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## **ENGLISH FOR SPECIFIC PURPOSES: INCESSANT SELF-EDUCATION OF ITS LECTURERS**

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**Abstract:** This paper draws attention to the particularities of the specially demanding positions of lecturers of English for Specific Purposes (ESP) in terms of the need for their incessant self-education in two areas of expertise. Teaching ESP is the most performativity-oriented form of English Language Teaching (ELT). The widespread presence of ESP implies its high relevance for the interested learners. Here lies an unusually demanding situation for a linguist. There are usually no ready-made ESP courses that can meet a group of students' needs that are unique. This leaves lecturers on their own to develop appropriate teaching materials and courses. In today's competitive world of science and business domains, the ESP lecturer needs to constantly know the developments in linguistics and developments in the field they did not receive their primary education in. These must be done to ensure learners ability to be successful on a global level.

**Keywords:** *English for Specific Purposes, self-education, content knowledge, continuing professional development*

### **INTRODUCTION**

The aim of this paper is to draw attention to the particularities of the specially demanding position for lecturers of English for Specific Purposes (ESP) in terms of the need for their incessant self-education in two areas of expertise. Teaching ESP is the most performativity-oriented form of English Language Teaching (ELT). It is first taught at the secondary school level of education, to gain the highest relevance in academia. Equally relevant is its presence among the adult population of learners already employed. Today more than ever, and the trend is only to intensify in this designated group, ESP has been gaining precedence in relevance over General English (GE). This widespread presence implies its high relevance for interested learners. Here lies an unusually demanding situation for a linguist. The premise of ESP is that it is designed to precisely provide for the linguistic needs of the professional/academic setting – the course content is to be designed according to the specific needs of its student(s). There is usually no ready-made teaching/learning material that can be used for a group of students whose needs may be unique, as ESP learners come in small groups with their own, specific needs, sometimes, even up to the point of being idiosyncratic. This is also the case with university students, for whom the

courses need to be tailored according to the exact profile of the faculty that is their major. This leaves the lecturers of ESP (and we claim it to be one of the most demanding forms of ELT) completely on their own in regards to the development of teaching materials and teaching units. The lecturers need to rely on the information in the subject gained from colleagues whose major it is, and probably more than that, to their own studying of the target field of expertise. For an ESP lecturer, this implies the need to acquire a profound amount of knowledge in the area of expertise they are to deal with, and to prepare adequate teaching materials and methodologies. However, that does not comprise all the effort needed.

In today's competitive world of fast evolving science and business domains, ESP lecturers need to constantly keep pace with two frontiers: the developments in linguistics, and in the field they will need to specialize in for teaching an ESP course unrelated to their primary education. These has to be done, if the meaning of ESP is to be achieved, if the students/learners are to be enabled to function successfully on a global level in today's more than ever competitive market and academia.

### **PREREQUISITES OF AN ESP COURSE**

The most prominent characteristics of an (ESP) course are well known and firmly established facts: thorough analysis of learners' needs, designing appropriate teaching and learning materials accordingly and in close cooperation with major subjects' teachers, appropriate methodology, and assessment tools. Although this being a rough approximation of the prerequisites of such a course, it does hint at the unavoidable truth that lecturers of ESP are left to their own devices. Basically, what happens in a real-world ESP situation is that a person who obtained a degree, usually in Faculty of Philology, in a department of English Language, comes to a post with profound knowledge of General English. Only occasionally do they arrive with more than just some general directions regarding ESP. Students are equipped with sound knowledge of methodology of teaching, and sometimes with some expertise in pedagogy and psychology of teaching.

The policy of most English language departments is to prepare students with sound basic linguistic and methodology knowledge for potentially very diverse professional environments. The truth is that this is the most rational educational policy. No department can forecast or simulate all possible different situations in which future professionals may find themselves. Yet, the insight into how to extract and delineate major linguistic features of the given situation is the expertise that allows for successful job performance.

Though this being the case, professionals who launch their careers into various posts that include dealing with ESP, find themselves in particularly demanding and difficult professional situations. The often-heard rationale for this is the emphasis on the linguistic features that need to be mastered. Here, however, we would like to stress yet another issue relevant for this particular situation. Before comprehending linguistic features of a specified working/scientific environment, there should be an insight or understanding of the essential logical laws governing the specified expert environment. In practice, this means that knowing vocabulary of any profession or science means nothing if those words are not acquired logically and with understanding of the scientific context itself, as

only in that way can they be properly used further. That is the science, other than linguistics, for which students are prepared in their academic education.

This feature represents the true prerequisite for successful dealing with ESP. It is the hardest. Lecturers of ESP need first to ponder into a science they had no training in, grasp the ruling laws and relations of it, all of that is mostly their own responsibility. After getting an academic education in one sphere, they are forced to start discerning, learning about a science they may not have any real personal interest in, or no previous knowledge, excluding even general knowledge about it. This is very specific and definitely one of the hardest professional situations. We believe this has not been stressed enough in the relevant literature. It is from here, and only after gaining such insight, that an ESP lecturer can proceed to distinguishing the most prominent linguistic, semantic, morphological features of the given professional discourse.

### **SELF-EDUCATION OF ESP PRACTITIONERS**

As explained in the preceding section, relevant departments of English language seldom offer courses on ESP, and if they do so, those necessarily are of the general ESP type. What can be offered are guidelines as to how an ESP lecturer is to prepare themselves for work in the environment that requires ESP. They are to get themselves familiar with the scientific/professional domain English courses are needed for, and they are to do so on their own with the assistance of expert colleagues. More often than not, practice proves the first option. Many issues in ESP lie beyond the remit of pre-service training courses (Stojković, Živković 2013). Rather, what is needed is the development of an appropriate professional disposition, which would allow for adapting to various work environments.

This means lecturers are educating themselves in a field of expertise they may have had no formal education in, or may have no vested interest in. First, they are to master the basic knowledge of the field, and then proceed to abstracting linguistic features of the given discourse. Once those features are extracted, there needs to be made a corpus of relevant, up-to-date, useful and usable teaching and learning materials. It is made primarily on the latest scientific/professional literature or documents, which again is upon the lecturer to examine and keep following the changing or innovative trends, which is an additional layer of burden on the instructor. Because of the idiosyncrasies of each and every environment, departments of English Language are not capable of equipping their students with much more than a general insight into the ESP domain.

What follows are some core issues regarding ESP teachers' self-education in the process of organizing the teaching and learning processes. It is upon them to develop their own perceptions of effective teaching in those alien environments. An ESP tutor needs to research and actively 'engage with the disciplines' (Dudley-Evans and St John, 1998). An understanding of the complex workings of the institution must also be gained. They need to plan for specific outcomes, such as pre-selected language points, and organize an informed reflective practice, on the basis of their pedagogical and methodological language awareness in order to come forward with precise requirements of their ESP students. As ESP is directed

towards fulfilling the needs of students, their feedback and participation in the curriculum design is highly relevant for the lecturer. In that sense lecturers need to enact reactive and spontaneous (Ellis, 2003) decision-making skills in their classrooms. This includes an understanding and appreciation of organizing meaning-based activities. Senior (2006: 163) notes that teachers should be able to adapt their lessons to the “wants and needs of individuals in an ongoing, iterative manner”, and so be responsive at making decisions reactively. Some researchers of ESP, while elaborating upon the multifaceted, social, idiosyncratic nature of an ESP teaching setting, recommend that lecturers need to invite and inspire all participants to participate not only in classroom activities, but actively engage in designing syllabus content (Allwright & Hanks, 2009; Tarone & Allwright, 2005).

Basically, in finding a way around the language content and syllabus design, teachers simply follow their sense of “plausibility” (Prahbu, 1987: 103) regarding the path a class (or syllabus) may take, with the itinerary of a lesson emerging from the learners’ needs, interests, requests. It is reasoned that learning is facilitated when teachers provide the type of reactive or incidental feedback that centers on the language and knowledge that learners bring to the classroom (Spada & Lightbown, 2008). In such contemporary approaches, language matters are attended to as they arise, or subsequent lessons may be planned around issues that have emerged, been requested by the learners or identified by the teacher during episodes of interaction. Such reactive attention to language issues comes from teacher-student interactions and not from a prescribed syllabus or a set of externally developed materials (Ellis, 2012). Thus, lecturers are exposed to and involved in a context-dependent nature of expert teaching, developing in themselves the ability to be reactive in their approach. By reactive, we mean both to the changing trends in the target science or profession and to the clearly defined learners’ needs.

Shulman (1987) argues that a teacher’s knowledge base is composed of three main categories: content knowledge, general pedagogical knowledge informed by psychology, and applied pedagogy, in our case is ESP. Content knowledge primarily concerns declarative knowledge of the (English) language (Bailey et al., 2001), or the knowledge of the systems of the English language and competence in it. This knowledge results from scholarship content disciplines related to English as a system (Shulman, 1987), but also from the development of different components of communicative competence. Or, as according to Widdowson (2002), subject knowledge relates to knowing how to induce students to learn. In the case of ESP, this means that the declarative, scholarship content and all the skills a teacher is taught, are to be modeled so as to fit and satisfy the needs of the target professional environment (Chmelikova, 2015).

An ESP lecturer, there is always a path of continuous professional development, which informs reflective practice (Hedgcock, 2002). That is the teachers’ professional ability to respond to linguistically sensitive, complex, context-dependent discourses, and respond to those by generating authentic interactions and learning opportunities, and the teacher’s ability to be both proactive and reactive.

## **CONCLUSION**

For all the circumstances discussed above, it is obvious that there is much need for ESP teacher training. However, there are not many training opportunities offered worldwide, either as parts of universities' curricula or independent, specialized teacher trainings. This may be due to the very same characteristics of ESP itself – complex requirements and needs to respond linguistically and methodologically to the ever-changing target use domain of language. There does exist a 'training gap' between the need for development and the willingness of institutions to recognize this for various reasons.

Instead, in the literature there is an idea towards teacher self-development, which goes in line with ESP teachers' self-education. Self-development in this sense is primarily related to teachers' self-assessment and self-evaluation (Richards, 1998). Richards (1998) advocates for reorienting training away from the mere imparting of skills towards the notion of the teacher as a critical thinker who reflects on their teaching practices, for this training program can only establish a starting point. So, rather than seeing the preparations of teachers for professional life as a straightforward process of imparting learned teaching skills, teacher development is the professional line to be followed in the contemporary fast-changing professional and scientific environment. As emphasized above, ESP teachers are required to gain a large amount of knowledge not immediately available from training courses, as the ESP setting is unpredictable and unstable. Here, we get close to the idea of lifelong education. Edwards (1997: 147) explains that the desired outcome of lifelong learning is the development of a "reflective practitioner". As workplaces in today's fast changing and developing world are inherently unstable and unpredictable, a reflective practitioner is able to respond to those. For the time we live in, therefore, rule-bound behavior and approaches to teaching are less useful. That is the reason why continuing professional development has grown in importance and status and has become a global trend incorporated into many countries' national policies of education and employment (Hayes, 1997).

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## **PROFICIENCY TEST COMPARISONS: TOEFL iBT, TOEFL PBT and IELTS**

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**Abstract:** This paper considers three of the most commonly administered proficiency tests: the TOEFL iBT, TOEFL PBT, and the IELTS. Through a composition and analysis of research investigating each test's structure, scoring, reliability, and validity, the use of proficiency tests as indicators of a student's productivity and success at English-speaking universities is examined. Whereas each testing service claims to be the number one proficiency test, a comparison of the research shows proficiency tests can be used as reliable predictors of students' scholastic aptitude and future performance is inconclusive; however the research does suggest that the TOEFL iBT is the most reliable and valid assessment for all four skills available.

**Keywords:** *IELTS, proficiency assessments, TOEFL iBT, TOEFL PBT*

### **INTRODUCTION**

This paper examines three of the most common language proficiency tests taken among university-level English language learners: the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT), the TOEFL Paper-Based Test (TOEFL PBT) and the International English Language Testing System (IELTS). Both the TOEFL brand name tests and the IELTS claim on their websites ([www.ets.org/toefl](http://www.ets.org/toefl) and [www.ielts.org](http://www.ielts.org)) to be the number one English language proficiency tests used in the world today. TOEFL (Educational Testing Service, 2016a) states that it is accepted by "more than 9,000 colleges...in over 130 countries". IELTS (IELTS Partners, 2016) states that it is also "in 140 countries...[and] is trusted by over 9,000 organizations". Both are used and accepted by English-speaking universities around the world for a variety of purposes, most notably for admissions decisions.

International students wishing to study in an English-speaking university are required to demonstrate English proficiency and these three tests are the most commonly trusted scores requested by universities worldwide. Thus it is beneficial for educators to understand more about these tests and their uses to better conclude which one might be more suited to students and will provide the most complete information regarding English proficiency. In this review, I outline the purpose, structure, and scoring system while analyzing the statistical reliability and validity of each test so as to have a clearer picture of each assessment and its possible implications. This information allows teachers and institutions to

recommend a standardized test appropriately matched to their students' abilities, goals, and test-taking styles.

## **TOEFL iBT**

Published by Educational Testing Service (ETS), the TOEFL iBT is the most current version of the TOEFL. It was developed in 2005 and is an entirely internet-based assessment. Based on research regarding communicative competencies and the academic genre (as cited in Chapelle, Grabe & Berns, 1997; Jamieson, Jones, Kirsch, Mosenthal & Taylor, 2000), the TOEFL iBT was developed to assess test-takers communicative competencies within the academic genre (Education Testing Service, 2011a: 5). Its target audience is English language learners with an intermediate to advanced level of English trying to gain admission into a higher education institution, receive a scholarship or certification, or apply for a visa.

### ***Test Purpose and Structure***

ETS states that the purpose of the TOEFL iBT test is to “measure the English-language proficiency of people whose native language is not English” (Educational Testing Service, 2007). In addition, this test's purpose is to measure test-takers' abilities in all four skills (reading, writing, listening and speaking) in English. In Taylor and Angelis (2008), the TOEFL iBT's main goal is stated as assessing the construct of communicative competencies (Educational Testing Service, 2011a).

The TOEFL iBT is an entirely internet-based test. There are four sections of this test: reading, listening, speaking and writing. The reading section is made up of 3-5 sample passages from various academic texts. Each sample is around 700 words long and contains about 12-14 questions per passage. Test-takers have 60-100 minutes for this portion of the test. The listening section has 4-6 lectures or classroom discussions each 3-5 minutes long with 6 accompanying questions. There are also 2-3 conversations 3 minutes long with 5 questions. Test-takers have 60-90 minutes to complete this section and then they are allowed a 10-minute break. Next follows the speaking section with 2 tasks, which aim to elicit opinions on general topics from test-takers. Then there are 4 tasks where test-takers must provide recordings of speaking based on texts that are both listened to and read. The speaking portion is 20 minutes long. Lastly, the writing section has 1 task where test-takers must write a response to texts listened to and read. Then there is another task wherein test-takers must take a stance and support their opinion. Test-takers have 50 minutes for this portion.

