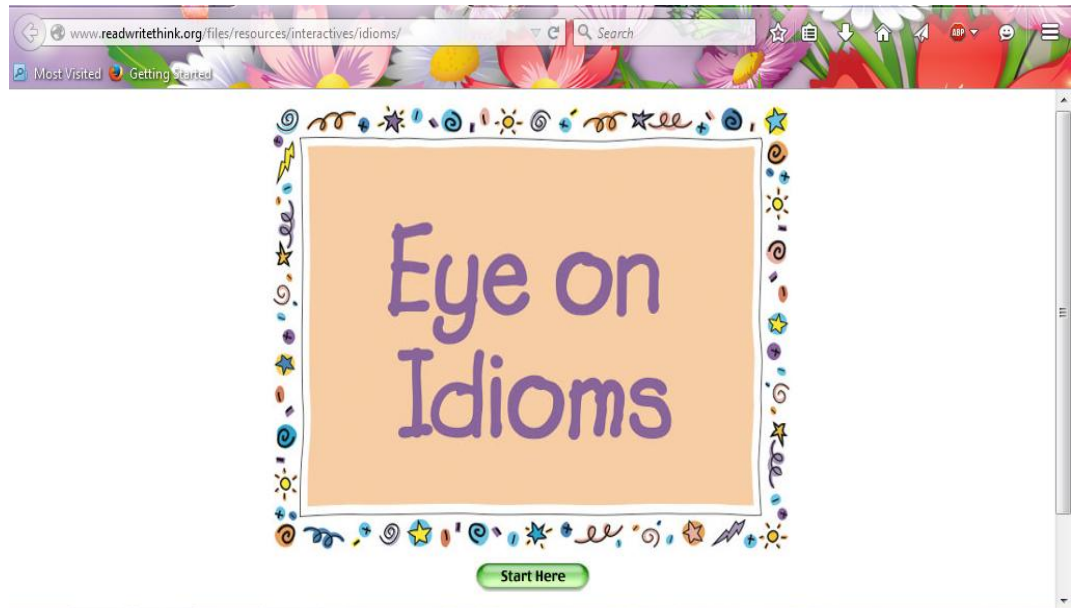


Figure 4. The display of *Eye on Idioms* home site

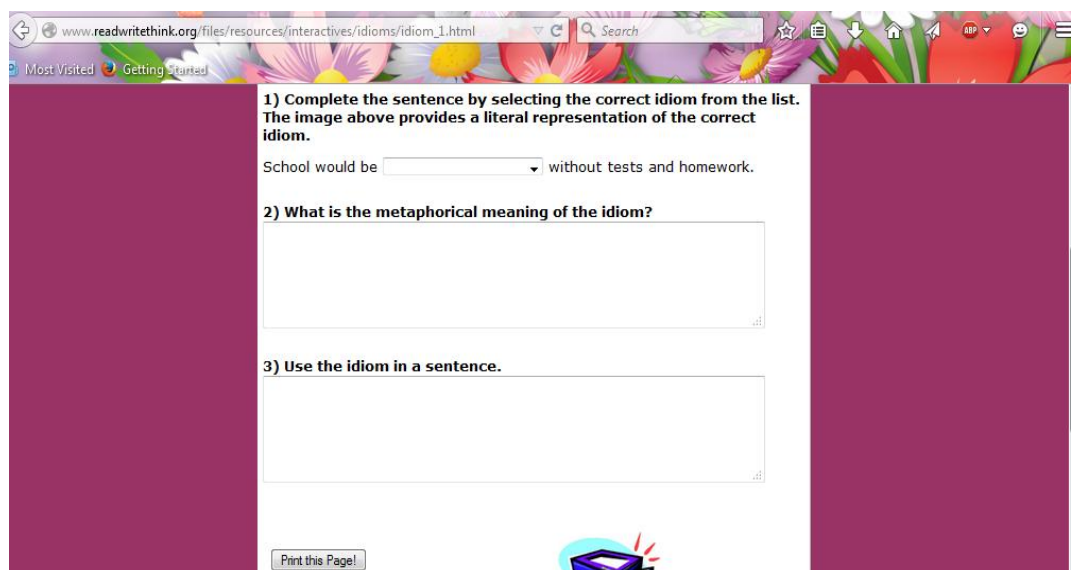


Figure 5. A sample of the exercise on *Eye on Idioms* site

2. After completing the online activity, the students are asked to research the origins of each idiom and type a short passage to explain how the origins of the phrase relate to its metaphorical meaning. They may also write about their personal experiences with each idiom and how those experiences help them to determine its metaphorical meaning.
3. As a final project, it is suggested that students compile their printed idioms and typed passages and bind them together to make an idiom book which can be used as a reference for their own reading and writing in the future.

### ***Using exercises of problem solving***

The students also need to be provided with exercises of problem solving to help them understand the hidden meaning of the idiomatic expressions. Besides, this strategy allows the students to use their cognitive abilities to relate and compare the meaning of those expressions with their own native language and culture. As suggested by Lennon (1998) in Rohani and Ketabi (2012), comparing differences between the metaphors in the target language and the students' native language are effective in learning idiomatic expressions. Moreover, she believed that "the students will become highly motivated to translate their language's metaphors into the target language so as to share with the class their own culture method of metaphor encoding."

Below is an example of problem solving exercise that may be used in the teaching of idioms as suggested by Lennon (1998) in Figure 7.

Try to work out the meaning of these idioms. Do you have idioms in your language which have the same meaning as some of these?

- 1) To be born with a silver spoon in one's mouth
- 2) To kick the bucket
- 3) To have a bone to pick with someone

Figure 6. A sample problem solving exercise

### ***Making idiom posters***

Concrete, student-made tools, such as idiom posters may be used to develop the students' idiomatic competence (Tompkins, 2001). These posters illustrate literal and figurative meanings of idioms as part of the instructional process for teaching figurative language.

The sample idiom posters are presented in Figure 8 below.



Figure 7. A sample idiom poster

<http://headoverheelsforteaching.blogspot.com/2012/07/idiom-posters.html>

These *posters* are colorful and self-explanatory. They show idioms, their definitions or meanings used in a sentence, along with a picture of what they actually mean. They help the students recall idioms.

## **CONCLUSION**

In a nutshell, idioms, indeed, constitute a notoriously difficult area of foreign language learning and teaching because, by definition, idioms are conventionalized expressions whose overall meaning cannot be determined from the meaning of their constituent parts. Moreover, they are culturally-determined. However, objects which are more common to people's lives are often included into metaphorical expressions. Understanding idioms are often problematic for EFL learners.

To teach idiomatic expressions with innovations, a teacher may apply the following strategies: (1) using idioms in essay writing, (2) creating conversations using idioms, (3) using authentic materials, (4) using exercises of problem solving, and (5) making idiom posters. These are useful ways to teach and review idioms.

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## **AMAZING UNIPA RACE: A SHARED CLASSROOM EXPERIENCE**

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**Abstract:** What makes learners shun speaking English in the classroom? Are they are shy, lack of confidence or afraid of making grammatical mistakes? One of many ways to overcome this problem is by using cooperative learning. In cooperative learning, the undergraduates are encouraged to work in small groups in order to create 3-D miniature models and finally gallery walk. In the Universitas PGRI Adi Buana (UNIPA), there is an activity named “Amazing UNIPA Race”. An activity encourages students to use verbal communication during Cross Cultural Understanding (CCU) class. Students work in small groups and must also be a team player. Amazing UNIPA Race promotes fun learning activity and students’ creativity in creating 3-D miniature models. Therefore, this paper is intended to share and provide an activity as a model where students are motivated to speak and enjoy fun activities. This paper is presented as a hands-on experience of the Amazing UNIPA Race to the participants who want to use it for their classroom teaching.

**Keywords:** *undergraduates, cooperative learning, speaking, CCU*

### **INTRODUCTION**

In order to encourage the students to speak, the author creates an activity which is named “Amazing UNIPA Race” under the CCU class. The Amazing UNIPA Race activity is similar to a treasure hunt activity where students are required to go to different countries to find clues from one station to another station, but the detailed activities have been modified carefully to focus on speaking skills. The word UNIPA is chosen because that word represents the name of the University where the students are studying. Under CCU class, students are exposed to learn new cultures from different countries and to explore the uniqueness of each country through the Amazing UNIPA Race. The Amazing UNIPA Race has two main activities – 3-D miniature and Vlog. The 3-D miniature gallery is used in the classroom to support the gallery walk presentations. Moreover, the Vlog project is used as a final product to improve students’ speaking skills.

Nowadays, Vlog is being used by all ages and it becomes trends. Teenagers, adults even the President of Republic Indonesia – Joko Widodo also makes the recording of his Vlog and uploads it on the internet. Vlog is a media for everyone to share experiences, express feelings and also to give information of something happened. The term of “Vlogging” refers to record a video which

contains important information and share experiences. As mentioned by Susan Gunelius (2016), a Vlog is a video blog post. It is created by creating a video of an event or a vlogger, uploading on the internet and publishing on the blog. The program is designed to build the students' confidence and to enhance the speaking skills of the students by using Vlog and project of making a miniature.

Therefore, the following project of "Amazing UNIPA Race" aimed to help the students get to know more about the new culture of other countries and also to improve the students' ability in speaking skills through Vlogging.

### **Significance of the Study**

This study can give more information especially to the subject of Cross Cultural Understanding (CCU) for undergraduates of English Department in Adi Buana University, in creating 3-D miniature and recording Vlog. They must be well-prepared, organized and technologically savvy because it supports and helps them a lot in the teaching learning process in class especially for improving their English language skills.

### **Implementation**

This study will give great contribution to English teachers in the future which they are expected to be able to create 3-D miniature innovatively as a teaching media and Vlog activities can create a productive environment where the undergraduates' students will develop their whole personality and more positive attitude to learning the foreign language.

### **Classroom Experience**

The project of making 3-D miniature and Vlog had been given to thirty students of semester eight batch 2013 class B in University of PGRI Adi Buana during the CCU class which produced 3-D miniature with different countries such as China, New Zealand, Mexico, Russia, Japan, England, Egypt, Thailand, Indonesia, and Germany. The subject of CCU (Cross Cultural Understanding) is a compulsory subject for the students. It is intended to improve students' English competent for understanding the new culture, practising the technology using Vlog to improve speaking skills. The students were divided into groups around three students for each group. This grouping technique was heterogeneous based on students' language ability. The purpose was to have group dynamic between weak students and strong students and understanding differences among themselves.

The following activities during the process of creating 3-D miniature and Vlog were:

#### *1. Choosing the country for the final project*

The author gave some triggering questions to the students, such as: which country would you like to visit and please give the reason. Some of students raise their hand and express their point of view. From the students' answers, the author listed down all the chosen countries on the white board. Moreover, the author started to give explanation about the project. By the end of the first

meeting, they were divided into groups and able to choose the country they wanted to create for the miniature.