### ***Scoring***

Each of the four sections of the TOEFL iBT is scored from 0-30, for a total of 120 points. According to ETS (2016b), both human and computerized scoring methods are used simultaneously to attempt to provide the test-taker with “a complete and accurate picture of [their] ability”. ETS combines “human judgment for content and meaning, and automated scoring for linguistic features,

[to ensure] consistent quality scores” (Education Testing Service, 2016b). There are two rubrics used for the speaking section of the TOEFL iBT: one for the independent speaking task and one for the integrated task. The rubrics are from 0-4 and rate the quality of the speaking sample based on delivery, language usage, and topic development. The writing section also uses two rubrics for independent writing and integrated writing. These are scored from 0-5 and rate test-takers based on the task description (addressing the topic/task, organization, coherence and language ability). The two section’s sum scores are then converted to a scale of 0-30 with 0-9 being weak, 10-17 being limited, 18-25 being fair and 26-30 being good for speaking. For the combined writing score, 1-16 is limited, 17-23 is fair and 24-30 is good. The reading and listening sections are scored by a computer on a range of 0-30 with 0-14 considered low, 15-21 considered intermediate and 22-30 considered high for both. The most recent data for the mean and standard deviation (SD) provided comes from the January-December 2015 score data (Table 1).

Table 1. *2015 TOEFL iBT Descriptive Statistics*

<u>Section</u>	<u>Score</u>	<u>Mean</u>	<u>SD</u>
Reading	0-30	20.3	6.7
Listening	0-30	19.9	6.7
Speaking	0-30	20.3	4.4
Writing	0-30	20.6	4.9
Total scaled score	120	81	20

*Source: Educational Testing Service, 2015.*

The mean scores appear low, however based on an example of the cut score set for many graduate schools in the United States (which is typically 80), the mean seems to reflect that test-takers are able to reach this test score, though just barely. In addition, the SD seems to indicate that scores are spread out from the mean indicating fairly wide variations in scores. However, as norm-referenced assessments, such as the TOEFL, aim to spread test-takers out, this may reflect the wide and varied population of test-takers who range from high school students to graduate students. (Educational Testing Service, 2015)

### ***SEM and Evidence of Reliability***

The most recent data for Standard Error of Measurement (SEM) and reliability estimates come from the 2011 reliability study published by ETS in Table 2.

Table 2. *2011 TOEFL iBT Standard Error of Measurement and Reliability Estimates*

<u>Section</u>	<u>SEM</u>	<u>Reliability Estimate</u>
Reading	3.35	.85
Listening	3.20	.85
Speaking	1.62	.88
Writing	2.76	.74
Total	5.64	.94

*Source: Educational Testing Service, 2011b.*

The SEM for the TOEFL listed above comes from calculations based on data from 2007 test-takers. The SEM for each section (scored from 0-30) is fairly low, indicating that test-takers' true scores are fairly close to the scores they received supporting reliability (Educational Testing Service, 2011b). TOEFL (2011b) states that, "The reliability estimates for the Reading, Listening, Speaking and Total scores are relatively high, while the reliability of the Writing score is somewhat lower". In addition, TOEFL states that their tests, based on the construct of Academic competency are reliable according to the estimates above. Also, a study by Zhang (2008) found that test-takers who took the TOEFL twice within a short amount of time "[had] a high degree of consistency in the rank ordering of [their] scores". Using the reliability index numbers provided above from 2007, it would appear that the TOEFL test has an overall reliability of .94, very close to 1, indicating high reliability.

### ***Evidence of Validity***

Several studies conducted by ETS researchers build a compelling argument for the validity of the TOEFL iBT in predicting academic success. Since the main usage of the TOEFL iBT is to judge whether or not a student is ready for studying at an English-speaking university, validity of the TOEFL test has been explored mainly for this purpose. Studies compiled in Chapelle et al. (2008) show there is a correlation between the predicative value of the TOEFL iBT and students' academic success. Extrapolation and utilization of TOEFL iBT scores "indicate positive relationships between test performance and students' academic placement" (Chapelle, Enright & Jamieson, 2008, p. 348). However, in 2013, a study by Vu and Vu concluded that, in fact, "There is no or very low significant correlation between the TOEFL scores and GPA" (p.18). They concluded that the TOEFL is a proficiency test, but the usage for admissions or academic success predications is invalid. "The TOEFL test is not an aptitude and ability test...just a language test used as a prerequisite for academic performance" (Vu & Vu, 2013, p. 18). They also claim that their findings are reflected in similar studies (Al-Musawi, 2001; Ng, 2008).

### **TOEFL PBT AND TWE**

Also published by ETS, The TOEFL PBT and TWE were the second versions of the TOEFL to be developed by ETS before the internet-based iBT. Formerly, the 1964-1979 TOEFL tests did not assess speaking or writing. This version of the TOEFL was expanded to include the original constructs of listening, reading, structure and grammar plus writing and speaking abilities (Education Testing Service, 2011a, p.2-3). In addition, since the internet-based TOEFL, ETS is working to phase out the paper-based version. However, the TOEFL PBT is still administered in 70 or more countries where the Internet is not available and/or unreliable (Vu & Vu, 2013). The target population for this test is English language learners with an intermediate to advanced level trying to gain admission into a higher education institution, receive a scholarship, certification or apply for a visa, or demonstrate English language proficiency.

### ***Test Purpose and Structure***

ETS states that the purpose of the TOEFL PBT was to showcase English-language learners' English proficiency. It is used for admissions purposes and "measures...ability to use and understand English in a classroom setting at the college or university level. It accurately measures how well you can listen, read and write in English while performing academic tasks" (Educational Testing Service, 2016c).

The TOEFL PBT is a pencil and paper test, with a majority of multiple-choice questions and made up of three sections: reading, listening, and structure. There is no speaking section on the paper-based test. However there is an additional test, separate from the PBT, but given at the same time, which makes up a fourth section, the "Test of Written English" (TWE). It is a sub-test that is required for all test-takers. It consists of one topic that test-takers have 30 minutes to write an essay about and aims to measure a test-takers' ability to write in English. The first section of the PBT is "Listening Comprehension" and has 50 questions that test-takers must answer in 30-40 minutes. This section aims to assess a test-taker's ability to comprehend spoken English. The second section is "Structure and Written Expression" and is 25 minutes. It has 40 questions, which "measure the ability to recognize language appropriate for standard written English" (Educational Testing Services, 2016d). The third section is "Reading Comprehension" with 50 questions and 55 minutes to assess the ability to understand "non-technical" texts. The total time to complete the test is about 2.5 hours.

### ***Scoring***

Test-takers receive two scores for the TOEFL PBT. One score is for the TOEFL PBT and the other is for the TWE. For the TOEFL PBT, the listening and writing sections are scored from 31-68 points. The reading score is from 31-67 points. This gives test-takers a raw score from 310-677. The TWE is scored on a scale from 1-6 and is not calculated into the overall TOEFL PBT score. The written essay is scored for organization, development, and support of a main idea or thesis in addition to word choice, vocabulary, clarity, coherence, syntax, grammar, usage and style.

In terms of statistical distribution, the most recent data for the mean and standard deviation (SD) provided comes from the 2005-2006 administration of the PBT/TWE (Table 3).

Table 3. 2005-2005 TOEFL PBT Descriptive Statistics

<u>Section</u>	<u>Score</u>	<u>Mean</u>	<u>SD</u>
Reading Comprehension	31-67	54.7	6.8
Listening Comprehension	31-68	54.7	6.4
Structure and Written Expression	31-68	55.9	7.5
Total	313-677	551.0	63.0
TWE (Test of Written English)	1-6	3.8	0.8

Source: Educational Testing Service, 2007.

According to these numbers, the mean score is fairly high and the scores appear to have high variation. The mean scores may indicate that the PBT is easier for students to achieve a higher score on (also considering that some US universities' cut scores are 550 for the PBT and the mean is just above that combined with no speaking section, students may feel they have a better chance to succeed and gain admission after submitting the PBT results rather than the iBT results).

As for the Standard Error of measurement, ETS no longer provides this data on their website for the PBT version of the TOEFL. However, in a study conducted by Arcuino (2013), with a sample size of 120, the SEM was determined to be .221, indicating that scores seem to be close to the true scores of a test-taker, an argument for reliability.

### ***Evidence of Reliability***

According to Chapelle et al. (2008), the first versions of the TOEFL PBT tests correlated well with other tests of English as a foreign language, supporting reliability evidence. Other evidence showed that across test-takers, most items were reliable and consistent (Chapelle, Enright & Jamieson, 2008). At the time of writing, no other reliability evidence could be found for this test possibly due to an increased demand for digital testing.

### ***Evidence of Validity***

In 1973, Gue and Holdaway (as cited in Chapelle, Enright & Jamieson, 2008) found that the predictive validity of the TOEFL PBT was low in terms of a test-taker's academic success. After this, revisions were made and the TWE added. Studies as cited by Chapelle, Enright and Jamieson (2008) reflect the fact that validity concerns were of importance to ETS, thus the TWE was added. A study by Alderman (1981) concluded that second language achievement tests, such as the TOEFL PBT, were good indicators of a test-taker's readiness for study in the target language. However, for use as a predictor of success, he did not mention how the TOEFL PBT corresponded to that. Although, in 1987, Light, Xu and Mossop published a study that indicated that TOEFL PBT results were inconclusive in terms of their predictive value for student performance at the English academic level.

## **IELTS**

Originally, in 1980, the English Language Testing Service (ELTS) was introduced and used as a replacement for the English Proficiency Test Battery (EPTB). The new test was based on developments in ESL pedagogy, namely the communicative approach. It also focused more heavily on real-world authenticity and the academic domains of language use. The IELTS version we know today, published by IELTS Partners (British Council, IELTS Australia Pty Ltd and the Cambridge English Language Assessment) has been through multiple revisions over the decades, but still "retains many of its features from the 1980 ELTS"

(IELTS Partners, 2009-2013) and targets English language learners wishing to work or study in a country where English is the primary language.

### ***Test Purpose and Structure***

The purpose of the IELTS is to provide an assessment that measures the English language ability of people who wish to study or work “where English is the language of communication” (IELTS, 2016). There are two versions of the IELTS: academic and general. “The Academic module is for candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration” (IELTS, 2016).

The academic IELTS is paper-based and covers all four skills: listening, reading, writing and speaking. The listening, reading and writing sections must be completed on the same day of testing (with no breaks), however the speaking test may be taken seven days before or after the day the other three tests are completed. The listening section lasts about 30 minutes and has 40 questions (multiple choice, matching, labeling, fill-in-the-blank, note/table/chart/summary/sentence completion and short answer). It has four subsections: a social conversation, a monologue, an educational conversation, and an academic lecture/monologue. The listener only gets to hear the input once and various English dialects may be heard. The reading section is 60 minutes long and there are 40 questions (multiple choice, true/false/not given, identifying main ideas, matching, sentence/summary/note/table/chart/diagram completion, and short answer). It has three subsections. For the academic IELTS, there are three texts taken from real-world materials that have not been adapted. There is a range of texts gathered from “books, journals, magazines and newspapers” (IELTS, 2016). If there are specific or technical terms, there is a brief gloss included. The writing section is 60 minutes and has two tasks that require test-takers to produce a minimum of 150 words for the first task and 250 for the last task. For task one, test-takers analyze non-linguistic input (such as a graph) and must interpret, describe, summarize the data. In the second task, they must write a short essay based on a prompt, which attempts to elicit a stance from the test-taker. The written output must use academic English (IELTS, 2016). The speaking section is 11-14 minutes and is composed of three parts. In the first part, test-takers talk about themselves “such as their home, family, work, studies and interests” for about four to five minutes (IELTS, 2016). The second part involves the speaker receiving information from a booklet and speaking about it for two minutes. During the last part, test-takers are asked questions about their topic from part two.

### ***Scoring***

The IELTS provides test-takers with a band score of 0 (did not attempt the test) to 9 (expert user). The listening and reading sections are scored out of 40 and each correct answer receives 1 point. Candidates are scored on rubrics for the writing and speaking sections. For the writing tasks, the rubric is from 0-9 and assesses task achievement, coherence and cohesion, lexical resources, and grammatical range and accuracy. The speaking rubric is also from 0-9 and rates test-takers on

fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. The scores for all four sections are then averaged and rounded to calculate an overall band score from 0-9 (IELTS, 2016b).

Statistical distribution of scores and SEM are displayed below in Table 4 from the most recent listening and reading scores from the IELTS, 2015.

Table 4. 2015 IELTS Descriptive Statistics, SEM and Cronbach's Alpha

<u>Section</u>	<u>Mean</u>	<u>SD</u>	<u>SEM</u>	<u>Alpha</u>
General/Academic Listening	6.10	1.3	.37	.91
Academic Reading	6.02	1.2	.38	.90
Writing and Speaking (approx.)	--	--	.23	--

Source: IELTS, 2016c.

In terms of the SEM, the calculations provided by IELTS would indicate that the listening and reading items are good indicators for the true abilities of test-takers because the band of error is small (Miller, Linn & Gronlund, 2009, p.119-124)

### ***Evidence of Reliability***

The IELTS test uses Cronbach's Alpha to provide information for the reliability of its tests, which it releases each year for some versions of its modules and results of which can be seen in Table 4. The most recently released evidence of reliability came available in 2015 for 16 versions of the general and academic combined listening modules and academic reading. These modules both yielded a .91 and .90 average alpha rating respectively, indicating that these items have a high level of internal consistency. In terms of reliability for the writing and speaking modules "minimum alpha values were used for objectively marked papers, and G-coefficients for the single-rater condition on subjectively marked scores" (IELTS, 2016c). Based on these calculations, a reliability estimate for both the Academic and General IELTS writing and speaking modules was produced at .96, with an SEM of .23 indicating a very high level of reliability and internal consistency, but it does not isolate the academic version, so this evidence is tentative, at best (IELTS, 2016c). In addition, IELTS states that, "The reliability of the Writing and Speaking modules cannot be reported in the same manner as for the Reading/Listening because they are not item-based; test-takers' writing and speaking performances are rated by trained and standardized examiners according to detailed descriptive criteria and rating scales" (IELTS, 2016c). However, G-studies by Shaw (2004) and Taylor and Jones (2001) conducted "based on examiner certification data [,] showed coefficients of .83-.86 for speaking and .81-.89 for writing," indicating that these modules may indeed be reliable, if generalized to reflect the academic Target Language Use domain. (IELTS, 2016c)

### ***Evidence Validity***

IELTS' most recent information, published in 2012, includes multiple studies examining the relationship between proficiency tests and grade point average (GPA). IELTS illustrates that there is varied (and therefore, perhaps,

inconclusive) research as to whether or not proficiency tests actually have predictive value for English-language learners wishing to study at English-speaking institutes (Humphreys, P., Haugh, M., Fenton-Smith, B., Lobo, A., Michael, R. & Walkinshaw, I., 2012). According to the study by Humphreys et al. (2012) of ELLs in their first year at English-speaking universities who took the IELTS, the IELTS scores for both listening and reading correlated with higher GPAs, while the writing and speaking scores did not seem to correlate with GPA information at all. This suggests that of the four sections of the IELTS, only the listening and reading modules have some valid predictive value. Another study funded by IELTS, and published in 2011, examined case studies of IELTS used for postgraduate admissions and performance predictive purposes. This study stated that again, the scores of the IELTS did not seem to indicate strongly one way or another how a student would perform in an English-speaking academic domain, stating that “opinions about the extent to which English proficiency test scores could be relied upon to indicate that an individual...was capable of successful study, uncompromised by linguistic problems, were contentious” (Lloyd-Jones, Neame & Medaney, 2011, p. 28).

## **DISCUSSION AND RECOMMENDATION**

The three proficiency tests reviewed are frequently used for admissions purposes and interpreted as valid predictors of a student’s academic success. However, after reviewing these three tests, it is apparent that each one has strengths and weakness. It is also clear that evidence of validity in terms of these tests as predictions of scholastic aptitude is inconclusive.

One of the strengths of the TOEFL iBT is that it has a robust amount of research, as well as more integrated tasks that assess a wider range of test-taker abilities. It focuses on assessing communicative competencies, rather than just reading, writing, and listening. Many studies have been conducted to examine the validity of this proficiency test and its use to predict future performance. It appears that the iBT has the most information pertaining to the reliability and validity of its test. Although researchers do not completely agree about using proficiency tests as indicators of future academic success, the iBT seems to have the strongest validity case for admissions purposes and interpretations of future success. The weaknesses of the iBT are that it is computer-based, limiting it to being taken in areas where the Internet is available and trusted. This test is recommended to future students who wish to study at an English-speaking university, particularly in America, because it is one of the most reliable and valid (for academic readiness) tests available and it will give a well-rounded score or picture of a student’s abilities.

The strengths of the TOEFL PBT are that it can be administered anywhere, because it is paper-based, making it very practical. However, of the three tests reviewed above, this is the weakest assessment and does not come highly recommended because it lacks the reliability and validity statistical data of the other test options. Although it is important that students in all areas of the world have equal opportunities to take a proficiency test for admissions, the PBT does not accurately predict a student’s ability to succeed in a university setting. In other words, the paper-based scores may indicate a student’s readiness, but there does

not seem to be valid information to predict that a student will continue to succeed in that environment. However, if no computer-based testing is available, then there is no other option and under that context, the PBT is the only test that those students can take. However, it is not a good test for any context, at this point in TOEFL test history, because it does not assess all four skills and does not address communicative competencies as well as the iBT or IELTS tests.

The IELTS test is useful in terms of predicting academic readiness and possibly indicating some level of future success, but only in the receptive skill areas of reading and listening. Its strengths include the reliability of the reading and listening sections, but the inconclusive data on the speaking and writing sections contribute to a weakness in terms of overall validity. In other words, validity research on this test appears. Due to the lack of about research on the reliability and validity of the entire IELTS test, it appears less of a valid predictor of academic readiness than the iBT.

## **CONCLUSION**

In conclusion, of the three tests above, the TOEFL iBT is the best test to administer for purposes of proficiency and as a predictor of academic readiness, but not necessarily a predictor of how well a student will actually perform in an English-speaking academic setting long term. Though it does have a higher reliability and generalizability than the other two tests and gives students a clearer picture of English ability, more research into the correlation between these test scores and students' future scholastic performance is needed.

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## **IMPROVING THE STUDENTS' ABILITY IN USING THE EXPRESSION OF "ASKING FOR AND GIVING INFORMATION BY USING CHIT CHAT STRATEGY AT THE SEVENTH GRADE OF SMPN I SEMANDING**

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**Abstract:** This research aims to describe the process of improving the students' competence in expressing "asking for and giving information and to know the students' achievement in expressing ""asking for and giving information at the seventh grade of SMP N I Semanding, Tuban. This research is carried by using classroom action research. The subject of the study is class A of seventh grade of SMP N I Semanding, Tuban. The writer only takes class A that consists of 30 students. In conducting the research, the writer uses the procedure of classroom action research. They are planning, Acting, Observing and Reflecting. In collecting the data the writer uses the following procedures: Conducting the observation and giving test. In analyzing the data the writer uses the procedure of collecting data. they are describing the process of improving the students' competence, correcting the students test, and describing the students' achievement. Based on the research result, it is found that the process of improving the students' competence in expressing "asking for and giving information" is done in two cycles. In cycle 1, the students had not been able to achieve "KKM" (kriteria kelayakan minimal). Then the writer continues the second cycle. Finally all students Achieved "KKM". Based on the result of the test, it is found that some of the students had not been able to achieve "KKM" at first cycle. Then, the writer did the second cycle. Based on the test result of second cycle, it is found that all students had achieved more than 65. It is the score of "KKM". The average score is 73,5. It is categorized as good. It can be concluded that chit-chat game can improve the students' ability of the seventh grade of SMP N I Semanding, Tuban in expressing "asking for and giving information".

**Key words:** *speaking, transactional and interpersonal, asking for giving information, chit chat strategy*

## **INTRODUCTION**

There are four language skills. They are listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is a productive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of language. Writing is also productive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as a separate subject within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perceptive. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. 'Machure M' in his book named as 'Oracy-current trends in Context' (1988) termed this process as 'oracy' means 'oral communication' or 'oral language'. It includes both listening and speaking.

Teaching speaking in Indonesia is not easy. The teacher must make sure that students have to master the language components. They are vocabulary, grammar, and pronunciation. In this case, the teacher should prepare the students to have these. It can be done by equipping the students with these components in pre teaching. If the students have acquired these, they will be ready to speak. On the other hand, to make the students are motivated in learning Speaking, the teacher should have an interesting strategy to make the students interested in mastering this skill. One of the optional strategies is game. Chit- chat is one of the communicative games. It can be used to make students active in communicating with other students.

Hadfield (1987: 7) states that Chit Chat is a role card game for two players that give the students opportunity to do a small talk between two acquaintances at a social function. It means that the students will have enough opportunity in having conversation by using this game. It is hoped that this strategy will give an optional strategy in teaching speaking especially in expressing transactional and interpersonal expressions. In this article, the writer will discuss the method of this strategy. The method of this strategy is Communicative Approach. Communicative approach is discussed in this article because Chit-Chat is adopted from Communicative approach. The characteristics of this game are derived from CA. In this strategy, the learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. Larsen-Freeman (1986: 131) states that the goal of Communicative Approach is to make the students become communicatively competence. Based on the characteristics above, it is clear that chit-chat is adopted from

Communicative Approach. This research aims to describe the process of improving the students' ability in expressing "asking for and giving information" and to know the students' achievement in expressing "asking for and giving information" at the seventh grade of SMP N 1 Semanding, Tuban.

## **REVIEW OF RELATED LITERATURE**

### ***The implementation of Chit-Chat strategy***

Chit Chat is a card game for two players that simulate the exchange of small talk between two acquaintances at a social function (Hadfield, 1984: 7). This game uses the language to run the communication well, so it is appropriate with the characteristic of communicative approach. Each player has a topic and the first player to make a couple of points on their topic wins the game. Alternatively if one player lets the conversation lag, then their opponent has won.

This game is appropriate for transactional and interpersonal expression. It can be used for asking and giving personal information. It can be used to teach the students how to practice asking their names, lives, occupation, interest and so on.

### ***Essential vocabulary***

In using this game, the teacher needs to elicit some important vocabulary. They are: age, married, single, divorced, child, names of job and the tool used for doing job. The eliciting of these vocabularies will help the students to be familiar with the language before they practice asking and giving personal information

### ***How to Use the Game in the Classroom***

The game may be played with any number (with suggested minimum of seven or eight). If there are more than 16 students in the classroom, the game may be played in two groups. The questions should be deleted and the corresponding role-cards removed.

### ***The Communicative Activity of Chit- Chat Game***

In implementing this game, the teachers may base on the following steps:

1. Copy some role-cards and questionnaires. The teacher must prepare role-card and questionnaire. They must be copied base on the number of the students.
2. Distribute one role-card to each student. The teacher must make sure that every student is given one role-card. Then allow the students become familiar with the information in the role card.
3. Give each student one questionnaire. Make sure that every student holds one questionnaire.

4. Ask the students to find all people described in the questionnaire. In finding all people, the students must move around the room. They must ask each other questions until they have found all people described on the questionnaire.

#### ***The example of classroom activity***

1. The teacher gives four students role cards above. Each student is given one role card. Each student has to act as the one who is in each role card. Student A acts as Mary. Student B acts as Lewis. Student C acts as Alice. Student D acts as Tim Fowler. Every student has to be familiar with their own role.
2. Then, the teacher gives four students questionnaires above. The teacher gives each student one questionnaire. Student D is given questionnaire A. Student E is given questionnaire B. Student F is given questionnaire C. Student G is given questionnaire D. Each student has to ask to the students who hold the role card. They have to find the person in their questionnaire. They have to find who is the appropriate person based on their questionnaire by asking their name, job, children, town, age, and hobby.

#### **RESEARCH METHOD**

The design of this research is classroom action research. It means that the researcher has to do the research in the classroom. Classroom action research is a research that is designed to help writers knowing what happened in the classroom and use the information to make good decision in the next lesson (Nunan, 1992). In this research, the research is as a writer researcher. He wants to improve his students' ability in using the expression of 'asking and giving information' by using Chit Chat strategy. This study is very useful for both the writer and the students. The writer can teach well and the students can learn well.

The subject of the study is class A of seventh grade of SMP N I Semanding Tuban. The writer only takes class A that consists of 30 students. In conducting the research, the writer uses the procedure of classroom action research. They are planning, Acting, Observing and Reflecting

In collecting the data the writer uses the following procedures: Conducting the observation and giving test. In analyzing the data the writer uses the following procedure:

- a. Describing the process of improving the students' competence
- b. Giving test

The students are given oral test. In examining the students competence, the researcher uses the following rubric:

Table 1. Speaking test rubric

		pronunciation	vocabulary	fluency	Accuracy	Total
No	Name	1-25	1-25	1-25	1-25	

c. Describing the students' achievement

### FINDING

The process of improving the students' ability in using the expression of 'asking and giving information' by using Chit Chat strategy as follows:

#### Cycle 1

There are four stages in this cycle. They are divided into planning, acting, observing, and reflecting.

##### a. Planning

In this stage, the writer prepares the lesson plan. The writer uses recipe game in teaching. The allotment for each meeting is 80 minutes including pre activity, while activity, and post activity. The researcher also prepares the research instruments.

##### b. Acting

- Pre speaking

In this activity, the writer opens the class by greeting and praying together. After that the writer checks the students' attendance. Then the writer gives some questions related to the topic and students answer it orally.

- Whilst activity

In implementing this game, the teachers use the following steps: The teacher prepared role-card and questionnaire. He copied base on the number of the students. He distributed one role-card to each student. The teacher made sure that every student had been given one role-card. The writer used the following cards:

Marry Age 24 Lives in Tuban Married Two children: tom and Jerry Job: Technician Hobbies: Tennis, Football	Lewis Age 40 Lives in England Married For children and six grandchildren Retired Hobbies: gardening
Alice Age 24 Lives in Exeter Married Three children: Sally tom and sue Job: nurse Hobbies: swimming, sailing	Tim fowler Age: 36 Live in Brixham Married Two children: Robert and Oliver Job: electrician Hobbies: Guitar

**The example of Questionnaire**

<p><b>A</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar</p>	<p><b>B</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar</p>
<p><b>C</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar</p>	<p><b>D</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar</p>

- The teacher gave four students role cards above. Each student was given one role card. Each student had to act as the one who is in each role card. Student A acted as Mary. Student B acted as Lewis. Student C acted as Alice. Student D acted as Tim Fowler. Every student had to be familiar with their own role.
  - Then, the teacher gave four students questionnaires above. The teacher gave each student one questionnaire. Student D was given questionnaire A. Student E was given questionnaire B. Student F was given questionnaire C. Student G was given questionnaire D. Each student had to ask to the students who hold the role card. They had to find the person in their questionnaire. They had to find who is the appropriate person based on their questionnaire by asking their name, job, children, town, age, and hobby.
  - Post writing  
In the post activity, the writer gave chances to the students to ask about the lesson given and then gives conclusion. After that the writer asks about their difficulties and closed the meeting.
- c. Observing**  
In this step, the writer gives test to the students after treatment. It is done out of the class hour. Based on the students' score above, it can be seen that there are 13 students who have not achieved KKM. They get 60.
- d. Reflecting**  
In this stage, the writer and the colaborator analyzed the result of test. They compared the result of the students' test with the standard score (KKM). In cycle one, the average score of students' competence in exresing "asking for and giving information" is 64. It means that students couldn't achieve the standard points of the KKM from their

school because the students must achieve 65 as the limit of KKM. There were students 13 who had not achieved KKM. So the the writer did the second research in order to improve the students' competence in using "the expression od asking for and giving information". Then, they continued conducting the cycle 2.

## **Cycle 2**

Cycle 2 is conducted because the students' competence in expressing ""asking for and giving information" needs to be improved. There are four stages in this cycle. They are divided into planning, acting, observing, and reflecting.

### **a. Planning**

In this stage, the writers prepare the lesson plan. The allotment for each meeting is 80 minutes including pre activity, while activity, and post activity. The researcher also prepares the research instruments.

### **b. Acting**

#### - Pre speaking

In this activity, the writer opened the class by greeting and praying together. After that the writer checked the students' attendance. Then the writer also gave some questions related to the topic like in the first cycle and students answer it orally.

#### - Whilst activity

In using this game in this cycle, the teacher needed to elicit some important vocabulary. They are: age, married, single, divorced, child, names of job and the tool used for doing job. The eliciting of these vocabularies will help the students to be familiar with the language before they practice asking and giving personal information

#### - Explaining the language feature

The writer presented some relevant expression of asking for and giving information. The writer divides the class into four students.