## 2. *Designing a passport*

For the second meeting, the author gave an example of a passport to be created by the students. The cover of the passport entitled “Republic of Adi Buana-International Citizen Passport”. The students focused more on cover design and also the design of the inside. During the meeting, the students discussed with the members of the group how to create a unique passport. The aim of this passport is to be brought by the students when they want to visit one country to another country. Thus, after visiting one country, the students automatically get one stamp to show that they have visited that particular country.



Picture 1. The Design of Passport

## 3. *Designing 3-D miniature*(Adapted from Arian, 2016)

In the third and fourth meeting, the students started designing the 3-D miniature. First, the students designed the model parts of their fictitious countries gallery. In other words, it relates to how the 3-D miniature looks like at the end. It could be wrapped it inside the box or even pop-up book. Next, the students searched the information to be put in the miniature such as: educational system, currency, government system, cuisine and landmark.



Picture 2. The Design of Fictitious Countries Gallery

## 4. *Practicing the gallery walk presentation* (Adapted from Erin Harton, 2017)

In the fifth meeting, the students presented their project through gallery walk presentation. Furthermore, the presentation was held as a competition so that

all the groups could learn from each other. During this activity, other groups were required to ask questions, to give feedbacks or to ask for clarification. They should also bring the passport during their visit and after they are done visiting one country, they got a stamp. The interaction was lively and some students made comments that they learned new culture while carrying out the task. This made them aware of many interesting parts of different countries. Moreover, students' projects were displayed on the wall and table prepared for that purpose. Students found that the groups' presentations were an interesting activity which students shared and learned from each other. In addition, each group should start at a different station. At their first station, groups are given time to listen their friends' presentation and ask some question or give comments. After 10 (ten) minutes, have the groups rotate to the next station. Repeat until the students have visited each station. The role of the author here is to monitor the stations while the students participate. The author also provides hints or clarifies if students don't understand or misinterpret what is posted at their station.

5. *Recording group Vlog for the final product*

In the next meeting, they learnt to record audio narration using Vlog and upload it on the internet (YouTube, Facebook, Instagram). As stated by Susan Gunelius (2017), creating a vlog is easy. Vlogging can be also a lot of fun. These are the following easy steps to create a vlog:

- a. Record a video by using a microphone that is compatible with the computer.
- b. Get a webcam. It allows the students to record video and save it on hard drive of computer.
- c. Prepare Vlog content about the culture of one country. Students must think about what they are going to say or do during the Vlog.
- d. Record the Vlog. Turn it on the microphone, start the webcam, begin recording and save the file.
- e. Upload Vlog file to internet. Upload the file to a site that everyone can see, for example: You Tube or Google video. Don't forget to get the embedding code. It is very useful for new blog post.
- f. Test the Vlog. View your Vlog and make it sure it is working properly.

## RESULT AND DISCUSSION

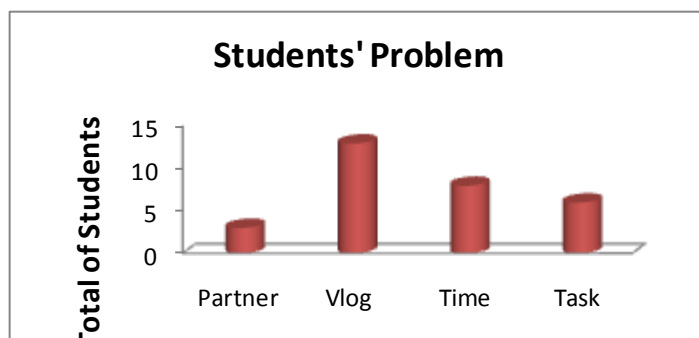


Figure 1. Students' Problem

There are 30 (thirty) students give positive response if they have problems in doing the digital story. There are 13 (thirteen) students who have difficulty with the technology such as: how to do the recording the Vlog and also they don't get use to talk in front of the camera. To overcome this problem, they usually ask to the teacher or friends if they face these difficulties. Furthermore, students need to record more than one time before uploading on the Internet. There are 8 (eight) students who face the problem in managing the time. They feel that six meetings are not enough to complete the whole project. There are also 6 (six) students who have difficulty in creating fictitious countries gallery because they are not creative and good at designing the 3-D project. And the last, there are 3 students have problem with their friend because of their friends are not helpful at all.

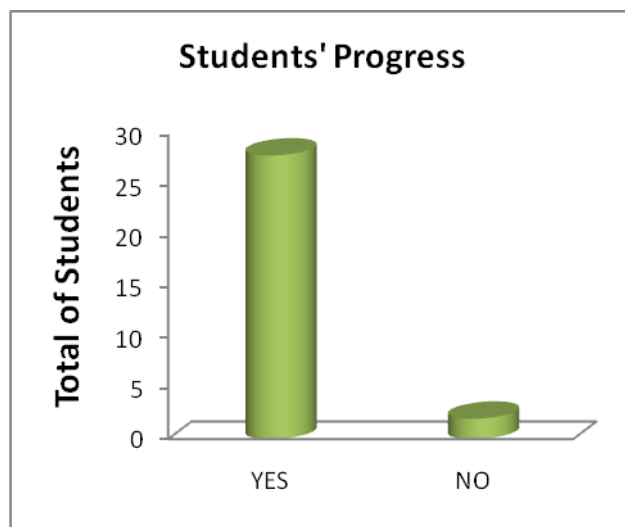


Figure 2. Students' Progress

The data above shows that 28 students get a good progress after doing this project. They become more confidence in doing the wall gallery presentations and recording the Vlog. This activity helps to improve their speaking skills. The 3-D miniature made by the students is truly their own creation and innovation and this gives good impact to the English teacher in future.

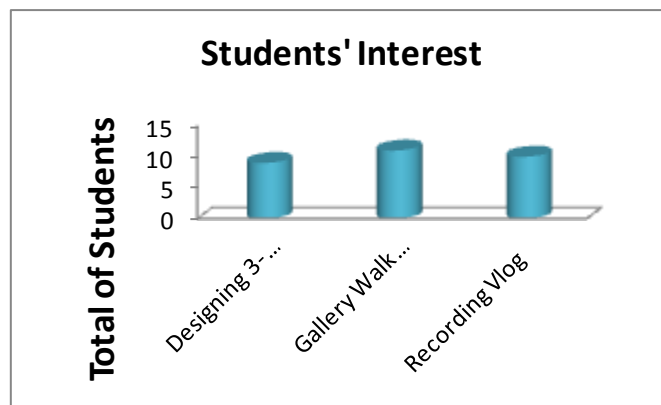


Figure 3. Students' Interest

The data above present there are 30 students who were interested in the activities of “Amazing UNIPA Race”. There are some activities given to the students such as: designing 3-D miniature, designing passport, gallery walk presentation, and recording Vlog. It can be seen from the data that the highest activity chosen by the students are gallery walk presentation. The reason they chose gallery walk presentation because it helped students to practice their speaking skill and learn new culture of a country.

## **CONCLUSION**

All in all, the project of “Amazing UNIPA Race” has improved the students’ confidence and speaking skill. So far, the activity ran well but there is also a room for improvement. The activity of “Amazing UNIPA Race” is a powerful way to motivate students to speak more in class. It allows the students for peer-to-peer learning. This activity also adds a practical experience that supplements the lecture materials. Having been through the process, the author strongly believes that the “Amazing UNIPA Race” is a perfect mechanism for engaging, motivating students in class. This research and the author’s classroom experience show that “Amazing UNIPA Race” do play such roles and have a positive effect on students learning outcomes.

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## **THE EFFECT OF LANGUAGE LEARNING STRATEGIES ON ENGINEERING STUDENTS' LISTENING COMPREHENSION**

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**Abstract:** This ex post facto study examines the correlation and the effectiveness of the language learning strategies on engineering students' listening comprehension. Further, it strives to figure out the most effective learning strategies in improving their listening comprehension. They were asked to answer both Strategy Inventory for Language Learning Questionnaire (Oxford, 1990) and ESP Listening Comprehension Test as the research instruments. The data findings were then classified and analyzed by applying statistical analysis including Correlational Analysis, Analysis of Variance (ANOVA) and Tukey's HSD test. The research findings bring to light the correlation between language learning strategies and engineering students' listening comprehension. The highest correlation can be gained by compensation strategy (with correlation value 0,16) and cognitive strategy group (with correlation value -0,14). Meanwhile, the effectiveness of diverse learning strategies on engineering students' listening comprehension has been proven through ANOVA calculation (F-ratio 2,85 higher than F table 2,00 and p-value 0,007 less than  $\alpha$  0.05). A combined metacognitive and affective strategy is revealed as the most effective learning strategy to improve engineering students' listening comprehension. As a pedagogical implication, English teachers should encourage the development of ESP learners' awareness of learning strategies and affection for L2 listening as the first possible keys to success in ESP learning.

**Keywords:** *learning strategies; ESP listening comprehension;  
L2 listening effectiveness.*

### **INTRODUCTION**

The vague notion of the language learning strategies effectiveness on listening comprehension has been debatable matters among researchers. A systematic instruction in the use of strategies has been believed to improve listening comprehension based on the longitudinal study involving students

enrolled in a required third year Russian language course at university conducted by Thompson and Rubin (1996).

This research finding was supported by further studies focusing on the differences between more skilled and less skilled listeners by Goh (2000, 2002a), Mareschal (2002) and Vandergrift (2003b) have produced some useful insights. The findings of Goh, Mareschal, and Vandergrift highlight the importance of the effective use of metacognitive strategies for successful listening comprehension. In a study of adolescent learners of French, Vandergrift (2003b) found significant quantitative differences for four strategies: (1) total metacognitive strategy use, (2) comprehension monitoring, (3) questioning elaboration (flexibility in considering various possibilities before deciding on a framework for interpretation), and (4) online translation (by the less skilled listener).

Given the importance of metacognitive awareness in successful listening, Vandergrift investigated the effect of a strategies-based approach on student awareness of the process of listening. Students completed listening tasks where they also engaged in prediction, monitoring, problem solving, and evaluation (the major groups of metacognitive strategies). These tasks helped students learn or bring to consciousness metacognitive knowledge for self-regulation in listening. Both elementary school students (Vandergrift, 2002) and university students of French (Vandergrift, 2003a) found it motivating to learn to understand rapid, authentic texts, and responded overwhelmingly in favor of this approach. Students commented on the power of predictions for successful listening, the importance of collaboration with a partner for monitoring, and the confidence-building role of this approach for enhancing their ability to comprehend oral texts.

Thus far, the researches on language learning strategy were initiated by Chamot (1986), Oxford (1990), Mendelsohn (1995), Thompson & Rubin (1996) and further developed by some researchers in the field (e.g. Vandergrift & Tafaghodtari, 2010) who support the claim that listening strategy instruction is a key variable in L2 listening development and show positive experimental effects of strategy training on L2 listening comprehension.

Otherwise, in ELT journal Renandya and Farrell (2011) pointed out that listening strategy might not work with lower proficiency learners of English, who still struggle with basic decoding skills or word recognition problems. He proposed an alternative solution dealing with lower English proficiency learners by encouraging extensive listening regarding the importance of comprehensible input in boosting listening skill. In other paper, Renandya and Wang Li (2012) emphasized that enhancing EFL learners' bottom-up processing competence is perhaps an effective approach to teaching listening in order to build students' linguistic foundation before they move on to learning the more advanced listening skills.

In fact at the real ESP classroom, English teachers tend to test students' listening comprehension while they are teaching listening, thus students often feel anxious and confused what to do with the listening tasks. Listening comprehension is found to be among the most difficult tasks for the learners of English as second or foreign language due to several reasons. First, most students are not familiar with the listening material produced by native speakers. Second, the listening section is not only testing students' listening comprehension but also their understanding of spoken language within socio-cultural, discourse,

pragmatic and strategic competence. Third, listening also becomes troublesome encountered by ESP students regarding their lack of knowledge about learning strategy to cope with their listening difficulties. Thus, teacher should explore and guide students to employ learning strategies in listening activities. Students should also be exposed to the comprehensible input within a continuum of spoken texts to process the information from the aural recordings.

Therefore, conducting research on the importance of language learning strategies particularly metacognitive approach to improve listening comprehension is crucial for both teacher and students, thus teacher can develop metacognitive instruction within pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and strategies for listening (Vandergrift and Goh, 2012: 97).

Christine M. Goh in *The Handbook of English for Specific Purposes* (2013: 72) highlighted that there is only limited information on how ESP listeners engage in metacognitive processes and how these processes affect their listening comprehension in turn. The fundamental importance of cognitive processing in listening has been well proven, thus she expects that metacognitive processes have the same impact on ESP listening comprehension. Then, this research is required to verify this claim.

This paper was directed to explore the correlation and the effectiveness of the language learning strategies on engineering students' listening comprehension. Further, it was expected to figure out the most effective learning strategies in improving their listening comprehension. Thus, this study was essential to provide students more comprehensible input in aural language and urge them to apply the learning strategies to cope with their listening problems. This research was further expected to encourage students to be independent learners by applying learning strategies in autonomous learning in the real life communication and extensive listening outside English classroom through internet learning resources providing abundant rich English listening exposures dealing with maritime technology study such as youtube.

### **Research Questions**

The study attempted to find out the effect of language learning strategies on engineering students' listening comprehension. The research questions were formulated as follow:

1. Is there correlation between language learning strategies and students' listening comprehension?
2. Do language learning strategies employed by engineering students affect their listening comprehension?
3. Which learning strategies are having the most significant effect on improving engineering students' listening comprehension?

### **Hypothesis**

H1: There is correlation between language learning strategies and students' listening comprehension

H2: Language learning strategies employed by engineering students affect their listening comprehension achievement.

H3: There are significant differences in gaining listening comprehension score among groups of students who applied memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies, and other combined strategies.

## **METHOD**

### **Research Design**

The research design of this study was an ex post facto study based on quantitative method by applying statistical analysis including Correlational Analysis, Analysis of Variance (ANOVA) and Tukey's HSD test. The research was conducted at Shipbuilding Institute of Polytechnic Surabaya (SHIPS). Two classes of Design and Construction Engineering were purposefully selected as the samples of the study by using purposive random sampling.

### **Research Instruments**

The survey of learning strategy was conducted by distributing SILL questionnaire (Oxford, 1990). It is used to measure and analyze what kind of learning strategy was employed by the participant of this study. The scores of each strategy were counted and analyze which strategy was the most dominant. This questionnaire is taken into account because it is one of the most commonly used measurements. Since its development, the SILL has been used to assess the learning strategy use of more than 10000 learners world-wide and has been translated so far into a large number of languages such as Arabic, Chinese, French, German, Greek Japanese, Korean, Portuguese, Russian, Serbo-Croatian, Spanish, Swedish, Thai, Ukrainian and in Greek (Oxford 1996).

The other instrument was the ESP listening comprehension test which was designed to measure student's listening comprehension using multiple choice questions. The reliability and validity of the test has been taken into account in order to provide an accurate and reliable test which is relevant to English for Maritime studies.

### **Procedure of Data Analysis**

There are some steps which are used to analyze the data: (1) Collecting and analyzing both result of SILL questionnaire and ESP listening comprehension test, (2) Analyzing the correlation between learning strategies and listening comprehension, (3) Analyzing the effectiveness of learning strategies on students' listening comprehension by using simple Analysis of Variance (ANOVA), (3) Analyzing the magnitude of each learning strategies effect on students' listening comprehension by using Tukey's HSD test to determine the most effective learning strategy.

## FINDINGS AND DISCUSSION

### Results of SILL Questionnaire and ESP Comprehension Test

Figure 1 presents the learning strategy groups comprising of 6 mainly major strategies and 5 combined strategies.

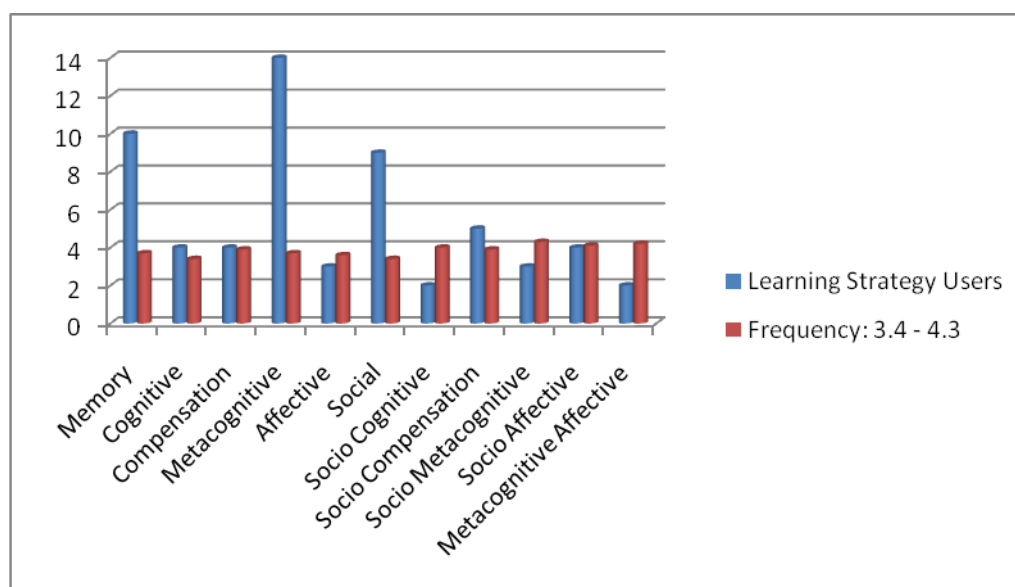


Figure 1. The Types and Frequencies of Engineering Students' Language Learning Strategies

As it is shown in Figure 1, metacognitive strategy was the mostly often strategy used by engineering students, it means that metacognitive has been employed by 14 students from totally 60 sample students. The other two main strategies commonly used by SHIPS students were memory then social. Whereas socio cognitive and metacognitive affective were the least groups which only consists of 2 students in each. The range of learning strategy frequencies among students was revealed in a scale started from 3.4 to 4.3 (in spite of 1-5 Likert Scales). This range of learning strategy reflected the higher a student's average for a given SILL category, the more frequently the student used that particular category of language learning strategies.

Meanwhile, the result of ESP Listening Comprehension Test was gained with range score between 50 and 95 with the mean score was 70. Since the total numbers of students in each strategy groups were varied, thus the means of listening scores were counted from the average listening score for each strategy groups.

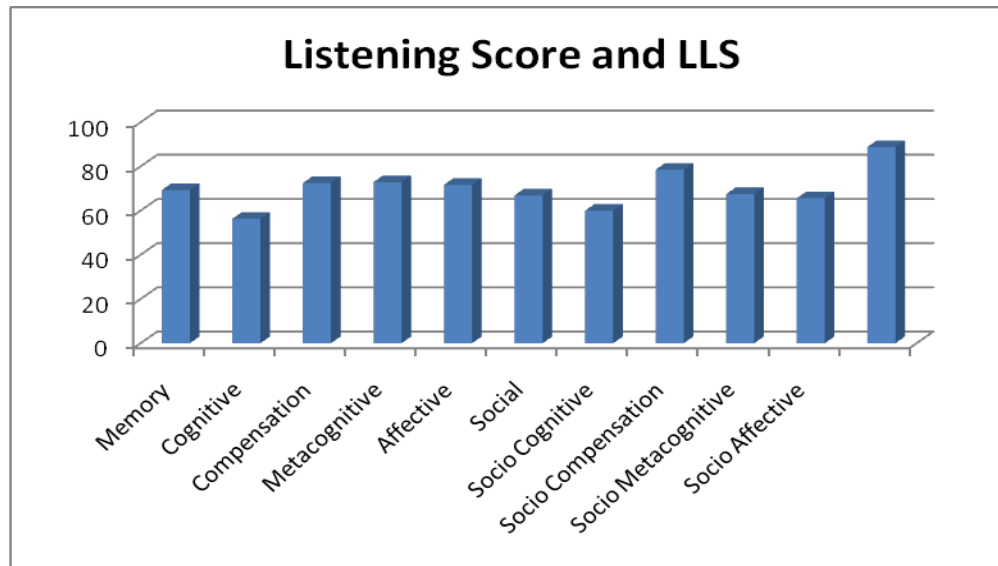


Figure 2. The Engineering Students' Listening Comprehension Scores and their LLS

From the block graph above, the research revealed that the highest mean score i.e. 88.7 can be achieved by metacognitive affective group, whereas the lowest score i.e. 56.3 was obtained by cognitive group. The second mean score i.e. 78.5 can be gained by socio-compensation group, while the next third mean score i.e. 72.1 can be obtained by the three strategy groups namely compensation, metacognitive, and affective groups. Otherwise, the subsequently mean score i.e. 67.3 can be acquired by four strategy groups namely memory, socio metacognitive, social, and socio affective groups.

**A. The Correlation between Learning Strategies and Engineering Students' Listening Comprehension**

Correlational analysis was furthermore conducted to determine the nature and characteristics of correlation between LLS and students' listening comprehension. The result of Pearson Correlation calculation can be seen as follow:

Table 1. The Correlation Analysis

Memory	Cognitive	Compensation	Metacognitive	Affective	Social
-0.08	-0.14	0.16	0.12	0.01	-0.07

This table illustrated that the highest correlation can be revealed from compensation and cognitive strategy groups. Compensation had positive correlation with listening scores (within correlational value 0.16), otherwise cognitive had negative correlation with listening scores (within correlational value -0.14). At the second rank of positive correlation, metacognitive was revealed as a language learning strategy having positive correlation (within correlational value

0.12). Otherwise, memory and social were found as learning strategy having negative correlation (within correlational value -0.08 and -0.07). While the least positive correlational value 0.01 was gained by a group of students who applied affective strategy.