The teacher prepared role-card and questionnaire. He copied base on the number of the students. He ddistributed one role-card to each student. The teacher made sure that every student had been given one role-card. The writer used the following cards:

Marry Age 24 Lives in Tuban Married Two children: tom and Jerry Job: Technician Hobbies: Tennis, Football	Lewis Age 40 Lives in England Married For children and six grandchildren Retired Hobbies: gardening
Alice Age 24 Lives in Exeter	Tim fowler Age: 36 Live in Brixham

Married Three children: Sally tom and sue Job: nurse Hobbies: swimming, sailing	Married Two children: Robert and Oliver Job: electrician Hobbies: Guitar
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**The example of Questionnaire**

<b>A</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar	<b>B</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar
<b>C</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar	<b>D</b> Find: A technician with two children A grandmother who lives in England A 24- year- old nurse An electrician who plays the guitar

- The teacher gave four students role cards above. Each student was given one role card. Each student had to act as the one who is in each role card. Student A acted as Mary. Student B acted as Lewis. Student C acted as Alice. Student D acted as Tim Fowler. Every student had to be familiar with their own role.
- Then, the teacher gave four students questionnaires above. The teacher gave each student one questionnaire. Student D was given questionnaire A. Student E was given questionnaire B. Student F was given questionnaire C. Student G was given questionnaire D. Each student had to ask to the students who hold the role card. They had to find the person in their questionnaire. They had to find who is the appropriate person based on their questionnaire by asking their name, job, children, town, age, and hobby.
- Post speaking  
 In the post activity, the writer gives chances to the students to ask about the lesson given and then gives conclusion. After that the writer asks for their difficulties and closed the meeting.

**c. Observing**

In this step, the writers give the second test to the students after treatment. It is done out of the class hour. Based on the score in the test, the students have achieved score more than 65 as KKM of their

school. So, the students' competence in using the expression of asking and giving information that were taught by using chit chat strategy is good. It means that chit chat strategy is appropriate for teaching writing the expression of asking for and giving information.

**d. Reflecting**

After looking at the result of the second test, the writer compared the result of the students' test with the standard score (KKM). They found that the students had achieved the standard points of the KKM from their school because the students get score more than 65 as the limit of KKM. Based on the results of observation, He concluded that using chit chat strategy could improve the students' competence in using the expression of asking and giving information.

**DISCUSSION OF THE RESULT**

According the data analysis, the researchers find that the process of improving the student's competence in the expression of asking and giving information by using chit-chat strategy at the seventh grade of SMP N 1 Semanding that are conducted in 2 cycles, is well done. In this study, the writer has conducted 2 cycles. In cycle 1 the students cannot reach KKM. So, the writer conduct cycle 2 to improve the students' competence in comprehending procedure text using chit-chat strategy. Finally, the students' test score improves and it means that the teaching learning process is done successfully.

In the result of the test it is shown that the mean score of the seventh grade of SMP N 1 Semanding in the expression of asking and giving information in cycle 1 cannot achieve the standard points of the KKM from their school. Because the students must achieve 65 as the limit of KKM, the writer does the second research in order to improve the students' competence in expressing "asking for and giving information". While, based on the result of cycle 2, all students have achieved score more than 65 as the KKM of their school. It is categorized in the "good" criterion. It means that the students have good competence in expressing "asking for and giving information". So, it is clear that the students of seventh grade of SMP N 1 Semanding have made a progress or in other words their ability in expressing "asking for and giving information" has improved.

**CONCLUSION**

Based on the research result, the writer concludes that the process of improving the students' competence in expressing "asking for and giving information" by chit-chat game at the seventh grade of SMP N 1 Semanding runs well. This process is conducted in 2 cycles. On the first cycle the students' score cannot achieve KKM. So the writer conducts second cycle to improve students' competence in expressing "asking for and giving information".

Chit-chat game is effective not only to improve the process of teaching and learning in the classroom but also to improve the result of the students' scores. The learners feel happy learning in expressing "asking for and giving information" using chit-chat strategy. It also helps them in using the expression.

In the result of the test it is shown that the score of the seventh grade of SMP N 1 Semanding in expressing "asking for and giving information" in cycle 1 cannot achieve the standard points of the KKM from their school. So, the writer does the second research in order to improve the students' competence in expressing "asking for and giving information". While, based on the result of the cycle 2, the students have achieved score more than 65 as the KKM of their school, that is 73,5 and it is categorized in the "good" criterion. It means that the students have good ability in expressing "asking for and giving information". It means that chit – chat strategy is useful for teaching "asking for and giving information".

According to the result of the observation, the writer concludes that the students respond positively toward the use of chit-chat strategy in teaching "asking for and giving information". Most of the students feel very happy and they are motivated. It can be looked at when they do the activities. It also helps them in expressing "asking for and giving information".

Based on the research result, the writer would like to give some suggestions for the writer, the students and also for the next researcher as follows: The English writer should create an enjoyable situation in teaching learning process. So, the students can involve actively in class. They can use various techniques in teaching writing, in order to maintain the students, interest toward the lesson. Teaching writing using game can be a good choice as a technique which can be implemented in writing class. By doing this, the students are motivated in joining the class and are not easy to feel bored in teaching learning process.

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## **THE USE OF MOTIVATIONAL STRATEGIES BY EFL PRIMARY SCHOOL TEACHERS**

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**Abstract:** This study aimed at examining motivational strategies utilized by two groups of EFL primary school teachers, experienced and novice teachers. A questionnaire developed by Cheng and Dörnyei (2007), was used in this study. Two research questions were posed: the first was to find which motivational strategies used by teachers in the classroom and the second was to explore which motivational strategies were most and least frequently used by experienced and novice teachers. The participants were nine EFL teachers, teaching English in a private primary school in Indonesia. Data was collected through questionnaires and interview. The results indicated some differences and similarity that both groups used. The experienced ones used more varied strategies from the novice ones.

**Keywords:** *motivational strategies, novice teachers, experienced teachers*

### **INTRODUCTION**

Motivation has a great role in encouraging students to learn, making them active and creative since most students may have the desire to do something new. It is also important to inspire students to become active in their work, begin their work and to improve their goal and objectives (Jain & Patel, 2008). According to Guilloteaux and Dörnyei (2008), motivational strategies refer to instructional interventions applied by the teacher to elicit and stimulate student motivation and self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation. Teacher motivation has become an important issue and given the responsibility to impart knowledge and skills to learners.

There are two types of teachers; novice teachers who are fresh-graduated up to having less than three years teaching experience (Freeman, 2001) and experienced teachers who have more than five years of experience (Gatbonton, 1999; Richards, Li, & Tang, 1998). For the experienced teachers, they usually considered having a wider and more varied range of instructional options in response to student cues. In addition, in teaching preparation, experienced teachers use various teaching materials to assist students to learn English because they have more experience in practicing some teaching methods.

While for novice teachers, there are some problems that many novice teachers encounter in teaching, such as they sometimes do not know how to manage classroom environment and how to enhance students' learning

motivation; therefore, they seldom feel confident and often have a low sense of achievement in teaching environment. For novices who are less confident, frustration and depression may finally drive them from the classroom. Indeed, nearly half of all beginning teachers leave teaching within the first five years (Boles & Troen, 2002). This problem was encountered by the researcher in her work place. The novice teachers felt that their teaching were not as good as the experienced teachers. The novice teachers become less passionate in teaching and felt insecure if they were compared with the experienced teachers. They worried that this might lessen the students' enthusiasm in learning. This becomes an interesting topic to be explored to help improve the novice teachers' quality.

## **RESEARCH METHOD**

The purpose was to investigate how the EFL teachers who participated in this study used motivational strategies in the classroom. This study also explored motivational strategies most and least frequently used by novice and experienced EFL teachers. Questionnaires and interviews were used to collect the data in this study. The questionnaire, which was given to the teachers was used to find out their motivational strategies in the classroom, was developed by Cheng and Dörnyei (2007). It consisted of two sections. The first part was designed to obtain demographic information about the participants including gender, qualification, and teaching experience. The second part consisted of 48 questions with five point Likert scale (never, sometimes, often, usually, and always) related to the use of motivational strategies in EFL classrooms. Then, interview was conducted to the teachers at their convenient time. They were allowed to use either English or Indonesian, their first language. The interview mostly used open-ended questions to find out what were the examples of motivational strategies that the participants used in their day-to-day experiences as English teachers and was recorded. The interviews were conducted in order to learn more about the actual practices, feelings, and thoughts of the teachers concerning the use of motivational strategies. The interviews provided the opportunity to explain the intended meaning behind a question, when necessary, and to ask follow-up questions to gain more clear responses from the participants (Best & Khan, 1998).

The participants of this study were nine EFL teachers; six experienced EFL teachers and three novice EFL teachers who worked in a private primary school. The nine participants had various teaching experiences. The experienced teachers had taught in other schools before the current primary school, while for all novice teachers had their first experience in the current primary school. All of the teachers not only taught English as lesson subject, but also taught other subjects such as Mathematics, Science and Health Education that used English as the language of instruction. However, the teachers were encouraged to provide examples or opinion based on their experience in teaching English subject only.

The limitation of the study was the sample size. The number of teachers who participated in this study didn't have the same ratio because the limitation of teachers with the same category in the school. The school had different levels which are kindergarten, primary and secondary levels. There were fourteen EFL

teachers in the school; however, two teachers were excluded because they were teaching at the secondary level (junior high school) and three teachers had 4 years of teaching experience which didn't fit the definition of the experienced nor the novice teachers used in this study. So, the nine participating teachers were teaching only at the primary level. Due to the small sample size, the responses were limited. The instruments used might also be considered limited. Specially, the validity of responses given in interviews might have been affected by the fact that they worked in the same school. The teachers might have seen other teacher's teaching methods and applied them in class. Thus, some teachers might have the same examples or responses.

## **FINDINGS AND DISCUSSION**

The result of the questionnaires was calculated and sorted from the highest percentage of "always" answer to the lowest percentage of "never" answer.

**Table 1. The percentage of the strategies used by all participating teachers**

<b>No</b>	<b>Questionnaire</b>	<b>never</b>	<b>some-times</b>	<b>often</b>	<b>usually</b>	<b>always</b>
23	Establish a good relationship with your students.	0%	0%	0%	33%	67%
46	Show students that their effort and achievement are being recognized by you.	0%	0%	8%	25%	67%
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	42%	58%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	50%	50%
47	Try to be yourself in front of students without putting on 'an artificial mask', and share with them your hobbies, likes and dislikes.	0%	0%	0%	50%	50%
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	17%	33%	50%
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance	0%	8%	8%	33%	50%

No	Questionnaire	never	some-times	often	usually	always
	learning, and then ask for the students' agreement.					
2	Show students that you respect, accept and care about each of them.	0%	0%	33%	17%	50%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	58%	42%
24	Select tasks that require involvement from each participant.	0%	0%	0%	67%	33%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	67%	33%
8	Monitor students' levels of success.	0%	0%	8%	58%	33%
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).	0%	0%	8%	58%	33%
1	Bring in and encourage humor and laughter in your class.	0%	0%	17%	50%	33%
4	Familiarize the learners with the cultural background of the English language.	0%	0%	50%	25%	25%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	17%	67%	17%
34	Provide students with positive information feedback.	0%	0%	17%	67%	17%
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	8%	8%	67%	17%
35	Promote cooperation between students instead of competition.	0%	0%	25%	58%	17%
11	Design tasks that are within the learners' ability so that they get	0%	8%	25%	50%	17%

No	Questionnaire	never	some-times	often	usually	always
	to experience success regularly.					
10	Encourage students to select specific and short- term learning goals for themselves (e.g. learning 5 words every day).	0%	17%	25%	42%	17%
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	0%	17%	25%	42%	17%
6	Give clear instructions about how to carry out a task by modeling every step that students will need to do.	0%	0%	25%	67%	8%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	42%	50%	8%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	25%	17%	50%	8%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	33%	8%	50%	8%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	8%	42%	42%	8%
39	Motivate your students by increasing the amount of English you use in class.	0%	25%	42%	25%	8%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	25%	50%	17%	8%
14	Teach the students self-motivating strategies so as to keep them motivated when they	0%	0%	17%	83%	0%

<b>No</b>	<b>Questionnaire</b>	<b>never</b>	<b>some-times</b>	<b>often</b>	<b>usually</b>	<b>always</b>
	encounter distractions.					
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	17%	83%	0%
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	17%	83%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	33%	67%	0%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	8%	25%	67%	0%
21	Use short and interesting opening activities to start each class (e.g. fun games).	0%	8%	25%	67%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	8%	33%	58%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	8%	33%	58%	0%
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	17%	33%	50%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	8%	50%	0%	42%	0%
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	67%	33%	0%

No	Questionnaire	never	some-times	often	usually	always
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	17%	58%	33%	0%
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	33%	33%	33%	0%
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	0%	33%	67%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	8%	58%	33%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed or evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

The foremost motivational strategy used by 67% of the participating teachers is establishing a good relationship with the students and showing the students that their effort and achievement are being recognized by the teachers. While 58% of the participating teachers used creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule as the second most frequently used motivational strategy. The third most frequently motivational strategies used by 58% of the teachers are: allowing students to create products that they can display or perform; trying to be themselves in front of the students without putting on 'an artificial mask' and share their hobbies, likes

and dislikes; showing enthusiasm for teaching English by being committed and motivating themselves; explaining the importance of the ‘class rules’ that the teacher regard as important (e.g. let’s not make fun of each other’s mistakes) and how these rules enhance learning, and then ask for the students’ agreement; and showing the students that the teachers respect, accept and care about each of them.

Table 1 also shown some motivational strategies which never be used by the participating teachers, they are: invite senior students who are enthusiastic about learning English to talk to the class about their positive English learning experiences/successes; invite some English-speaking foreigners as guest speakers to the class; give students choices in deciding how and when they will be assessed/evaluated; and give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).

The result of the questionnaires was also organized into two groups of experienced and novice teachers. Then, each group was sorted from the highest percentage of “always” answer to the lowest percentage of “never” answer.