### **B. The Effect of Learning Strategies on Engineering Students' Listening Comprehension**

Based on the results of students' SILL and listening scores, the statistical computation was carried out by using Minitab 17 to calculate Analysis of Variance (ANOVA) which is a parametric procedure to test the differences between more than two group means (Macmillan, 2008, p. 259-260).

The data normality and variance homogeneity were tested by using computational SPSS. These procedures were very crucial in parametric statistics particularly ANOVA within greater power to detect significant differences. The Kolmogorov-Smirnov analysis was used to determine the normal data distribution. Thus, the normality test was performed on listening comprehension scores from every learning strategy groups. Based on the calculation of p-value within Kolmogorov Smirnov, the result reveals p-value = 0.150 is bigger than  $\alpha=0.05$ . Thus, it can be said that the data distribution is normal. Regarding a test is considered normally distributed if the p-value is more than 0.05 and it is not normally distributed if the p-value is less than or equal to 0.05.

Next, the data was also calculated using Levene test to check the data homogeneity. The result of the Levene test can be seen in detail in this following table.

Table 2. The Variance Homogeneity Test

Test	Method	Statistic	P-Value
	Multiple comparisons	—	0.000
	Levene	0.54	0.855

with p-value of 0.855. Since p-value is higher than 0.05, it can be concluded that the variances of each strategy groups are equal or homogenous. In other words, it can be inferred that the data is equal variances assumed or the data has been already identikit.

The results of normality and homogeneity test above can be used as the prerequisite of using ANOVA in testing hypothesis in order to know the difference of listening comprehension among various learning strategy groups.

After the data normality and homogeneity are proven, the statistical analysis in term of ANOVA can be done to test hypothesis. The data of hypothesis testing can be perceived in the next table.

Table 3. The Result of ANOVA

Analysis of Variance					
Source	DF	Adj SS	Adj MS	F-Value	P-Value
Classification(x)	10	2313	231.34	2.85	0.007
Error	49	3979	81.21		
Total	59	6293			
Model Summary					
S	R-sq	R-sq(adj)	R-sq(pred)		
9.01176	36.76%	23.86%	0.00%		

The result of ANOVA demonstrates that the  $F$  statistic (or  $F$  ratio) calculated with ANOVA is **2.85**, whereas the value of  $F$ -table within 10 - 59 degrees of freedom ( $df$ ) reveals **2.00**, thus the value of  $F$  ratio (2.85) is higher than  $F$ -table (2.00) and it can be concluded that the value of  $F$  ratio  $>F$ -table. Meanwhile p-value is 0.007 is smaller than  $\alpha$  (0.05). Based on the results, the null hypothesis is rejected because  $F$  ratio  $>F$ -table and p-value (0.007)  $<\alpha$  (0.05). It proves that there is difference of listening comprehension achievement among various learning strategy groups.

**C. The Most Effective Learning Strategies in Improving Engineering Students' Listening Comprehension**

Table 4. The Result of Tukey Output Analysis

Means				
Classification(x)	N	Mean	StDev	95% CI
Affective Group	3	71.67	5.20	(61.21, 82.12)
Cognitive Group	4	56.25	9.46	(47.20, 65.30)
Compensation Group	4	72.50	10.99	(63.45, 81.55)
Memory Group	10	69.25	6.57	(63.52, 74.98)
Metacognitive Affective Group	2	88.75	8.84	(75.94, 101.56)
Metacognitive Group	14	72.32	8.23	(67.48, 77.16)
Social Group	9	66.94	9.82	(60.91, 72.98)
Socio Affective Group	4	65.63	9.87	(56.57, 74.68)
Socio Cognitive Group	2	60.0	14.1	( 47.2, 72.8)
Socio Compensation Group	5	78.50	8.59	(70.40, 86.60)
Socio Metacognitive Group	3	67.50	13.92	(57.04, 77.96)

Combined metacognitive and affective strategies were revealed as a group who could obtain the highest listening comprehension score (88.75) within 95% Confidence Interval (CI) value 101.56. Meanwhile in the second rank, a mixed socio compensation group could achieve 78.50 listening comprehension mean score within CI value 86.60. Whereas a group of engineering students who dominantly employ cognitive strategy concerning listening task was found in the lowest rank with 56.25 listening mean score within CI value 65.30.

The statistical analysis of Tukey's HSD test proved the significant differences in gaining listening comprehension score among groups of students who applied memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies, and other combined strategies.

## **DISCUSSION**

The findings reveal that there is correlation between language learning strategies and students' listening comprehension. Compensation as an active strategy has the highest positive correlation with listening comprehension achievement. It means that students who activate compensation strategies can improve their listening scores for about 0.16. Thus, the more frequent they activate compensation strategies the higher listening score will be gained. This finding can be logically understood since compensation strategy group tend to guess intelligently when confronted with unknown expressions to overcome the listening difficulties. Because students usually guess the general meaning by using wide variety of clues including linguistic and nonlinguistic knowledge for example, clues from the context or situation to understand unfamiliar second language words they hear to inference and get the point of the message.

Otherwise, cognitive was revealed as an active strategy having the highest negative correlation with listening comprehension achievement. It means that students who activate cognitive strategies can decrease their listening scores for about 0.14. Thus, the more frequent they activate cognitive strategies the lower listening score will be gained. Remarkably, these strategies involved complex cognitive processes. Strategies themselves according to O'Malley and Chamot (1987), for instance, were referred to the basis of information-processing theories of cognition, thereby approaching the concept from a cognitive perspective.

Moreover, such cognitive strategies are a varied lot ranging from repeating to analyzing expressions to summarizing (Oxford, 1990: 43). Cognitive strategies are Practical for language learning, comprising of four cognitive sets: (1) Practicing, (2) Receiving and Sending Messages, (3) Analyzing and Reasoning, and (4) Creating Structure for Input and Output.

In listening, students tend to practice with sounds. Thus, they often focus on perception of sounds (pronunciation and intonation) rather than on comprehension of meaning. No wonder this strategy does not work well since learners do not focus on meaning and generally are not taught to practice note taking well. They also tend to transfer linguistic knowledge from the learners' own language to the second language most of the time when they were applying cognitive strategies. It can lead to inaccuracy if learners transfer irrelevant knowledge across languages.

Concerning on the question whether language learning strategies affect engineering students' listening comprehension, the finding is positive. Based on the statistical analysis of ANOVA, the alternative hypothesis is accepted whereas the null hypothesis is rejected because  $F \text{ ratio} > F\text{-table}$  and  $p\text{-value} (0.007) < \alpha (0.05)$ . It proves that there is difference of engineering students' listening comprehension achievement among various learning strategy groups. Thus, diverse language learning strategies affect their listening comprehension.

This finding is pertinent to Chamot's reviews (1999) that in addition to knowledge and skills, L2 listeners also need to engage in meta-cognitive processes that include strategies for facilitating comprehension and coping with listening difficulties. Listening strategies are effortful and conscious behaviors, and they play important roles in facilitating listening comprehension and thoroughly listening development.

However, this research finding supports another previous related study conducted by Sawako Kato (2005) exploring How Language Learning Strategies Affect English Proficiency in Japanese University Students. In spite of different research method and analysis, the previous correlational study within survey involved 195 first to fourth year students from three different Japanese universities reveal almost the same main point with the current study, namely the significant correlation ( $p < .01$ ,  $p < .05$ ) was found among metacognitive-affective strategy, and cognitive strategy, and English proficiency. Meanwhile this research finding directed to illustrate the difference of listening score mean among diverse language learning strategies highlighting metacognitive-affective strategy as the most effectual, and cognitive strategy as the lowest listening comprehension score achievement.

Furthermore, the result of multiple comparison statistical calculation by using Tukey's HSD test showed the significant differences of listening comprehension mean scores among diverse language learning strategies group particularly metacognitive-affective and socio compensation strategies.

This mixed metacognitive and affective strategy was proven as the most effectual due to the power of awareness to plan and center students' learning on listening by involving two modes of directive and selective attention. Both attention modes in listening are the key to success particularly to focus to the task and avoid irrelevant distractors, meanwhile selective attention involves deciding in advance to notice particular details (Oxford, 1990: 153-154). These strategies strengthened by affective strategies which encourage students to control their anxiety and emotional temperature during listening. Both metacognitive and affective strategies will be powerful when they are orchestrated in harmony, since the awareness of learning process within affective variables including high motivation, self-confidence and low anxiety relate to success in second language acquisition (Krashen, 2003: 31).

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

A digest of the research findings highlighting the main point of the study is presented. The present study finds out that there is correlation between language learning strategies and engineering students' listening comprehension which was dominantly achieved by compensation and cognitive strategies. Thus, the first hypothesis was accepted and the null hypothesis was rejected.

To figure out the effectiveness of language learning strategies on engineering students' listening comprehension, the statistical analysis of ANOVA proved that there was difference of engineering students' listening comprehension achievement among various learning strategy groups. Thus, the second hypothesis was accepted and the null hypothesis was rejected. Since the diverse language

learning strategies applied by engineering students affect their listening comprehension.

Meanwhile, the most effective language learning strategies can be revealed from the significant differences of listening comprehension achievement which has been effectively verified and attested by using Tukey's HSD test. The research findings pointed out the collaboration of metacognitive and affective strategies was the most effective strategy followed by a combination of social and compensation strategies.

### **Suggestion**

Based on the result of the present study, several suggestions are made for either practical applications of the study or recommendation for further related study. As pedagogical implication, the research encourages English teachers or lecturers to develop students' listening strategies and encourage them to apply the most effective strategies (i.e. metacognitive affective) in listening comprehension. Thus, teachers should design a well-structured teaching and learning listening activities and guide students to activate the effective listening strategies.

Teachers are also demanded to create conducive learning environment to lower students' anxiety before and during listening, then motivate them to engage in cognitive and metacognitive processes that include strategies for facilitating comprehension and coping with listening difficulties.

The research also provide feedback for English teachers to develop approaches and implement the best and effective learning strategies in teaching listening comprehension at the classrooms. Moreover, the result of this research urge students to apply language learning strategies in the classroom and further develop learning strategies outside English classroom through extensive listening to be autonomous or independent learners.

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## **TEXTBOOK EVALUATION: AN ANALYSIS OF LISTENING AND READING SKILL IN PROJECT LEVEL 1 (4<sup>TH</sup> EDITION) AND ACHIEVERS A1+**

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**Abstract:** The present study evaluates the presentation of listening and reading skills in *Project level 1 (4<sup>th</sup> edition)* and *Achievers A1+* textbooks. The textbooks were evaluated by using the theoretical framework as proposed by Cunningsworth (1995). This research used qualitative content analysis as its research method. The results of this study show that both textbooks met the evaluation criteria proposed by Cunningsworth (1995) regarding the presentation of the listening skill. As for the presentation of the reading skill, *Project level 1 (4<sup>th</sup> edition)* textbook was considered as adequately met the requirement; while *Achievers A1+* might be more relevant to the evaluation criteria.

**Keywords:** *textbook evaluation, listening, reading*

### **INTRODUCTION**

It is a general understanding that textbook is an essential component in teaching learning. For that reason, using the best or the most appropriate textbook for teaching and learning is very essential.

One of the ways to select the right textbook is through coursebook evaluation. The evaluation can be conducted “before a coursebook is used (pre-use evaluation), during its use (in-use evaluation), or after its use (post-use evaluation), depending on circumstances and the purposes for which the evaluation is being undertaken” (Cunningsworth, 1995: 14). Evaluating a textbook continuously and constantly is necessary in teaching and learning process.

Based on our experience working at some language courses in Surabaya for the past 5 years, we would say that some courses overlooked the importance of textbook evaluation. The current language courses that we worked at the time when we conducted this study, for example, had not evaluated their textbooks for more than 5 years. This further inspired us to do a research on textbook evaluation. We particularly would like to help the language courses that we worked at in finding new and appropriate English textbook to be used for their beginner learners.

This study focused on the evaluation of listening and reading skills published in 2 best sellers books for beginners, i.e. *Project level 1 (4th edition)* and *Achievers A1+*. We selected these 2 books because the course books have been the best sellers and used by many private schools and language courses in Surabaya and neighboring cities (N.N., a staff of *Mentari* bookstore, personal communication, March 19, 2016 and NN a staff of *Fenross* bookstore, personal communication, March 24, 2016).

We focused on listening and reading skills because these receptive skills are needed to develop learners' vocabulary, grammar and comprehension especially in the early stages of learning (see Renandya 2013 for further details). To evaluate the listening and reading skills presented in *Project level 1 (4th edition)* and *Achievers A1+*, we used the criteria proposed by Cunningsworth (1995) as follows:

Table 1. Checklist for Evaluating Listening Skill

<ol style="list-style-type: none"><li>1. What kind of listening material is contained in the course?<ul style="list-style-type: none"><li>- Does listening form part of dialogue/conversation work?</li><li>- Are there specific listening passages?</li></ul></li><li>2. If there are specific listening passages, what kinds of activities are based on them – comprehension questions, extracting specific information, etc.)?</li><li>3. Is the listening material set in a meaningful context?</li><li>4. Are there pre-listening tasks, questions, etc.?</li><li>5. What is the recorded material on audio-cassette like in terms of:<ul style="list-style-type: none"><li>- sound quality</li><li>- speed of delivery</li><li>- accent</li><li>- authenticity?</li></ul></li><li>6. Is there any video material for listening?</li><li>7. If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc.?</li></ol>
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Cunningsworth (1995: 68)

Table 2. Checklist for Evaluating Reading Skill

<ol style="list-style-type: none"><li>1. Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc.?</li><li>2. Is there a focus on the development of reading skills and strategies?</li><li>3. Is the reading material linked to other skills work?</li><li>4. Is there emphasis on reading for pleasure and for intellectual satisfaction?</li><li>5. How many reading texts are there, and how frequently do they occur?</li><li>6. How early on in the course (at elementary level) do reading texts start to</li></ol>
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appear?

7. How long are the texts? Do they encourage intensive/extensive reading?
8. How authentic are the texts?
9. Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?
10. What text types (*genres*) are used? Are they appropriate?
11. Are the texts complete or gapped?
12. Does the material help comprehension by, for example:
  - setting the scene
  - providing background information
  - giving pre-reading questions?
13. What kind of comprehension questions are asked:
  - literal (surface) questions
  - discourse-processing questions
  - inference questions?
14. To what extent does the material involve the learner's knowledge system (knowledge of the world)?

Cunningsworth (1995: 80)

## METHOD

The data for this study was taken from two different English textbooks entitled *Project level 1 (4<sup>th</sup> edition)* and *Achievers A1+ (4<sup>th</sup> edition)* consists of 87 pages and 6 units. The author of the textbook is Tom Hutchinson; and the textbook was published by Oxford University Press in 2013. *Achievers A1+* consists of 153 pages and 9 units. The textbook was written by Carolyn Barraclough, Martyn Hobbs, and Julia Starr Keddle and published by Richmond in 2015.

We analyzed the presentation of listening and reading skills in the textbooks by referring to the guideline proposed by Cunningsworth (1995). We first overviewed the content of the textbook; then employed content analysis which is defined as “a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use” (Krippendorff, 2004: 37). We identified the presentation of listening and reading skills by seeking the term “listening”, “listen”, “reading” and “read” or other terms that correspond to listening and reading in each chapter and each section of the textbook. Then we categorized the identified presentations according to the guideline or checklist proposed by Cunningsworth (1995).

## FINDINGS AND DISCUSSION


This section would be divided into 2 sub-sections. The first one is on the discussion of the presentation of the listening skill in *Project level 1 (4<sup>th</sup> edition)* and *Achievers A1+* textbooks; and the second section would discuss the reading


skill in those 2 textbooks. For each section, there would be a discussion on any similarities and differences found in both textbooks.

## Listening Skill

### *Project Level 1 (4<sup>th</sup> edition)*

The listening skills in *Project Level 1 (4<sup>th</sup> edition)* textbook focus on two different ways, as part of general oral work and specific listening passages. One of the examples of listening practice for general oral work can be found on page 5 (exercise 6a and 6b). In these exercises, the learners are first asked to read, listen, and complete the dialogue, and then they are asked to practice the dialogue with their partners. In this case, listening is just a part of the overall activity to help the learners learn how to greet other people.

**6 a**  **1.6** Read and listen. Complete the dialogues.



Molly 1 \_\_\_\_\_, Andy.  
Andy Oh, 2 \_\_\_\_\_, Molly. How are you?  
Molly I'm fine, thanks. And you?  
Andy Fine.  
Molly OK. 3 \_\_\_\_\_.  
Andy Yes. 4 \_\_\_\_\_.

Figure 1

Source: *Project Level 1 (4<sup>th</sup> edition)*, (2013: 5)

Another example for general oral work is related to pronunciation practice. The general oral work in this textbook also covers pronunciation practice. An example of such activity is repeating the pronunciation of the vocabularies after listening to it. Such activity shows that the main focus is not listening but more on pronunciation (speaking).



Figure 2  
Source: *Project Level 1 (4<sup>th</sup> edition)*, (2013: 10)

The textbook also includes specific listening passages. The kinds of activities that are provided for specific listening passages are comprehension questions to check the understanding, extraction of information, and lead-in discussion.

Listening

7 2.11 Listen and complete the chart.

	pet	name	colour
1	Ollie		
2	Phoebe		
3	Salim		
4	Alice		


Figure 3  
Source: *Project Level 1 (4<sup>th</sup> edition)*, (2013: 33)

The listening materials in this textbook are presented in meaningful context. There are pre-listening tasks such as Q & A or games that draw learners' attention to the topic that is going to be discussed.

### Listening, speaking and writing

**6 a** Look at the chart. Work with a partner. Ask and answer. Point to a clock.

- What's the time, please?
- It's quarter to four.

**b**  2.24 Listen to the dialogues. Match the activities to the days and times.




Activity	Day	Time
the volleyball match 	Monday	
Annie's dance lesson 	Tuesday	

Figure 4

Source: *Project Level 1 (4<sup>th</sup> edition)*, (2013: 41)

Moreover, the listening materials in this textbook are often linked to other skills' works. The example below shows that the students are first asked to listen to short statements about greeting. Then, they have to repeat (speaking) and read (reading) in exercise 5b. Finally, in exercise 5c, they are asked to make dialogues (writing) related to greetings.

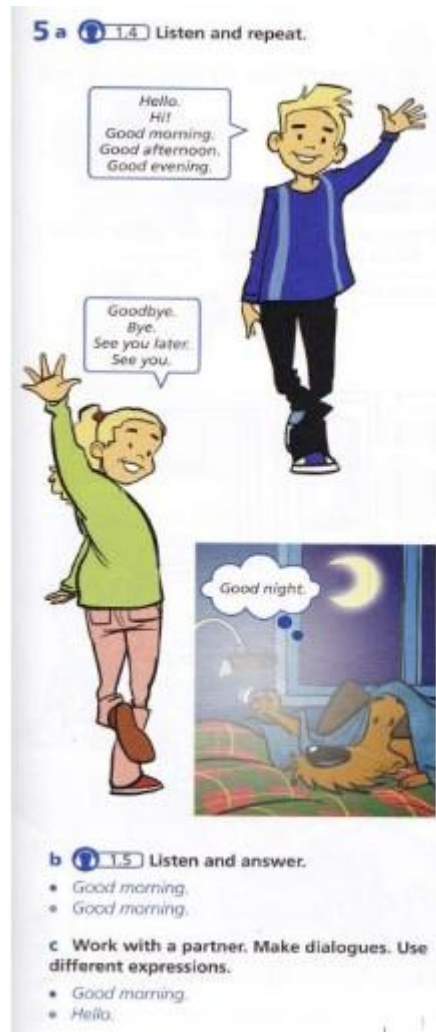


Figure 5  
Source: *Project Level 1 (4<sup>th</sup> edition)*, (2013: 5)

The *Project Level 1 (4<sup>th</sup> edition)* textbook has both audio-cassette and video materials; but they are sold separately. There is also free audio material which is available on the official website of *Project level 1 (4<sup>th</sup> edition)*, Oxford University Press (<http://goo.gl/jAPzwP>). For this study, we analyzed the free online audio materials only.

From our detail analysis, it can be seen that the sound of free audio material is very clear. The speed of delivery is approximately 70 words per minute. This seems to be suitable for the target learners of this textbook, i.e. beginners. The only accent being used for all recorded material on audio-cassette is British accent. This is probably because the publisher of *Project level 1 (4<sup>th</sup> edition)* is Oxford University Press, UK. Most of the recorded materials, however, are not authentic.

### ***Achievers A1+***

The listening material in *Achievers A1+* textbook includes both general oral work and specific listening passages. The general oral works that we found in this textbook are in the form of repeating the pronunciation of vocabularies and

sentences. The main focus is not to practice listening skill but more on speaking skill. The exercise 3 on page 30, for example, requires the learners to listen to the correct pronunciation first and then repeat it.

**PRONUNCIATION -ing**

**3** Listen and repeat the sentences.

- 1 I'm reading a book.
- 2 We're working on our project.
- 3 He isn't having dinner.
- 4 Are you coming?

**More practice?** **More practice**

**More practice? page 148**


Figure 6  
Source: *Achievers A1+*, (2015: 30)

There are also specific listening passages provided in this textbook. The types of the activities for specific listening passages are comprehension questions, extraction of information, and lead-in discussion. There are also different types of questions written in the textbook: multiple choices, short-answer-completion, and true/false.