**Table 2. The general percentage of the strategies used by experienced teachers**

No	Questionnaire	never	some-times	often	usually	always
23	Establish a good relationship with your students.	0%	0%	0%	33%	67%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	33%	67%
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	33%	67%
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).	0%	0%	0%	33%	67%
47	Try to be yourself in front of students without putting on ‘an artificial mask’, and share with them your hobbies, likes and dislikes.	0%	0%	0%	33%	67%
2	Show students that you respect, accept and care about each of them.	0%	0%	17%	17%	67%
46	Show students that their effort and achievement are being recognized by you.	0%	0%	17%	17%	67%

No	Questionnaire	never	some-times	often	usually	always
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	0%	0%	0%	50%	50%
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	0%	50%	50%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	50%	50%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	50%	50%
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	0%	0%	0%	67%	33%
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	0%	0%	0%	67%	33%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	0%	67%	33%
24	Select tasks that require involvement from each participant.	0%	0%	0%	67%	33%
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	0%	0%	0%	67%	33%
34	Provide students with positive information feedback.	0%	0%	0%	67%	33%
35	Promote cooperation between students instead of competition.	0%	0%	0%	67%	33%
4	Familiarize the learners with the cultural background of the English language.	0%	0%	50%	17%	33%

No	Questionnaire	never	some-times	often	usually	always
6	Give clear instructions about how to carry out a task by modeling every step that students will need to do.	0%	0%	0%	83%	17%
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	0%	0%	83%	17%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	0%	83%	17%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	0%	0%	83%	17%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	17%	0%	67%	17%
39	Motivate your students by increasing the amount of English you use in class.	0%	0%	33%	50%	17%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	0%	67%	17%	17%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	0%	0%	100%	0%
8	Monitor students' levels of success.	0%	0%	0%	100%	0%
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	0%	0%	0%	100%	0%
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	0%	100%	0%

No	Questionnaire	never	some-times	often	usually	always
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	0%	100%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	0%	33%	67%	0%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	0%	33%	67%	0%
21	Use short and interesting opening activities to start each class (e.g. fun games).	0%	0%	33%	67%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	0%	33%	67%	0%
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	0%	33%	67%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	33%	67%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	0%	33%	0%	67%	0%
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	50%	50%	0%
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	0%	50%	50%	0%
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	17%	33%	50%	0%
1	Bring in and encourage humor and laughter in your class.	0%	0%	67%	33%	0%

No	Questionnaire	never	some-times	often	usually	always
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	0%	33%	67%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	0%	67%	33%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed or evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

The calculation in Table 2 showed that teachers with five to ten years of experience employed several strategies to motivate their students. This is proven by 67% participants of the experienced teachers answered “always” to these seven strategies:

1. Establish a good relationship with your students.
2. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).
3. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.
4. Try to be yourself in front of students without putting on ‘an artificial mask’, and share with them your hobbies, likes and dislikes.
5. Highlight the usefulness of English and encourage your students to use their English outside the classroom.
6. Show students that you respect, accept and care about each of them.
7. Show students that their effort and achievement are being recognized by you.

The experienced teacher gave several examples to establish a good relationship with their students by spending more time to chat with the students

to listen to the their story, problems or activities at home; asking them what they like; greeting the students; and sharing food during rest time. By doing these, the teachers could also show that they care about the students. These teachers allowed the students to create products according to the topic discussed such as a poster about saving the environment or promoting a zoo, a picture about the weather, paper-puppet, a pencil case from mineral bottle, bag from plastic bag, etc. After that, the students have to tell the class of what they had made. Then, their efforts and achievements were recognized by giving verbal praises (such as “Good jobs”, “OK, that’s great”, “You did it well”, etc) and sticker as rewards. The teachers realized that it was also important to have a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. They made this happened by giving continuous reminders to the students not to mock their friends if they gave wrong answer to a question or got bad score in a test/exercise and the teachers and their students would have a discussion in the class to talk about what the students can and cannot do. In addition, the experienced teachers tried to draw the students’ attention to use English outside the classroom. Playing games was one of the activities that most children like to do. They encouraged the students to learn English so that they could read the instructions in the games. Another way was by asking them to practice speaking to their family or foreigners. There was a chance where the students could practice speaking English with other students from India via Skype.

The result of the questionnaire filled in by the novice teachers with less than 3 years of experience was shown in table 3 below.

**Table 3. The general percentage of the strategies used by novice teachers**

No	Questionnaire	never	some-times	often	usually	always
23	Establish a good relationship with your students.	0%	0%	0%	0%	100%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	0%	100%
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	33%	67%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	67%	33%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	67%	33%
46	Show students that their effort and achievement are being	0%	0%	0%	67%	33%

No	Questionnaire	never	some-times	often	usually	always
	recognized by you.					
2	Show students that you respect, accept and care about each of them.	0%	0%	67%	0%	33%
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	67%	0%	33%
8	Monitor students' levels of success.	0%	0%	0%	100%	0%
24	Select tasks that require involvement from each participant.	0%	0%	0%	100%	0%
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	0%	100%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	0%	100%	0%
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	0%	100%	0%
47	Try to be yourself in front of students without putting on 'an artificial mask', and share with them your hobbies, likes and dislikes.	0%	0%	0%	100%	0%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	33%	67%	0%
21	Use short and interesting opening activities to start each class (e.g. fun games).	0%	0%	33%	67%	0%
38	Highlight the usefulness of English and encourage your students to use their English	0%	0%	33%	67%	0%

No	Questionnaire	never	some-times	often	usually	always
	outside the classroom (e.g. internet chat room or Facebook).					
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	33%	0%	67%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	33%	0%	67%	0%
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	33%	0%	67%	0%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	33%	0%	67%	0%
1	Bring in and encourage humor and laughter in your class.	0%	0%	67%	33%	0%
6	Give clear instructions about how to carry out a task by modeling every step that students will need to do.	0%	0%	67%	33%	0%
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	0%	0%	67%	33%	0%
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	67%	33%	0%
34	Provide students with positive information feedback.	0%	0%	67%	33%	0%
35	Promote cooperation between students instead of competition.	0%	0%	67%	33%	0%
4	Familiarize the learners with the cultural background of the English language.	0%	33%	33%	33%	0%

No	Questionnaire	never	some-times	often	usually	always
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	0%	33%	33%	33%	0%
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	0%	33%	33%	33%	0%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	33%	33%	33%	0%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	33%	33%	33%	0%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	100%	0%	0%
39	Motivate your students by increasing the amount of English you use in class.	0%	0%	100%	0%	0%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	33%	67%	0%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	33%	67%	0%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	0%	33%	67%	0%	0%
10	Encourage students to select specific and short- term learning goals for themselves (e.g. learning 5 words every day).	0%	67%	33%	0%	0%
20	Help the students develop realistic beliefs about their	0%	67%	33%	0%	0%

No	Questionnaire	never	some-times	often	usually	always
	learning (e.g. explain to them realistically the amount of time needed for making real progress in English).					
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	67%	33%	0%	0%
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	0%	67%	33%	0%	0%
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	67%	33%	0%	0%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	100%	0%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	0%	100%	0%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed or evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

Table 3 showed that all the novice teachers answered “always” to these two main strategies, they are establishing a good relationship with your students and allowing the students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme). These novice teachers tried to listen to the students stories about their activities and provide reference book to support their study such as short stories to build good relationship with the students. While in making products, the teachers let the students draw animal, or write a poem then decorate it.

The second motivational strategies most frequently used by 67% of the novice teachers is by creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. These teachers tried to give advice that the students were in the same class, so they should be supportive and not ridicule each other. One of them tried to give advice by telling jokes.

The calculation of the questionnaire in Table 2 and 3 showed that both experienced and novice teachers had the same strategies that they never used. This is proven by 100% or all of the participants answered “never” to these four strategies:

1. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences or successes.
2. Invite some English-speaking foreigners as guest speakers to the class.
3. Give students choices in deciding how and when they will be assessed or evaluated.
4. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).

They never invited senior students to talk in front of the class because most of them were shy and not willing to do it. The teachers also never invited any English-speaking foreigners because it was related to both budgeting and rules from the school. The experienced and novice teachers didn't give the students choice on how and when they should be evaluated nor opportunities to assess themselves because they thought that the students in primary level were too young to do it.

This study was an attempt to examine the frequency of motivational strategies used by EFL teachers and describe the most and least frequently motivational strategies used between two groups of experienced and novice teachers in an EFL setting. The data showed the first main strategies chosen by the teachers in this study were establishing a good relationship with the students and showing students that their effort and achievement are being recognized. The second most frequently used strategy chosen by 58% of the participants was creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. And the third strategies most frequently used were allowing students to create products that they can display or perform; trying to be themselves in front of the students without putting on ‘an artificial mask’ and share their hobbies, likes and dislikes; showing enthusiasm for teaching English by being committed and motivating themselves; explaining the importance of the ‘class rules’ that the teacher regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the

students' agreement; and showing the students that the teachers respect, accept and care about each of them.

The questionnaire then was grouped into experienced and novice teachers. The result of the questionnaire shows that experienced and novice teachers had two strategies in common that they most frequently used. Both teachers thought it was necessary to establish a good relationship with the students and to allow students to create products that they can display or perform. However, the experienced teachers added some important motivational strategies, they are:

- trying to be themselves in front of the students without putting on 'an artificial mask', and sharing with their hobbies, likes and dislikes
- highlighting the usefulness of English and encouraging their students to use English outside the classroom
- showing students that the teachers respect, accept and care about the students
- showing students that the students' effort and achievement are being recognized by the teachers

Both experienced and novice teachers never used these motivational strategies in class, they were inviting senior students who were enthusiastic about learning English to talk to the class about their positive English learning experiences/successes; inviting some English-speaking foreigners as guest speakers to the class; giving students choices in deciding how and when they will be assessed/evaluated; and giving students opportunities to assess themselves.

## **CONCLUSION**

The result of this study shows that the novice teachers have limited motivational strategies used in the classroom, while the experienced teachers use more varied motivational strategies. The result is possibly changed across different cultural and linguistic contexts. Nevertheless, we need to remember that contextual variations such as the teachers' personalities and teaching styles and different learner groups are likely to display the effectiveness of the strategies use employed by teachers. Further research can be encouraged to investigate more participants to know more motivational strategy in teaching/learning situations. More experienced and novice teachers' participation could have significant differences in motivational strategies use. Since there were no students in the study, further research can be done to investigate students' perception towards teachers' use of motivational strategies.

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## **INVESTIGATION OF THE EFFECTIVENESS OF INTENSIVE READING (IR) WITH AUTHENTIC MATERIALS ON STUDENTS' READING ABILITY TOWARD ENGLISH PROFICIENCY TEST FOR STUDENTS OF STKIP PGRI BANGKALAN**

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**Abstract:** The current research investigates the effect of online intensive reading (IR) on students' reading ability on English proficiency test. Besides, students' perceptions on the use of online intensive reading were also studied. A number of credible journals indexed in SCOPUS are used to support online intensive reading. Eighty students are involved in this study into two groups in which 40 students to be assigned as experimental group and 40 students to be assigned as control group. Students' perceptions on online intensive reading were investigated after questionnaires had been spread. In addition, independent sample t test was used to find out the score difference between the experimental group and control group. A significant difference was found in the gained score difference between the experimental group with online intensive reading and control group with non-online intensive reading in which  $p \text{ value } .000 < \text{significance } .05$ . In addition to the findings, It was found that students attained overall good perceptions toward reading journal articles related to suitability, reading pace, and motivation. The result of this research is on educational implication that teaching reading with online intensive reading is found effective.

**Keywords:** *Online intensive reading, perceptions, English proficiency test*

### **INTRODUCTION**

The goals of reading foreign language texts are fluency and accuracy. Fluency deals with reading pace while accuracy deals with structure of the text and vocabulary enrichment (Mart, 2015). While extensive reading closely relates to fluency, intensive reading correlates to accuracy. Intensive reading instruction which is frequently done in the class needs to be supported with some characteristics of extensive reading, especially for the wide variety of reading materials. Tendency of textbook use in the class can be reduced to get more reading exposure outside the class by reading articles provided online, for instance.

The reading development abilities really depend on learners' experiences in reading, habits, enjoyment, and variety of books read. Studies have found that when students read a lot outside classroom with their pleasure, they (a) have significant vocabulary learning and developmental stage that students learn about spelling and vocabulary enrichment (Soltani, 2011), (b) develop students' autonomy, expand English Proficiency, increase students' confidence in their ability in reading comprehension and reading rate, and improve students' memory and has better focus (Wardani , 2014).

Grabe and Stoller (2002, p. 13) advocate the view that students' abilities on reading texts may vary depending on the tasks, motivations, goals, and language abilities. Students' language abilities comprise lower-level processes (dealing with automatic linguistic processes) and higher-level processes (dealing with prior knowledge and inference abilities). These two abilities need to be trained for students in intermediate even advanced learners to read effectively and fast. Effective reading academic texts must use the two tools; lower level process and high level process to grab the meaning of the text especially when background knowledge is helpful on it. In order to achieve the goal of effective reading, students need to be exposed to a wide variety of texts which are authentic on their academic context. A study by Julian (2009)proposes that students need to be taught categories of analysis which are specific to academic discipline. Overall groupings of analysis to interact with academic texts can be concluded as follows: (a) reading purpose; (b) context; (c) author's thesis; (d) deconstruction of assumptions; (e) evaluation of author's arguments; and (f) consequences of author's arguments.

English language proficiency tests such as TOEFL test and IELTS contain reading sections acquiring the test takers to read several texts in a wide variety of topics. It widens the topic into several big categories comprising arts, humanities, life sciences, physical sciences, social sciences as it is mentioned by Educational Testing Service (ETS). In order to be able to do all of the questions, test takers need to read the text intensively with good reading pace. To face the reading section of the test, students need to prepare themselves by implementing good strategies to comprehend and to increase the reading pace in order to accurately and quickly answer the questions.

Teaching reading to prepare students for English Proficiency Test such as TOEFL can apparently use intensive reading carried out online. Open access of online journals can be a vast library accessed anywhere with internet. Internet sources have been more popular today for all skill teaching including teaching reading. A number of studies on using web resources for reading speed and materials have been conducted such as the use of concordances, electronic dictionary look-up, hypertext glossing, yahoo groups, and online magazine(Silva , 2009),(Lyutaya , 2011).

Intensive Reading is usually matched with Extensive reading since they complements one to another (Jacobs & Renandya , 2015). A number of researches have been accomplished to investigate and to test the effectiveness of ER as the helpful program for high speed reading like what has been conducted by (Dao, 2014) and (Wardani , 2014). ER was conventionally done with physical library available at universities or schools. However, in this digital epoch, it is possible to conduct ER though digital open sources through internet. Silva (2009) attempted

to implement the web-based program of ER through downloaded, printed materials with assignments of reading outside the classroom. Students were assigned to photocopy and read numerous articles from non-library reading materials sources such as magazines. This assignment is submitted in the form of portfolios. The problem when conducting ER is the time allotment which is relatively long to see the impact. How to adapt IR with ER is that materials taken from online can be brought to classroom. With the limited time, IR instruction can be carried out with that adaptation. So, that is why IR can support ER or vice versa.