We also found that the specific listening passages in *Achievers A1+* textbook are not only presented in the listening sections but also in the speaking sections. One of the examples is on page 16 exercise 2 and 3.

**WELCOME TO THE UK**

1 Look at the picture. Where are the people? Why are they there?



2 Listen and answer the questions.

- 1 Where is Hannah's flight from?
- 2 What is the name of Jessica's father?
- 3 What is her mother's name?
- 4 Who is Josh?

3 Listen and decide if the sentences are true or false.

- 1 Jessica is an exchange student.
- 2 Eric is in the same class as Jessica at school.
- 3 Hannah's favourite band is Haim.
- 4 Eric doesn't like Bruce Springsteen.


4 Look at *Express yourself*. Then listen again and note the expressions you hear.

5 Look at the expressions below and write *Formal* or *Informal*.

- 1 Good morning. *Formal*
- 2 Hello, Mr Jackson.
- 3 See you.
- 4 Not bad.
- 5 Pleased to meet you.

**YOUR TURN TO SPEAK**

6 Imagine you are an exchange student like Jessica. Write the following information about you.



7 It is your first day at your new school. Work in small groups. Follow the instructions below.

- Introduce yourself to another student.
- Ask and answer questions.
- Introduce that person to another student.
- Use expressions from *Express yourself*.

**IN THE MORNING**




Figure 7

Source: *Achievers AI+*, (2015: 16)

*Achievers AI+* textbook presents the material in meaningful context. The textbook provides pre-listening tasks that allow an element of prediction, draw the learners' attention to the topic, and make the learners familiar with the topic that is going to be discussed. Sometimes the learners are assigned to look for some information presented in listening material; sometimes they are asked to have discussions regarding the topics, passages, or pictures given. One of the examples is shown below.

4

**LISTENING** Follow a discussion about what to do on a holiday

1 **Happy holidays!**



2



3



1 The Morrison family are on holiday. Read the clues and look at the photos. Can you guess where they are?

- Some people say it's the world's fastest growing city.
- It's very hot because it's on the edge of a desert.
- The tallest building in the world is here. It's 828 m high and has 164 floors!

Figure 8

Source: *Achievers A1+*, (2015: 43)

The listening materials are also linked to other skills' works. In the example below, the students are first asked to discuss with their partners about TV programs. Then, they will listen to the passage talking about TV programs. After that, they need to finish a reading exercise in which the learners have to read the expressions and put it into dialogue. Lastly, the students are asked again to discuss with their friends about their favorite TV programs.

**LISTENING** Understand a dialogue about TV programmes

1 In pairs, look at the TV screens. Think of an example of each kind of programme in your country.

2 Listen to five people talking about TV. Match the names to the type of TV programme they talk about.

3 Listen again and decide if the sentences are true or false.

- Elena's favourite programme is *The Simpsons*.
- Mandy likes the programme she talks about.
- Karl's favourite time is Saturday evening.
- Matt likes animals.
- Leila watches a lot of TV.

4 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

**FACE 2 FACE**

- your turn
- I agree
- Go ahead

Dialogues page 146

5 In pairs, discuss the questions.

- What type of TV programme do you like watching?
- Which types aren't you keen on? Why not?
- What's your favourite TV programme?
- Who is the main actor or character?

A movies                      E sports programmes  
 B cartoons                    F comedies  
 C dramas                      G documentaries  
 D reality TV shows         H talent shows

Figure 9

Source: *Achievers AI+*, (2015: 11)

The *Achievers AI+* textbook has both audio-cassette and video materials; and those CD and DVD are sold separately. There is no free recorded material; and at the time when we conducted the study, the CD and DVD were unavailable.

**Similarities and Differences**

Both textbooks have general oral works and specific listening passages. For general oral works, both textbooks deal with pronunciation by repeating the vocabularies and sentences. However, *Project level 1 (4<sup>th</sup> edition)* textbook does not only cover pronunciation practice for general oral works but also in other types of activities as mentioned above (exercise 6a and 6b, page 5).

For specific listening passages, *Achievers AI+* textbook has specific listening passages not only in listening sections but also in other section such as speaking sections. *Achievers AI+* textbook has few different kinds of questions

(i.e. multiple choices, completion, and true/false.). *Project level 1 (4<sup>th</sup> edition)* textbook only has specific listening passages in listening sections; but it has more various types of questions (i.e. completion, true/false, matching, ticking (✓), and drawing).

The listening materials in both textbooks are set in a meaningful context. There are pre-listening tasks provided to focus learners' attention on the topic that is going to be discussed. Moreover, the listening material in both textbooks is linked to other skills' works.

Although both *Project level 1 (4<sup>th</sup> edition)* textbook and *Achievers A1+* textbook have pre-listening tasks, there are some differences. *Achievers A1+* textbook has more variation of pre-listening tasks; while *Project level 1 (4<sup>th</sup> edition)* textbook gives pre-listening tasks only in a form of discussions (question & answer) and game. In addition, *Project level 1 (4<sup>th</sup> edition)* textbook also provides vocabulary sections to make the students familiar with the topic and the essential vocabularies that are going to be discussed in listening sections.

In terms of recorded material, both textbooks provide audio-cassette and video material that need to be bought separately. In addition, *Project level 1 (4<sup>th</sup> edition)* textbook provides audio material (audio-cassette) for free on its official website.

## **Reading Skill**

### ***Project Level 1 (4<sup>th</sup> edition)***

The reading texts provided in *Project Level 1 (4<sup>th</sup> edition)* textbook are used to introduce new language items especially on grammar and vocabularies. The vocabularies listed on each vocabulary section of the unit, for example, are related to the reading text discussed in that particular unit. The reading texts are also used to introduce the grammar rules.

**Comprehension**

1 **2.48** Look at the picture. Read and listen. Which of the places in blue is not in the picture?

**This is our house.**  
 Upstairs there are three bedrooms - my bedroom, my sister, Vama's bedroom and our parents'. There's a bathroom upstairs, too.  
 Downstairs there's a hall, a living room, a dining room and a kitchen. There isn't a cellar under my house. The dining room is next to the kitchen. There's also a toilet under the stairs.  
 In this picture, I'm in the living room. Vama is in her bedroom, and our parents are in the kitchen. Our dog, Jack, is in the hall.  
 Outside there's a garden and we've got a garage for our car, too.

**2 a** Read the text again. Label the parts of the house.  
 1 upstairs  
**b** **2.49** Listen, check and repeat.  
**3** **2.50** Listen. Which room is Ravi in?  
 He's in the bedroom.

**Grammar**

4 Copy and complete the table.  
 We use There is and There are ... to describe places.

There is / are + room	(+ part of house)
There _____ a bathroom	upstairs.
There _____ three bedrooms.	
There _____ a cellar.	
There aren't two bathrooms.	

**5** Look at the picture of Ravi's house again. Complete the sentences.

- 1 There's a television in the l\_\_\_\_\_ r\_\_\_\_\_.
- 2 \_\_\_\_\_ four rooms u\_\_\_\_\_.
- 3 \_\_\_\_\_ a bathroom d\_\_\_\_\_.
- 4 \_\_\_\_\_ four b\_\_\_\_\_.
- 5 \_\_\_\_\_ a toilet under the s\_\_\_\_\_.
- 6 \_\_\_\_\_ two people in the k\_\_\_\_\_.
- 7 \_\_\_\_\_ a dog in the h\_\_\_\_\_.
- 8 \_\_\_\_\_ a TV in the d\_\_\_\_\_.
- 9 \_\_\_\_\_ a car in the g\_\_\_\_\_.
- 10 \_\_\_\_\_ two bikes in the g\_\_\_\_\_.

Figure 10  
 Source: Project Level 1 (4th edition), (2013: 54)

The reading text on page 54 shown above serves as a good example for this point of discussion. This reading text introduces some key vocabularies related to the parts of a house such as the word, bedrooms, bathrooms, toilet, and kitchen. At the same time, this reading text introduces the pattern or the format of preposition of place such as written on the 5<sup>th</sup> line 'There isn't a cellar under my house.'

There are 3 reading texts in Project Level 1 (4th edition) textbook that are used for stimulating oral work: describing, discussing, and acting. Figure 11 below, shows exercise 3 that encourages the learners to discuss their own school subjects and compare theirs with what Joe, the character in the reading text, has in his school.

**3D**

This is our Maths class with our Maths teacher, Mr Woods. He's very nice, but I'm not very good at Maths. My favourite subject is Science.

Tuesday afternoon is great. We've got double PE.

We've got four lessons of Science a week. We do one science each term. This term it's Physics, last term it was Chemistry and next term it's Biology.

This is my school. I'm in year 8. There are thirty students in my class. We wear a uniform. It's blue and black.

**Speaking and listening**

**3 Compare your school to Joe's. Answer the questions.**

- 1 What class are you in?
- 2 How many students are there in your class?
- 3 Do you wear a uniform?
- 4 Have you got the same subjects as Joe?
- 5 What is your favourite day? Why?
- 6 Do you have registration and assembly in the morning?
- 7 When is your lunch?
- 8 Have you got lessons on Saturday?

**4 Work with a partner. Ask and answer. Use the cues.**

- 1 English / Wednesday
  - Has Joe got English on Wednesday?
  - Yes, he has.
  - Have we got English on Wednesday?
  - No, we haven't.
- 2 PE / Tuesday
- 3 History / Monday
- 4 Art / Friday
- 5 ICT / Thursday
- 6 Science / Monday
- 7 Music / Friday
- 8 PE / Thursday
- 9 Maths / Tuesday
- 10 Geography / Wednesday

**5** **2.13** Look at Joe's timetable in exercise 2. Listen. What day is it?

**35**

Figure 11

Source: *Project Level 1 (4th edition)*, (2013: 35)

During the data analysis, we also figured out that the reading materials in this textbook are supporting the learners to improve their reading skills and strategies. In the reading section, the textbook provides exercises for the learners to practice and develop skills such as, recognizing words (vocabulary) and recognizing grammatical functions of words through the reading texts. There are also some exercises that focus on introducing the learners to the use of reading strategies such as skim-reading in order to answer comprehension questions (post-reading), extracting specific information from texts and pre-learning about unfamiliar key vocabularies. An example is provided below.

**Vocabulary**

1 2.25 Listen and repeat the expressions in blue.

**Comprehension**

2 2.26 Read and listen to Molly's day. Put the things in the correct order.

bus dinner homework lunch  
book breakfast TV shower  
teeth bed

**A**  I get up at half past seven and I have a shower.

**B**  At ten to eight I have breakfast in the kitchen and I listen to the radio.

**C**  Then I brush my teeth and put on my coat.

**D**  At quarter past eight I go to school with my friends. We take the bus.

**E**  Lessons start at quarter to nine.

**F**  We have lunch at school at half past twelve. I have a packed lunch.

**G**  We finish school at half past three and go home.

**H**  I do my homework and go on the Internet before dinner.

**I**  We have dinner at six o'clock.

**J**  After dinner I watch TV or listen to music.

**K**  I go to bed at half past nine. I read a book or a magazine for half an hour and then I go to sleep.

Figure 12


Source: *Project Level 1 (4th edition)*, (2013: 42)

The reading materials in this textbook are linked to other skills work, especially to listening and speaking skills. Reading is linked to speaking when the learners are asked to describe something which is related to the reading texts or when the students are asked to perform in class by acting out after reading a story. The exercise on page 71 below shows an example on how reading is linked to speaking. The learners are provided with the recorded material and they are asked to listen to the story and check their answers. After that, the learners will have to act the story in a group.