Shifting offline to online intensive reading is a must in this 21st century with advanced technology around us. Shifting from traditional intensive reading to online resembles a challenging task for the educator in that the open web sources are massively varied. Exposure to that massive sources provided free in the internet makes it possible to use for educators to use for materials for training students how to read fast –on English proficiency test, for instance. Educators can adjust the reading materials to what topics might be found on the reading test such as education, psychology, arts, and so on. Students are more prepared when taking the test since they have trained themselves to high speed reading taken from articles from those wide open web sources. What they read is what they find in the test. In other words, there is a match between online intensive reading materials to what they read in the test.

Online sources as materials for intensive reading program enable students to choose any texts for learning. In training students to high speed reading through intensive reading program, educators should be aware that the essence of intensive reading is that it involves a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed (Nation, 2008, p. 50). Students' interest needs to take it for granted based on their level of difficulty and topics they are interested in and understand (Harmer, 2007, p. 283). Text selection depends on the students' preferences.

Technology can apparently be used to support and to modify the ordinary model of intensive reading. On this study, the researcher attempts to investigate the effectiveness of online intensive reading on students' ability in reading toward English proficiency test. Besides, their perspective was also studied and later be presented in descriptive statistics.

## **METHOD**

This study was conducted in a population of 140 students at 6<sup>th</sup> semester English Department at STKIP PGRI Bangkalan in the same batch of 2012. From 140 students in five classes, the researcher took 80 students for sample in random. The students are aged between 19 to 22 years of age with intermediate English proficiency. This research was conducted in a TOEFL preparation test course.

The researcher used web-based resources for materials of reading, i.e. online journal related to topics tested on TOEFL test. Students were given a reading log adapted from Lyutaya (2011) in which there are several important parts of the log comprising key vocabulary along with synonyms or definitions, summary, and reaction. Students were assigned to find the synonyms to widen their vocabulary. Then, they were instructed to make summary of the article. It

trains the students to synthesize and summarize what they have read. Reaction reflects on how the students give their opinions based on their understanding on the issue.

Topics for reading materials are included in the log into four journals indexed in Scopus and DOAJ (Directory of Open Access Journal):

Table 1. Four journals indexed in Scopus and DOAJ

No	Name of journal	Website	Scope
1	TEFLIN Journal	<a href="http://journal.teflin.org/index.php/journal/index">http://journal.teflin.org/index.php/journal/index</a>	Education
2	IPI	<a href="http://id.portalgaruda.org/?ref=browse&amp;mod=area&amp;area=90">http://id.portalgaruda.org/?ref=browse&amp;mod=area&amp;area=90</a>	Earth and planetary science
3	Journal of Educational, Health and Community Psychology	<a href="http://id.portalgaruda.org/?ref=browse&amp;mod=viewjournal&amp;journal=5539">http://id.portalgaruda.org/?ref=browse&amp;mod=viewjournal&amp;journal=5539</a>	Education public health
4	International Journal of Research Studies in Psychology	<a href="http://www.consortiacademia.org/index.php/ijrsp/issue/archive">http://www.consortiacademia.org/index.php/ijrsp/issue/archive</a>	Psychology

In eight weeks, students were assigned to make at least five reading logs with different scopes by choosing articles provided in the websites based on their interest on the titles, preferences, and length of articles. Students are given freedom to choose as they wish on what articles they are interested in. Level of difficulties may be the first reason on which article in certain journals they might read. There are four scopes of online journal provided by the researcher for students to conduct their intensive reading. Those four scopes appear the same topics as those in English Proficiency Test on reading section. Education, earth and planetary science, education public health, and psychology are chosen since they are popularly presented on reading test on TOEFL. The articles on the journals are accessible with the link provided. Students are able to download the articles freely without any charges.

### ***Research Design***

The present study employs true experimental design combined with survey to find out the students' perceptions towards before and after the implementation of online intensive reading. Among 140 students for population, 80 were taken randomly be selected as the sample. True experimental design is chosen since the researcher can apply simple random sampling instead of cluster sampling. Randomization on the whole three classes made it possible for the researcher to form the two new classes for sample.

### ***Instrument***

An instrument was applied on this research namely English Proficiency Test on the form of TOEFL-Equivalent test given on either on the stage before

and after online intensive reading had been applied. Test of Reading for TOEFL was given to the participants to collect data and the data was then compared using statistical calculation through SPSS 17.0. Besides, another form of instrument, questionnaire, was applied to figure out students' perception toward online intensive reading.

The questionnaire is aimed at gaining information related to students' perceptions toward intensive reading activities for their reading skill. There are a number of eight questions given in the questionnaire in the ease of feasibility of IR program to TOEFL reading, reading skill improvement, students' interest on the topics of journal, reading pace, and motivation to read. Through the reliability test, it was found that the Cronbach Alpha is 0.593.

The second instrument, i.e. reading test, was tested in another different class for its independence and gained reliable with Cronbach 0.639 through Pearson Product Moment in SPSS. There were 50 questions of reading comprehension questions in five texts with different topics. 55-minute time allotment was given to the participants of this tryout.

### ***Instructional procedures***

The participated students were randomly divided into 2 groups using simple sampling techniques. There are five classes considered population of this study as many as 140 students, all of which got the same opportunity to be the sample for control group and experimental group. In this research, the whole number of students chosen was 140, and they were taken 80 randomly to be selected as the sample. 40 participants were chosen for the experimental group and 40 students for the control group. In both groups, reading comprehension was taught, however, merely at experimental group were taught by implementing online intensive reading for the whole eight weeks. Control group merely received the ordinary instruction using printed materials from course textbook. Students in control group were given traditional instruction without any take-home assignment about reading journal articles. They learn reading strategies without any exposure to online IR program. In the end of eight weeks, they were compared to those in experimental group related to their reading achievement on test.

### ***Data Collection and Analysis***

The pretest and post-test English reading proficiency test and questionnaire in the end of intensive reading were given during the research period. It indicates that there are two stages of data obtained in which the first one is the score of English reading proficiency test and the second one is questionnaire to find out the students' perceptions. The first data gained were calculated statistically through SPSS 17.00 with independent sample test, as for the rest are calculated with simple statistical analysis. Independent samples T-test was used in SPSS calculation because the two groups were not related in anyway. Besides, there was only one test applied in the research for statistical calculation (Salkind, 2007, p. 219). The data obtained from questionnaires are presented in a bar diagram to enlighten visually to the readers about the results of each sentence.

Afterwards, the chart is explained in details on how the acquisition of each question.

## RESULT

The following is the result of data result and analyses of experimental and control group for eight-week treatment using online intensive reading for EFL learners. For the whole eight weeks, students report for their reading. In the end, posttest was administered for both groups to compare the score mean difference.

Table 2. The result of posttest experimental group and control group

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.395	.532	-	78	.000	-3.350	.665	-4.674	-2.026
	Equal variances not assumed			-	77.50	.000	-3.350	.665	-4.674	-2.026

\*alpha .05

Levene's Test for Equality of Variances shows that the Sig. is .532 is higher than alpha .05. It shows that the sample observed is homogenous and upper row of the table is considered. The next part, If  $p$  value is lower than alpha,  $H_0$  is rejected and  $H_a$  is accepted. If  $p$  value is higher than alpha so,  $H_0$  is accepted and  $H_a$  is rejected. The result shows that .000 is lower than alpha .05. The null hypothesis says that students who are taught with online intensive reading show lower score in English Proficiency Test than those without online intensive reading. Based on the obtained data, the researcher draws conclusion that  $H_0$  is rejected and  $H_a$  is accepted in which  $.000 < .05$ . It clearly shows that online intensive reading gives positive influence on students' ability toward English Proficiency Test.

In the beginning of the IR program, almost all students chose articles in the scope of education instead of the others. This is due to they realized that they were from education department so that they felt easier to accomplish their first reading projects. They found that vocabulary they found were quite familiar without specific terminology on other fields of study. TEFLIN journal became favorite journal for students to explore the articles. Students' reading "journey" continued to other scopes in the next weeks till the end of the program. Earth and planetary science was not quite familiar for students because that is not their field of study. Yet, they needed to explore topics of popular science for their knowledge. Popular science can be found in the reading tests, especially in TOEFL reading. Various vocabularies in students' new scope in science could be gained such as *abyssal, liberation, magnitude, radioactive decay* and many more.

This vocabulary increase also came to the other scopes namely public health and psychology like *self-esteem, introversion, mental state, nerve*, and many more.

Different from those in experimental groups, students in control group merely studied how to answer the questions of TOEFL reading test. Basic reading strategies were taught but no exploration of the topics was conducted. Students did not have opportunity to access reading materials taken from journals like those in experimental group. By relying on 100-minute class, the traditional intensive reading could not be explored. Students' reading materials were limited to what they learned from the textbook. Students did not enrich their vocabulary like those in experimental groups did.

The following are the descriptive analysis of frequency and percentages of students' responses (items 1-8). There are eight questions presented with the resulted data from questionnaire. Interpretations on each number of questions are given below the chart and table. They obviously show students' perceptions toward online intensive reading that showed positively after the program held.

Table 3. The frequency result of questionnaire on students' perception on online intensive reading

No .	Students' perceptions	Never (1)	Little (2)	Some-what (3)	Much (4)	Very much (5)
1	Online intensive reading is suitable to be used in a TOEFL reading course.		2	5	26	7
2	Online intensive reading is better tasks for TEOFL reading class compared with other ordinary tasks			9	7	24
3	Using Online intensive reading helps improve my English.			1	20	19
4	Online intensive reading is more helpful than regular reading book in improving my TOEFL reading.		4	14	7	15
5	Using Online intensive reading helps increase my interest in reading academic texts.		4	3	11	22
6	Online intensive reading is more helpful than regular reading book in increasing score in TOEFL reading.		4	1	15	20
7	Using Online intensive reading increases my reading speed.			7	15	18
8	Online intensive reading helps more in motivating me to read.		5	16	7	12
<b>Total</b>		0	19	56	108	137

In the end of the implementation of online intensive reading, a set of questionnaire was given to experimental group to figure out their perceptions toward it. This has a purpose that the researcher not only receives the data of score about the effectiveness, but also how is seen from students' mindset.

Question number one asks whether or not online intensive reading is suitable for teaching reading for English Proficiency Test preparation. Data show that as many as 65% respondents considered suitable to implement by answering much on the questionnaire, and only 2% responded little. This question checks the students' first impression after online intensive reading had been implemented.

60% students feel that online intensive reading is better than other ordinary tasks that they have received during the semester. This kind of task is like project based but without group work, but use individual work instead. Through the task, students can explore the content of journal and integrate reading and writing in the reading log which is integrated skills learning (Lyutaya: 2011) especially with writing. As a result, students feel that their English is much and very much improved in the questionnaire as many as 57% and 47.5%.

When asked if online intensive reading helps more than regular reading book in improving my TEOFL reading, students answered it variedly. 10% students answered little, 13.5% students answered somewhat, and 17.5% students answered much, and the rest 37.5 responded very much. This finding shows that other books used for daily reading can still be considered more interesting for some students instead of reading articles in journals. However, a number of 37% students responded helpful compared with traditional books.

More than half respondents responded that online intensive reading can help them interested more in reading academic texts. The open access journal can open up their information sources of articles provided with varied scopes and topics. As the implication for that, most of the students - 37.5% and 50% students - said they much improve their score in reading.

The reading log given for students' reading report contains information about the minutes spent for reading one article. It is followed up on questionnaire in which students asked about reading pace on question number seven. All students responded that they increased their reading pace with different improvement. 17.5% said somewhat, 37.5% said much, and 45% said very much. Reading pace will increase when reading habit is built. Intensive reading can be a way of it.

Last, students' motivation to read was also asked. Online intensive reading is considered giving motivation for them to read more outside the class, although not very significant. Only 30% students responded very much, 30% much, and the rests are in the option of little and somewhat.

## **DISCUSSION**

The results obtained from this research support the previous ones related to extensive and intensive reading suggesting to incorporate literature into ESL/EFL classes (Tien, 2015; Ghiabi, 2014; Edy, 2014; Wardani, 2014; Tsai, 2012; Soltani, 2011; and Silva, 2009). Most of the studies focused on extensive reading with books from physical library and a few from internet resources. On this present study, the researcher would like to give exposure to students on authentic reading materials from credible online journal in a program called online intensive reading by making use of vast references obtained from global internet. In addition, the researcher implemented the intensive reading into academic texts tested in English language proficiency such as on the common TOEFL test. The academic texts can

be found in many websites of which students can download. The hypothesis testing shows that the articles based on their interest and level of difficulty. This is also supported by Silva (2009) that electronic texts can be easily read off-line through the computer screen, downloaded and printed from internet webs.

Through the findings, online Intensive Reading is effective is due to several reasons. First online IR gives students exposure to written text materials rather than just relying on textbook materials given by the lecturer. Exposure means what access the students can explore their reading materials from the journal links given by the researcher. Second, students can gain comprehensible input from the logs given by the researcher. List of questions in the reading log is dealing with main ideas, inference, and summary. Also, a number of key vocabularies are inserted in the logs. That is why the third advantage of this IR is increasing vocabulary, especially in academic context. Fourth, students become more confident when they are reading extended texts since the assignments they are doing is relatively long articles around 10 pages. The four benefits are the proof that IR conducted online can trigger students to read more with better understanding.

Despite difficulty the students cope when reading the academic texts, students' perceptions on this online intensive reading are overall good proven from responses of each question in questionnaire given. This present study included descriptive statistics related to their perceptions in order to provide the readers portraits of what the students think after they have been given such reading assignment. In conclusion, online intensive reading can make them interested more in reading, especially academic texts. It can motivate them to find out more through the articles and eventually enhanced their score in reading on TOEFL test. Yet, there are some weaknesses need to be mentioned: the sample size was 80 learners; if the sample rises the result may be different. Besides, the time span acquired for this study was only two months.

## **CONCLUSION AND SUGGESTION**

Reading for English language academic texts in higher education institution is popularly taught and assessed through English proficiency test. TOEFL test as the popular test for academic English has reading section in which lecturers have to implement great strategy with the goal that students could achieve high score. Compared with traditional reading strategy, online intensive reading can be an effective way for gaining higher score in reading skill. Popular journals used on the intensive reading help students acquire many things such as reading pace, vocabulary enrichment, and motivation to read.