**Reading and speaking**


**6 a** Look at the pictures and answer the questions.  
 1 What is happening in each picture?  
 2 What is the king wearing in Picture A?

It's Saturday, and the Royal Show is starting. The king is on his white horse. The people are in the street. They know about the king's clothes.


**A** 

One day two men come to the royal palace. They say they are tailors and they want to show the king their clothes.


**B** 


**C** 


**b** Read the story. Put the pictures in the correct order.

**c**  Listen and check.


Your Majesty, look at this red jacket ... this white shirt ... these black trousers ... and these blue shoes.

**D** 

**E** 

**F** 

In a country far away lives a king. He loves clothes.

**G** 

**7** Work in a group. Act the story of the king's new clothes.

Figure 13

Source: *Project Level 1 (4th edition)*, (2013: 71)

Another interesting finding from this current study is that the reading texts provided in this textbook are targeted for intellectual satisfaction. There is no emphasis on reading for pleasure because the reading is not provided for the learners to read for enjoy or relax. All the reading texts are provided in order to teach the learners about English and do tasks or exercises afterwards.

All in all, there are seven reading texts found in this textbook. The average length of the texts published in *Project Level 1 (4th edition)* is 80-230 words.

The reading texts published in the textbook are mostly not authentic and encourage intensive reading rather than extensive reading. All texts have specific learning aims and reading tasks such as, answering comprehension questions and doing oral works which require high degree of understanding of the text in order to answer the questions given.

The reading texts provided in this textbook, in our opinion, are appropriate in all aspects. The topics might be interesting because the reading texts are presented in various familiar daily topics such as, school, daily routines, and places. The texts are universally culturally acceptable because there is no taboo topic presented. The texts are also unlikely to date because the subjects are very common things being talked about, especially among students.

The texts are short, simple and appropriate to the students' level (beginner). The comprehension questions given for the learners to answer after reading the texts are all literal questions. The answers to those literal questions are likely to be found in the texts.

Moreover, none of the reading texts included in this textbook is gapped. There is no reading text that has of blanks or requires the learners to complete the missing parts in the texts. The reading materials in fact help the readers' comprehension by providing the setting of the scene, background information, and pre-reading questions. Regarding the types of the reading texts, *Project Level 1 (4th edition)* textbook only uses two genres which are narrative and descriptive texts. An example is below.

**Comprehension**

1 2.48 Look at the picture. Read and listen. Which of the places in blue is not in the picture?

**This is our house.**  
 Upstairs there are three bedrooms - my bedroom, my sister, Vama's bedroom and our parents'. There's a bathroom upstairs, too.  
 Downstairs there's a hall, a living room, a dining room and a kitchen. There isn't a cellar under my house. The dining room is next to the kitchen. There's also a toilet under the stairs.  
 In this picture, I'm in the living room. Vama is in her bedroom, and our parents are in the kitchen. Our dog, Jack, is in the hall.  
 Outside there's a garden and we've got a garage for our car, too.

**Grammar**

4 Copy and complete the table.

We use *There is* and *There are ...* to describe places.

<i>There is / are</i>	+ room	(+ part of house)
There _____	a bathroom	upstairs.
There _____	three bedrooms.	
There _____	a cellar.	
There aren't _____	two bathrooms.	

5 Look at the picture of Ravi's house again. Complete the sentences.

Figure 14

Source: *Project Level 1 (4th edition)*, (2013: 54)

**Achievers A1+**

The reading texts in *Achievers A1+* textbook are used for three purposes. First of all, the reading texts are used to introduce grammar and vocabularies. Therefore, in each reading section, there is a sub-section called as 'Word Zone' that provides some explanation on grammar rules. There is also Vocabulary sub-section which provides some key vocabularies that are related to the reading text of a particular unit.

Here is an example. As can be seen below, there is 'Word Zone' box that informs the leaders about the use of word 'so' on page 83. There is also a vocabulary sub-section that provides some essential vocabularies which are related to the topic of the reading text 'holiday'.

**VOCABULARY** Holidays

**3** Read the webpage and answer the questions. Sometimes more than one name is possible. Who ... ?

- 1 ... is going on holiday with their parents?
- 2 ... is going to stay in different types of accommodation?
- 3 ... is going away for about four weeks?
- 4 ... is returning to the same place as before?
- 5 ... doesn't know exactly where they are going?
- 6 ... thinks they are going to be uncomfortable?

**4** Read the webpage again and decide if the sentences are true or false.

- 1 Daryl is going away for five weeks.
- 2 Daryl is travelling with three other people.
- 3 Zoe is going back home in August.
- 4 Becky's holiday is going to be very active.
- 5 Becky isn't keen on staying in youth hostels.
- 6 Felix is going to visit different countries.

**5** Read *Word Zone* and find the examples in the webpage. Complete the second example.

**WORD ZONE**

**so**  
We use so to give a result or consequence.  
*The water's always freezing so I'm going to wear a wetsuit.*  
*I'm not too happy about sleeping in a tent all that time so ...*

**9** Decide if each word is a place where you can stay, or a type of holiday.

beach cottage sightseeing holiday apartment  
youth hostel campervan chalet adventure  
B & B (bed and breakfast) skiing tent walking  
hotel campsite driving camping city

**10** Complete the holiday adverts with the correct words.

Bring your own 1... or hire of one of ours. Our 2... is located in a beautiful valley. Excellent facilities including a shop and café.

One-bedroom 3... in a central location: ideal for a 4... break. Kitchen. Wifi. Sleeps 2-3. Minimum stay 3 nights.

Rent our beautiful old 5... for the perfect 6... holiday in the mountains of Wales.

Enjoy the luxury of our five-star 7... and all the fun of a 8... holiday on the golden sands of Haven Bay.

Figure 15  
Source: *Achievers A1+*, (2015: 83)

The second purpose is that the reading texts are used for stimulating oral works. In all reading sections, there are oral exercises such as, discussing and describing. The exercise 1 on page 64, for example, demands the learners to discuss the questions with their classmates.

**READING**

**1** In groups, discuss these questions and make a note of your answers. Share your answers with the class.

- How far do you normally walk each day?
- How far can you walk in one day?
- Who in your group has done the longest walk? How far was it?

**2** Who are the people in the pictures? How far did they walk? Read the interview quickly and find the answers.

## PIONEER!

**PIONEER!** is a new computer game for schools. Meet Abel Wise, the historian who worked on *Pioneer!* as a games advisor.

**How did you become a games advisor?**  
My friend is a games designer. He's working on a big project for schools, all about the pioneers – the people who travelled across the US from east to west in the 1800s. I studied this part of history, so I am helping him to get the details right.

**How did the pioneers travel?**  
They used wagons. The journey was more than 3,000 km and there weren't any roads. There were mountains and rivers to cross, so it wasn't easy!

**What problems did you find in the game?**  
At first, the game showed people riding in the wagons, but that didn't happen in real life. Only babies or old people sat in the wagons. Most adults and children walked next to the wagon or they rode on horses. They travelled about 20 km a day, so the journey took 5–6 months.

**Did you give them other ideas?**  
Yes. I knew that the wagons were small so we added a new part of the game. Each player decides what things to take or leave, like real pioneers. They put heavy things, like tables and chairs, at the bottom. Some people even took their piano! The things pioneers needed for the journey, like blankets, plates, cups and food, were on top of the furniture. Then they slept on top of their things at night.

Of course, the wagons were heavy so when there was a lot of mud they got stuck. In the end, people often took the heavy furniture off the wagon. The Pioneer trail across the US was full of things that people left behind.

Figure 16  
Source: *Achievers A1+*, (2015: 64)

Lastly, the reading texts in this textbook are also used for giving information and providing models for writing. The reading text on page 72, for example, provides the survival guide in a desert. At the same time, it shows a model for writing a blog page.

**READING**

1 What do you know about deserts? In pairs, answer the questions.

- What is a desert?
- What is the world's largest desert?
- How hot can it get in the world's hottest desert?

2 Quickly read the introduction to the blog and the first paragraph. Find the answers to the questions in exercise 1.

**INTO THE WILD**  
A survival guide to extreme nature by MARK HAMELIN

Nature can be dangerous. There are many extreme environments from jungles to mountains, from rivers to seas. Today we're looking at deserts.

**What is a desert?**  
It's hot and dry, right? Well, that's half right. A desert is an area of dry land that receives less than 250 mm of rain per year. This means that Antarctica is in fact the world's largest desert. But most deserts, such as the Sahara and the Sonoran, are hot. Temperatures in the Sonoran can go up to 49°C and in the Sahara to an incredible 58°C.

**A desert trip**  
Deserts are inhospitable places. So when you go on a desert journey, it's important to be prepared. Here is some essential equipment:  
• a spade • some extra fuel • a first aid kit • lots of water  
• a wool blanket • some pieces of carpet • a signal mirror and some flares

**In an emergency**  
Your car breaks down. You haven't got any food or water. What can you do? Well, first the good news. You can survive three weeks without food. Unfortunately, you can only go three days without water. So, you can collect rainwater. You can dig a hole in a dry river bed and look for water. Or you can drink the liquid from inside a cactus. By the way, you can eat different kinds of cactus fruit. It's an important friend!

**What lives in the desert?**  
Lots of insects and animals live in deserts. Some animals like lizards, bats and mice are no problem. But coyotes and snakes are dangerous. And you don't want to share your sleeping bag with a scorpion or a spider. So try to keep your body clothed and off the ground!

*Have you got any questions?  
Just write to Mark.*

72

Figure 17

Source: *Achievers AI+*, (2015: 72)

Our data analysis also shows that the reading materials in this textbook provide supports for the learners to improve their reading skills and strategies. Exercises 3 and 4 on page 23 for example require the learners to identify the details or notice specific details to answer the questions.

**3 Read the webpage again and choose the best answer.**

- 1 The weather in Australia is often ...  
A sunny  
B cool  
C cold
- 2 School pupils from other countries can study ...  
A in special schools  
B in language schools  
C with Australian students
- 3 Overseas students usually stay ...  
A in hotels  
B in a family home  
C in the school
- 4 Australian families often ...  
A show their visitors around  
B have lots of animals  
C teach their visitors to swim
- 5 Tula's opinion of her stay in Australia is ...  
A good  
B bad  
C OK

**4 Read the webpage again and find examples of these things:**

- 1 a type of school
- 2 two animals
- 3 a sport
- 4 two countries
- 5 a city

Figure 18

Source: *Achievers A1+*, (2015: 23)

To improve the learners' reading strategies, the textbook provides some exercises to predict the contents of the texts through the pre-reading tasks, to answer comprehension questions (post-reading) that are related to the reading texts, and to extract specific information from the texts in order to answer the questions given. Exercise 1 on page 54 as shown below brings the learners to do a pre-reading task to practice one of the reading strategies, i.e. to predict the contents of the texts which will eventually help the learners to increase their strategies in reading.