The purpose of the current research was to investigate the effect of online intensive reading on students' reading ability in English proficiency test. The hypothesis testing confirms that  $H_0$  was rejected and  $H_1$  was accepted meaning that students who are taught using online intensive reading have better score in TOEFL reading score than those taught without online intensive reading. It shows us that online intensive reading was found having effect on students' reading ability in English proficiency test, especially in reading section.

Another result from questionnaire found that from students' perspective, the strategy of online intensive reading is suitable to implement at, increase reading speed, and make them motivate to read more.

Further research is suggested longer time span for reading to study online intensive reading for English for Specific Purposes (ESP) classes. This is due to ESP is the scope of specific English needed special treatments for the content of text in certain disciplines.

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## **THE EFFECTIVENESS OF PODCAST IN LISTENING CLASS (INTENSIVE COURSE PROGRAM)**

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**Abstract:** Based on Qasim and Fadda study on 2013, the result showed that the use of technology, that was Podcast, is able to contribute positive effect toward the students' listening skill. The researcher used true-experimental and applied simple random sampling for 66 students into two groups. The way of researcher applied that sampling technique is through students' attendance list number (even and odd number). The odd number was formed to be a new group. The researcher decided the odd number group as control group and the rest (even number) was an experimental group by throwing the coin. They saved the record in MP3 and USB. They could listen and choose the channel and topic as they like. Their preference to choose the issue will be one of the motivations to use Podcast. And the following step was filling the listening log as the media to evaluate what have they listened. After getting treatment for 8 weeks, the posttest has been analyzed by using SPSS showed that was  $H_0$  has been rejected and  $H_1$  was accepted. In other words, there was a positive effect from Podcast toward student's listening skill. The Student's perception is also good toward the using of Podcast. It can be shown from the results of questionnaire that were given to the 1A (odd number) students.

**Keywords:** *Listening, Podcast, Intensive Course*

### **INTRODUCTION**

Learning Listening is part of the communication, that is when we fail to understand the message delivered to us then we will also fail to provide an answer or respond accordingly. According Rad (2013: 3), the failure of the listening is the root cause of misunderstanding, confusion or misinterpretation of a message at home, school or workplace. Learning languages is highly dependent on the ability to listen. Listening can provide insight to students for an information and is continued to the ability of speech.

Listening is the way in which children and adults get education, information, and other life values. Listening is receptive skills which will impact to other skills (Athena, 2012: 8). In that listening has some important roles: (1) when we are in the process of listening, we are checking some English usage such as vocabulary, grammar, intonation, accent and the ability of our interpretation (2) we can learn words and new expressions as frequently as possible (3) in addition

to improve English, listening is very helpful for the listeners to get information on news and advertising (4) we can emulate and practice it confidently (5) Listening is a hobby that is more enjoyable than cooking, exercise or rest (6 ) By listening we can also practice how to concentrate.

In listening skills, there are some activities or different activities. According to Brown (2004: 120) there are four types of listening activities, namely (1) intensive, listening to the details of the components of such conversations phoneme, word-rich, intonation and discourse (2) Responsiveness, listening to a conversation or a short sentence in the form of a greeting, asking for information, suggesting, asking someone to do something, and further an understanding. (3) Selective, noting several phrases or sentences in the form of short monologues in a few minutes to acquire certain information. (4) Extensive; listening to developing an understanding of the top-down, understanding in general about a conversation. From these activities the students have the listening skills from the most simple to the complex one. In teaching, teachers or lecturers can combine materials and customize with learning strategies. So is the use of media.

Listening Course is frequently being a big problem for students to learn English as the foreign Language. The often found that Listening skill is difficult subject. Furthermore, the students only drill their listening skill when they are in class. The students and lecturer' activity is limited, that was in classroom.

In the process of learning, the use of media is not something new. The majority of teachers and lecturers use the media to generate an understanding of the information so that it can be received properly. Media is a tool to give you an idea. Media is a component of a learning resource or a vehicle that contains instructions on stimulating environment for students to learn.

The use of innovative media is needed to support the students' skills in getting a second language, that is, English. However, in its development, learners are still lacking language skills to achieve their language improvement. According to Folley (2010), this is because the need for learning is not met due to various reasons, among of which are cultural diversity and demographic differences in learning. Folley (2010) and Litchfield (2010) on Ariritzya states that traditional learning method and teaching style are not suitable for learning at this time because they are described as doing a transfer of blank sheets from teacher to student records without meaningful explanation because it is restricted in the classroom.

The development of technology and the internet facilities in campus, at home and also in a public places make the students easy to access listening material. It is in line with Jones et al in Naidu (2003: 25) that in learning process needs a physically supports. Along with rapid technological developments, the term of E-learning is not so familiar in the academic world. According to Choy in Deal (2007), Electronic learning (E-learning) is a learning method combining teaching materials, information technology, and services. With E-learning, teachers can deploy learning content using a IT media which aim to increase student access to knowledge and information, to improve student experience, and making students responsible for their own learning schedule.

Here, the technology can encourage the students' cognitive aspect and one of the using technologies in listening skill is Podcast. Podcast is a web that

publishes video and audio in series form by various themes (Deal, 2007: 2). As stated by Deal, we can conclude that Podcast as a web has numerous themes or topics and it is very easy to be learnt by the students. On the other word, Podcast is a one example of electronic learning (E-Learning) which is very familiar in academic world.

The term of podcast is derived from the combination of the word 'iPod' and 'broadcast', so the podcast itself refers to the making or syndication of audio files or video and to publish them via internet so that the file can be downloaded to any personal computer or other electronic devices that are mobile, both paid and free of charge.

Podcasts can be displayed on websites and RSS reader that support audio files. RSS 2.0 can determine the audio file, such as mp3 file formats. In addition, a variety of media formats can be sent to the Play Station Portable (PSP) or Personal Digital Assistant (PDA). Currently the podcast has been very popular among young people.

In the ease of flow of information of Podcast, there are three types of devices podcast include: audio podcast, enhanced podcast and video podcasts. Audio podcast is the most popular type for files created in MP3 format so that it can be run in the supporting the MP3 format that are now widely varied. Different from audio podcast, enhanced podcast does not only produce sound, but also can generate images along an audio file runs, as for video podcast creates a video file and are mostly made in mp4. Podcast format is widely used by the entertainment industry. This time, the academic professionals apply podcasts in teaching and learning.

In the academic world, the use of podcasts as a medium of e-learning can give several advantages. From the perspective of students, podcasts help them do review the material in order to prepare for examination better. The advantages of podcasts in general in teaching are influenced by several factors which include: reusability and replaying teaching materials.

Podcasts can be run in a variety of media such as MP3 player, MP4 player, mobile phone, etc. Students do not need to rely on the presence in the classroom to learn as is commonly done in the traditional lecture (Fietze, 2010). This is in line with research conducted by Litchfield (2010) and Lau (2010), this description is quoted from a research about the effectiveness analysis of podcasts usage by Artriztya, et al (2010).

In the class, students are faced to a number of strategies to make their English learning better. Teaching aids, however, are very helpful in learning English process making them attain up-to-date media and feasible. In the current times, most students use smart phones enabling them easily access information online. Students assume that smart phones are not helpful in helping them acquiring listening ability. They still assume that listening activity can be done through in the classroom only. Researcher is expecting that students can implement e-learning by making use of smart phones. As a result, students are able to download any materials concerning with listening skill by doing that at home extensively.

On this research, the materials source for listening is attained from podcast as media in learning listening. Podcasting is a web publishing video and audio in the form of episodes regularly with common themes ( Deal, 2007: 2). We can say

that podcasting provides many materials sources with easy themes making students easy to learn, even with students with lower listening ability since the speed of channels and episodes vary; sometimes slower and in the middle pace. Students are free to choose either the slower pace or faster pace according to their preference. Students will find experience in acquiring new words when they are listening to the podcast episodes.

From that description, Podcast can be an innovation to support the first semester students who are in intensive course program to develop their listening skill. In Intensive Course Program, the students get English skills (listening, writing, speaking and reading) every day. The main purpose of this program is all of the students will have same readiness and motivation to learn English for the following semester.

In the daily listening class, the students only take listening activity in the classroom and the materials are only the lecture centered. Some of the students asked for the materials to the lecturer and of course it is limited. By the development of technology, it is needed to use an innovation media that is Podcast. In this study aimed to find the effectiveness of Podcast as a new media in listening class and also to know the students' perceptions toward Podcast. Tsai (2012) said that a good motivation is mean to encourage the media in teaching learning process. It is because if the students have good perception it will build the motivation and of course the process of learning will run well.

The students saved the files in their smart phone, USB and also their personal computer. The students were free to choose their favorite theme. They are also free to choose the place to listen and enjoy their listening process. In eight weeks, the students are treated to listen to their favorite channel and after they listened, they had to make a report which consist of several terms based on the topic or theme that they have listened. The Report here called *Listening Log*. Besides listening Log the students were also given a questionnaire to dig the data concerned with their perceptions about Podcast.

In Intensive Course class, students are given a varied listening material. They always have listening materials every day because the concept of teaching Intensive Course is every day the students were given four skills in English language, speaking, writing, reading and listening. In this condition, the students get hit by boredom and ultimately did not have the motivation to proceed on learning. Researchers gave an innovation with the use of media that can add to the spirit and their ability to listen.

According to Qasim and Fadda (2013), teaching listening can take advantage of technology, that is, Podcast. His research proved that Podcast can make a positive contribution to the teaching of listening. Podcast has a positive role in motivating students to perform actively in learning to listen so that atmosphere of active class is created. The researchers conducted this study is to determine an increased ability of listening ability of the student of English Intensive Course in a particular of time and to describe how a response or students' perceptions of the use of podcasts that is newly implemented. In accordance with the formulation of these issues, the purpose of this research is (1) to determine the effectiveness of Podcast on the ability of students listening treated Podcast audio use, (2) to describe the students' perceptions of the use Podcast.

Given this research is expected to provide benefits for all parties, both lecturers and students in general. This study has two important things, among others: (1) providing material the use of E-learning media in learning, especially listening (2) provide information to the reader about the effectiveness of the use of podcasts that can be used in listening activities.

## **METHOD**

Based on the data found, this research belongs to experimental research. The true-experimental was used as a research design. It is used because the researcher applied simple random sampling instead of cluster sampling. Semester 1 consisted of two classes, 1A and 1B. The number of population is as well as sample was 66 students.

According to Sugiono (2009: 43), sample is some members of the population who have the necessary information as the data in this study. The essence of experimental study is equality between two groups before being given treatments. To achieve that, the researcher used random sampling. This step was taken because the researchers took sample systematically and objectively based on the purpose of the study (Deal, 2012: 95). This process needed to collect the sample of this research. The researcher made a list name by coding the students name orderly. Then, the researcher collected the odd number students to be a new group. Afterward, the researcher did random assignment to determine which control and experiment group. The researcher thrown coin and it was decided that odd number students were as control group and the rest (even number) is an experimental group.

The next step was giving a pre-test. Based on the research design, this study used two-group pretest-posttest design. The pretest was given to those groups to make sure that the two groups had same ability in listening skill. After it has been conducted, the researcher gave treatment to the control group that has been implemented for eight weeks.

The treatments were given by giving listening exercises using Podcast as the media. The treatments were conducted for six times. The Podcast materials were adopted from iTunes. iTunes is a software issued by Apple but it can be compatible with windows operating system. The treatments were in the form of extensive listening activities meaning that students listened to a number of audio files downloaded from i-Tunes at home. The Treatments were conducted at their home because they have to listen based on their preference of Podcast episodes, for instance: in the scope of health, news, education, entertainment, and sport. After they practiced listening by Podcast, they attended to the class and started to report what have been they gotten from the issue the listened. They can listen for several times based on their preference and understanding of the issue.

Every week, they made a report called Listening Log. Students might make different report from one to others based on their listening preferences. In these treatments, the students were expected to submit eight listening log as long as eight weeks in form of portfolios. The researcher provided feedback to every report. The feedback consisted of the content, grammar and language use of review.

## RESULT AND DISCUSSION

In this implementation, the research has conducted several activities given to the students in Intensive course as the sample of this research. The first was several treatments done by the students. In this section, the researcher gave a podcast and they can start listening to some passages.

Students were given daily report for listening, that is, listening log. Listening Log awarded as a form of evaluation (understanding) or channel as the materials they are refer to. The shape of the Listening Log attached. They automatically answer listening log questions about the channel and topic they preference. Students gather each listening log every week. This is done as many as eight listening log. After the last treatment, the next step is posttest administration and for answering the questionnaire to answer the two research questions.

The following aspect is explanation of the result from the posttest calculation. The analysis here uses alpha ( $\alpha$ ) 0.05 or 5% as the level of significance.

**Table 1. Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	33	66.97	3.941	.686
	2	33	60.30	8.564	1.491

**Table 2. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	9.140	.004	4.062	64	.000	6.667	1.641	3.388	9.945
	Equal variances not assumed			4.062	44.970	.000	6.667	1.641	3.361	9.972

Based on the table 2, it can be shown that the p value is 0.000. Here, the p value is smaller than  $\alpha$   $0.000 < 0.05$ . It answered the hypothesis that is  $H_0$  is rejected and  $H_1$  is accepted. The calculation explained that the using of Podcast can be effective in Listening Class. The students who were treated by Podcast had a better score in a posttest. It shows that podcast can increase the students' listening skill ability.

Regarding to the effective result of the podcast, it can be as an improvement that actually the students can drill themselves at home and anywhere they like by listening some issues through the Podcast. They can be independent to exercise themselves in learning Listening. They were also creative to find many sources in i-Tunes and save the issues in their phone.

The implementation of podcast has positive respond from the students when they used some issues in Podcast. These responses became a signal that the students enjoy learning listening by using Podcast. In this term, enjoy can be indicated from several indicators which indicated that Podcast can make them more motivated and can take a useful aspect from this.

To know the students' or perceptions about the using of Podcast, the second instrument was implemented that was questionnaire. The Questionnaire was implemented to know the students' believe about Podcast detail. Here, the researcher used structured questionnaire to find the information deal with students' perceptions. The questionnaire form consisted of several statements to know the students answers as the indicator of their perception. It was because the questionnaire was structured questionnaire, so the items of statements and the possible answer were available.

In the following table, it described the result of the perceptions from the students. It can be shown the possible answer such as never, seldom, sometimes, often and always. They chose the answer based on the statements.