**READING**

**1** Look at the title of the story and the pictures.  
Where are the people? How are they feeling?

happy sad nervous excited lonely

Figure 19

Source: *Achievers A1+*, (2015: 54)

The reading materials in *Achievers A1+* textbook are linked speaking, writing, and listening skills. For speaking, it is often linked to reading by

providing pre-reading tasks in the form of discussion, ideas sharing, and brainstorming. One of the examples can be found on page 12 in exercise 1 where the learners are asked to discuss in pairs.

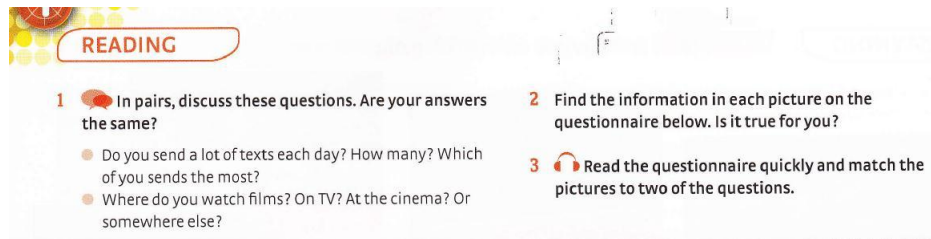


Figure 20

Source: *Achievers AI+*, (2015: 12)

To our observation, the reading texts in this textbook focus on teaching the learners to improve their reading skills and strategies and to complete tasks or exercises related with the texts given.

*Achievers AI+* textbook provides 18 reading texts with two reading texts in every unit (in the very first part of the unit and in the middle part of the unit). Each reading text is about 200-300 words; and none of them is authentic material.

The reading texts found in this textbook are for intensive reading. All texts are written for specific learning aims and tasks. It requires high degree of understanding in order to answer the questions related to the texts.

In relation to the subject matter, the reading texts provided in this textbook are appropriate in all aspects especially if they are targeted for beginners. The topics presented in the textbooks are interesting and discussing about the things that are familiar to the learners such as, famous places, holidays, and technology. The texts are also culturally acceptable and unlikely to date because the topics being discussed are general, common and related to the learners' daily life. For many beginners, the texts are appropriate because they use simple appropriate words. The tasks or exercises given after reading the texts are not complicated. Most of the comprehension questions are literal questions where the learners can find the answer easily in the texts.

There are 5 types of reading texts in this textbook including narrative, descriptive, recount, information, and exposition. There is no reading text that has missing words. There is no requirement for the learners to complete the missing parts in the texts.

The textbook tries to help improving the students' reading comprehension by providing pre-reading questions or tasks for each reading text. The pre-reading questions or tasks are varied: discussing with partners or in groups, sharing ideas, or brainstorming. The example shown below is one of the pre-reading tasks in a form of sharing ideas.

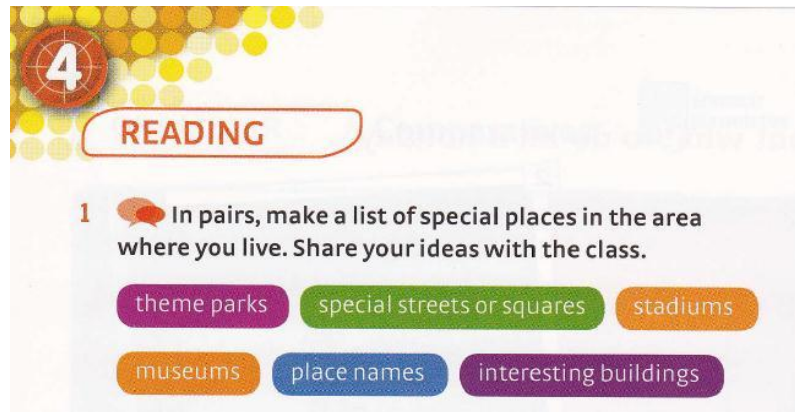


Figure 20

Source: *Achievers A1+*, (2015: 12)

### ***Similarities and Differences***

In terms of the purpose of the reading texts, both textbooks used reading texts to introduce new language items. Even so, we found that the purposes are little bit different. The reading texts in while *Project level 1 (4<sup>th</sup> edition)* textbook are used to introduce new language items, especially grammar and vocabulary, whereas *Achievers A1+* textbook has purposes to introduce grammar and vocabulary, stimulate oral work, give information, and provide models for writing.

Both textbooks also pay attention to the development of reading skills and strategies and they provide some exercises to train the learners. However, it seems that both textbooks focus more on developing reading strategies. The exercises given are more to help the learners improve their reading strategies such as, doing comprehension questions (pre- and post-reading or extracting specific information from texts) and providing vocabulary section before reading the texts (pre-teaching about unfamiliar key vocabularies).

Another interesting similarity is that the reading materials in both textbooks are linked mostly to listening and speaking. The reading materials in both textbooks are often linked to speaking by providing exercises such as, having a discussion about the texts; while for listening, they are linked by providing recording materials about the text. The reading materials in *Achievers A1+* textbook however are also linked to writing skill while *Project level 1 (4<sup>th</sup> edition)* textbook does not have such link.

The reading texts provided in both textbooks teach the learners to master reading skills and strategies and to complete the assigned tasks or exercises related with the texts given. All the reading texts in both textbooks are written for specific learning aims and tasks and it requires high degree of understanding in order to answer the questions related to the texts. In short, both textbooks encourage intensive reading.

There are still some other similarities found during our data analysis. First, both textbooks do not really use authentic texts. Second, both textbooks present common familiar daily topics which are culturally acceptable and unlikely to date. Third, all reading texts in both textbooks use simple words, present literal

comprehension questions, and require the students to complete simple tasks. Fourth, none of the reading texts found in both textbooks is gapped. Last but not least, the text types used in both textbooks are mostly under descriptive and narrative.

A significant difference lies on the total number of reading texts provided in each textbook. There are 7 reading texts found in *Project level 1 (4<sup>th</sup> edition)* textbook, whereas in *Achievers AI+* textbook, there are 18 reading texts. In terms of the length of the texts, the reading texts in *Achievers AI+* textbook are a bit longer

Another difference is on the presentation of the reading skill. *Achievers AI+* textbook provides more various texts types compared to *Project level 1 (4<sup>th</sup> edition)* textbook. *Project level 1 (4<sup>th</sup> edition)* does not have pre-reading questions; while all of the reading texts in *Achievers AI+* textbook have pre-reading questions.

## **CONCLUSION AND SUGGESTION**

In terms of listening, both textbooks are almost same and in line with the checklist criteria of Cunningsworth (1995). Both textbooks include general oral works and specific listening passages which are supported by various kinds of listening exercises to help the learners to improve their listening skill. Moreover, the listening materials in both textbooks are set in meaningful context.

Regarding the presentation of reading skill, *Achievers AI+* textbook might be better than *Project level 1 (4<sup>th</sup> edition)* textbook because it fulfills almost all criteria proposed by Cunningsworth (1995). First of all, the reading texts in *Achievers AI+* textbook has more purposes compared to *Project level 1 (4<sup>th</sup> edition)* textbook. Secondly, in terms of the integration, the reading materials in *Achievers AI+* textbook are integrated with all skills. Next, *Achievers AI+* textbook provides more reading texts with longer texts compared to *Project level 1 (4<sup>th</sup> edition)* textbook, which gives more opportunities to the learners to read and improve the reading skill. Furthermore, *Achievers AI+* textbook provides more various texts types compared to *Project level 1 (4<sup>th</sup> edition)* textbook.

Based on those findings and discussion, it can be concluded that regarding the presentation of the listening skill, both textbooks *Achievers AI+* and *Project level 1 (4<sup>th</sup> edition)* were relevant to the evaluation criteria proposed by Cunningsworth (1995) though the non-availability of audio materials for *Project level 1 (4<sup>th</sup> edition)* might be a problem in some classes. It might be a good idea for the publisher to provide online audio/video resources as supporting material that are easily accessible from around the world.

As for the presentation of the reading skill, *Project level 1 (4<sup>th</sup> edition)* textbook was considered as adequately met the requirement proposed by Cunningsworth (1995); while *Achievers AI+* might be more relevant to the evaluation criteria. It means that those who use *Project level 1 (4<sup>th</sup> edition)* as a reference to teach reading need some supporting materials such as additional reading texts with different genres and various length. They also need to prepare themselves and/or to receive assistance or training to be able to use the reading

texts available as a spring board for teaching other skills such as writing and speaking.

The results of this study make a variety of interesting suggestions and offer potential for further research. First, it would be interesting to investigate other textbooks used on the same level to see how they had dealt with the evaluation criteria as proposed by Cunningsworth (1995). Secondly, a survey that follows should be conducted to get feedback from teachers and students who have actually used *Achievers A1+* and *Project level 1 (4th edition)* in their classrooms. Instruments such as questionnaires, classroom observations and interviews of teachers and students should be used to have a full picture of the quality of the textbooks and to see more clearly the teachability and learnability of the materials. These two suggestions are probably the most important recommendations for this research to further improve the quality of the English textbooks for beginners.

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### **GUIDELINES FOR ARTICLE CONTRIBUTOR**

1. Articles must be written in English and should be related to the area of English teaching and learning which has not been published elsewhere.
2. Article must be typewritten on A4-sized, single-spaced with with margins: 3 centimeters (top, bottom, right) 4 centimeters (left), 12-pt Times New Roman Font, and 10-15 pages in length.
3. Reviewers will review articles. The editors reserve the rights to adjust the format to certain standards of uniformity.
4. Non-research articles should consist of:
  - Title (Bold type and centered)
  - Full name of contributor(s) without title(s), institution, and email address
  - Abstract (approximately 100-150 words)
  - Key words (not more than 5 words/phrases)
  - Introduction
  - Body Text
  - References
5. Research report articles should consist of:
  - Title (Bold type and centered)
  - Full name of contributor(s) without title(s), institution, and email address
  - Abstract (approximately 100-150 words)
  - Key words (not more than 5 words/phrases)
  - Introduction (containing background of the study, review of related literature, and research purpose/statement of the problem)
  - Methods
  - Findings and Discussion
  - Conclusions and/or Suggestions
  - References
6. Articles should conform to the APA Style Manual.
7. Manuscripts and contributors' brief CV should emailed to [jetadibuana@gmail.com](mailto:jetadibuana@gmail.com)
8. An article contributor is entitled to two offprint editions of the current issue.



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