**Table 3. The Recapitulation of students' answers in Questionnaire**

No	Items	Never	Seldom	Sometimes	Often	Always
		1	2	3	4	5
1	Podcast helps students in listening activity	1	2	6	15	9
2	Podcast is a better media in listening course			10	18	5
3	Podcast can encourage the students English skill			5	14	14
4	Podcast can encourage the students attention to listening skill			2	17	14
5	Podcast helps students to listen fast			3	10	20
6	Podcast motivate the students to drill by themselves		3	11	15	4
7	Podcast can enrich the students' vocabulary			11	10	12

The table illustrated the students' perception about the using Podcast. This perception was the result of questionnaire that has been given to the students after the treatment given. The questionnaire consisted of seven items which indicated the students' perception. The data are the indication to support the result of the students' posttest score. Here is the interpretation of the results of the questionnaire on each item.

The use of the podcast assists students in listening activities. In this statement the majority of students (45%) answered *often*. While 27% of students answered *always* and 18% answered *sometimes*, while the rest are not still able to

feel the benefits of podcasts to help them on listening skills.

The next statement was Podcasts are media which are better than any other in listening activities. The new media has a positive contribution to the spirit of student learning, proven 55% of students answered *often*, 30% of students answered *sometimes* and 15% said *always*.

And the improvement of Podcast can be shown from this statement. The use of podcasts improves my English skills. In this statement as much as 45% answered *often* and as much as 45% also answered *always*. They feel the benefits of learning English using podcast. They argue that the ability to speak English is better and they are more confident to speak.

The students' interest was described in the following statement. Podcast usage adds my interest in listening skills. The use of podcasts not only affects the ability to listen but also affects the ability of the English language in general. As many as 52% students answered *often* and 42% answered *always*. The students' interest can be a motivation in learning English specially learning listening. And if most of the students were interest of the skill which was giving will make a positive and enjoyable class.

One of the contributions of podcast was it can make the listeners understand fast about the passage. So, the next statement was Podcast helps listening skills quickly. As many as 61% students answered *always*, and 30% answered *often*. At the beginning listening activity, the majority of students would feel difficulty to immediately understand the content of the material to listen to. However they gradually perform better listening skills and they understood the content of the material more quickly.

It is because Podcast can make listeners understand fast, it must be Podcast can motivate the students to use Podcast. It has been describe in the following statement that was Podcast motivated me to practice the skills in English, especially listening. In this statement as much as 45% answered *often* and 33% *occasionally*.

The Vocabulary was integrated in this process. It can be shown in the next statement. Podcast adds to the wealth of my vocabulary in English word acquisition. A total of 36% students said *always* and 30% others answered *often*. Most of the students answered that the using of Podcast can encourage the students' listening skill. They often motivated by Podcast when they started to listen to the listening material. Besides, the students felt that podcast made them fun in learning English, specially learning Listening skill. The various theme are available in Podcast and it caused the students always met some new words in different cases. It can be concluded that Podcast as a new media in Listening skill was effective to support the students' motivation and ability in listening. The students can get the significance of Podcast contribution. In line with Hasan and Hook (in Shiri, 2015), Podcast can motivate the learners in Listening Class. And the positive perception can encourage the foreign language achievement.

## **CONCLUSION**

After getting and analyzing the data, researcher composed a conclusion about contain. Based on the results of the discussion of the data, the researcher provided a conclusion in some way related to the use of Podcast on listening

activities as follows:

Activities related to listening, which are generally only performed limited to the classroom and laboratory, can now be accessed easily using the media of E-Learning through Podcast. Students can store files in the form of multiple channels and topics in the form of MP3. They can save the files on smart phones and USB drives so that they can practice listening skills wherever and whenever they want. They can also repeat the audio material as they like so that they are able to enjoy the contents of the recording.

Podcasts usage at home can be monitored by the lecturer of the course through Listening Log. From the data during the treatment, students fill all the components on the log listening. The form consisted of the main idea, summary, new vocabulary and others all of their content are based on their own topic chosen by them. It can be proved that they are quite comfortable and motivated to use podcasts as a medium in learning listening skill.

Podcast as new media on listening course obtains a positive perception. This is proved by the results of the analysis of the questionnaire and the fulfillment of existing evaluation materials on listening log. All students filled out listening log based on what they listen to, the appropriate channel and topic they chose. They can be improve and independent in learning listening. It is because they can choose and listen to the passage based on their preference and anywhere they can start to listen. And also, they can use their smart phone in a better way. They did not only use their smart phone to communicate but also can access the knowledge related with listening materials.

Based on the result of the research which indicated the using of Podcast was effective and the students were enjoy to be in the process, it can be the innovation for the listening lecturer. There is an opportunity of innovation for lecturers in which podcast to produce the listening material in accordance with local wisdom Bangkalan, Madura especially as the product STKIP PGRI Bangkalan. If the Podcast' materials made from the local wisdom, it can be one alternative way to the younger generation learn and appreciate the history and the story of Madura specially Bangkalan regency. It can be the media to promote Madura.

For the following research, the existence of further studies with different innovations can support the use of e-learning on campus PGRI STKIP Bangkalan especially English education study program. They can access the media or source of information by using e-learning. One of them is the using of Podcast that can be accessed through the students' smart phone. The students can be more creative in learning and make them were more motivated.

The other aspect, researcher can make a material as the module and source of teaching and learning listening. It can make a product as the learning media that contained about the local wisdom of Madura. It is good to introduce Madura in global world. And also it can improve the source of knowledge. So, learning by using *e-learning* can encourage the innovation in teaching and learning process. They will be more creative and motivated in learning English specially learning Listening.

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## **CONTRASTING ADVENTURE FOLKTALES AND FAMILY FOLKTALES: A STUDY OF MORALITY IN LITERARY WORKS**

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**Abstract:** Reading folktales to surmise the morality can be so puzzling because morality is not simply about what to do with good and bad categorization, but it is also about how doing morality with its impacts thereafter. Telling adventure folktales and family folktales will create a gap that will in turn convey two different moralities. With all the different characteristics they have, moralities can work in different ways such as defeating bad giant and advising kids good things. This research aims at contrasting moralities conveyed in the two different folktales. The folktales that are analyzed are *Jack and the Beanstalk*, *The Fisherman and His Wife*, *The King's Well* and *Lazy Maria*. The theories of morality applied are Kant's perspective which assumes morality into two; hypothetical (impure) and imperative (pure). Based on the problems discussed, it is found that in adventure folktales, morality functions to show how something done based on the purpose. On the other side, in family folktales, morality functions to show how something done should be based on impacts thereafter. In conclusion, morality cannot be judged only based on how it is categorized as it works on its function and aim; resulting in either good or bad things. College students can see it better than lower level students, because it is not about the judgmental claim, but rather on how to think critically about something sensitive like moral value.

**Keywords:** *morality, hypothetical, imperative, and folktale.*

### **INTRODUCTION**

Folktales not only function to entertain people before sleeping as in the old tradition (mostly for children because it sometimes contains magical creatures, fairies, etc.) it also functions to deliver something implicit behind the stories as well. The implicit meanings delivered in folktales are mostly teaching about morality, by either giving the example of how human should have good morality and of how human should not reproduce the negative morality practiced by the character(s) in the stories.

Folktales are a versatile source of passing down moral values. Lindahl (2004) states that folktales are stories told from generation to generation as an invaluable creative material that continues as oral tradition. Some folktales partly

make believe and some are real. Lindahl also states that folktales function the same way all over the world—a communal tradition that is orally transmitted. The transmission can be through the plots and characters in the story. While stories are delivered through language, it is possibly that they are delivered through pictures where both pinpoint to show something valuable in life. Themes of folktales include stories for children, legendary, fairy, and humor. Lindahl concludes that folktales may provide strategies to raise people's awareness of the different socio-cultural rules and different concepts of politeness in given social contexts. Lindahl (2004) further states that folktales as literary work show the significance of culture in language learning for the achievement of meaningful communication and the understanding of a particular language. At the heart of what she states, Lindahl states that a foreign language learner may draw incorrect assumptions due to cultural misunderstanding when reading unfamiliar discourse of folktales.

Generally speaking, folktales are traditional and people do not know who created them. Of course, they are very old, carried and preserved by word of mouth, and intended for all regardless of age, sex, class, and place. In recent years, these folktales have been written down. They are known from their authors, from the nineteenth and twentieth century, and the contents are usually more detailed and complex than those of oral tradition of folktales. Folktales can be divided into cumulative tales, animal tales, humorous tales, fairy tales, tall tales, legends, and myths (Wolf & Levy, 2004: 1). There may be a lot of categorizations about folktales. However, it can be very crucial to see the different genre of folktales based on the themes. Different themes can manifest in different way in conveying the meaning. This study assumes that there are two big categories of folktales; adventure folktales and family folktales.

Since the aim of folktales is to educate, folktales can be seen as being didactic. Thompson in his book *The Folktale* writes that folktales were not only for entertainment but also for giving lessons, as every story is a means of entertainment and at the same time helps towards a solution of a particular problem Thompson (1977: 428). The stories the collectors have recorded from the lips of the older peasants do not originate with these particular aged men or women but are learned, perhaps in their youth, from other people. Anyway, every area in the world with different nationalities or religious beliefs will naturally have folktales which have been transmitted and remain today through an oral narration. One aim of human beings in oral narration is to release stress. Another is to express religious beliefs which can affect the thoughts, ideas, and ideals of people. Because people benefit from the value and entertainment of these stories, they keep them repeated and retold. Folktales foster creative imagination and relieve suffering and therefore they maintain their popularity (Thum, 1999: 3).

Based on the discussion above, it can be seen that the point of folktale is the meaning conveyed through the story and every folktale must have similar purpose or aim; to expose good morality. However, when we read some adventure folktales, we are provided by some cruel and even tricky story of how the protagonist tries to defeat the evil and the big giant. Or else, the witch is cruelly beaten by the fair power, or so. This kind of folktale is different from how Cinderella finds her love. In such folktale like Cinderella, the story is intended to expose and convey the good things that are always over the evil and bad things. Therefore, it is very interesting to show the contrast between them. In a narrow

sense, this study takes four folktales which are categorized into two; *Jack and the Beanstalk* and *The King's Well* which are adventure folktales, and *The Fisherman and His Wife* and *Lazy Maria* which are family folktales. The two pairs take different ways to convey the morality, although they are in the similar scope of folktale. Hence, Kant's moral theory is applied to see how morality is acted upon.

## **DISCUSSION**

Kant separates two priority actions an action *in accordance with duty*; this action is acted on the basis of the corporation with other entities such as interests, pride, another purpose, and so forth, and the action *from duty*; actions carried out on the basis of the act in itself, which means "a purposeless act", "essentially a by-product of itself", and action "in-itself".

An act done from duty derives its moral worth, not from the purpose which is to be attained by it, but from the maxim by which it is determined. Therefore the act does not depend on the realization of its objective, but merely on the principle of volition by which the act has taken place, without regard to any object of desire. It is clear from what precedes that the purposes which we may have in view for our acts, or their effects as regarded as ends and impulsions of the will, cannot give to actions any unconditional or moral worth (Friedrich, 1949: 147).

Thus, in simplification, doing something morally should be envisaged in these two categories. An action which can be said as the pure action is an action *from the duty*; the duty for Kant is nearly related to the reasoning while the reasoning is not infected by desire, pride, and other purposes. On the other side, an action which is not pure action is an action *in accordance with duty*; it means that one will do something for something else. In moral sense, Kant seems to implicitly see this second part allegorically in pathological nuance. Kant leads this problem on the structure of the act itself by exposing the linguistic level which implies that all things exist in the mind of human is always in *Metaphysical Foundation of Morals*; it is a kind of Kant's attempts to discuss a wide range of imperative/command that makes the human to act in a contingent of understanding.

One of the most important differences here is the difference between a hypothetical category and imperative. The instance of hypothetical categories is like "If you want to get X, you have to do Y" and according to this, the category hypothesis suggests that action is simply a means to get something and it is the goal. In otherwise, the imperative category works by imposing the requirements on an act, the only need which is owned is an action that is in itself (in-itself), without any purpose, and without the friction of the outer dimension.

Kant (1785) states that it is analogous to a sentence command/imperative: "You have to keep the promise!" This sentence does not mean that it is regardless of a contradictory, because there is still a supplement that is concealed or implicit in it, so it takes the premise of the next "... if not, you will be slayed!" With this supplement, the category imperative is to immediately turn into a category that is a hypothetical imperative or in disguise or false. All categories imperatives seem potentially to become imperative that is hypothetical and it shows that what Kant sees the actual imperatives category which is potentially to be hypothetical

categories. Therefore, the *supplements* can be the “poison” that undermines the premise of the first; as an act, which is initially purely, subsequently is undermined by a particular purpose which suddenly presents. This is analogous to the “I think” which is unnecessary spiked by “therefore I am” (in Cartesian tradition) because, in the process of “I think”, the act is actually running authentically, aiming, pure, and questioning, so that an action becomes imperative and a far from being a hypothesis. To simplify this conception, it has to be remembered that Kant sees that imperative can be both, hypothetical and categorical; “[...] if the action were good merely as a means to something else, then the imperative is hypothetical; if it is represented as good in itself, hence necessary, as the principle of the will, in a will that in itself accords with reason, then it is categorical.” (Kant, 1785: 31). Therefore, the hypothetical exceeds something for something else and to act morally with this category people may seem the impure action for doing something. This problem, for today, may be known as the symbolical action for grasping legitimacy, acknowledgement, or something else. However, what Kant emphasizes here is that hypothetical should be seen also in a good sense because sometimes a one does something good for something else can be helpful for the others. In the problem of categorical imperative, which is known as the pure morality, one does something for pure goal. It is like a responsive call where nothing affects and persuades it, so that it is like an intuition for human being to do with the will for responding to each.

[...] without being grounded on any other aim to be achieved through a certain course of conduct as its condition, commands this conduct immediately. This imperative is categorical. It has to do not with the matter of the action and what is to result from it, but with the form and the principle from which it results; and what is essentially good about it consists in the disposition, whatever the result may be. This imperative may be called that of morality. (Kant, 1785: 33).

Finally, it can be understood why Kant has to be so busy for making this categorization because he has to make an ideal position for morality as his thesis that morality, in its purest, is exactly a morality without being touched with other purposes. It is doing ethically in wholesome goal and aim, so that a one will receive untainted reason for doing this will. In other word, this can be assumed that Kant implies to say that the exclusive goal of how he writes about *Groundwork* (*can be understood as the fundamental base of ontological and epistemology*) is to pursue and launch the ultimate value of morality while it is the Categorical Imperative.

Looking at this perspective, Kant seems to unveil the impure moral action and it has to be underlined in a bold perspective because this may change one’s perspective to claim a moral value although it is not a pure morality. To simplify this part, it is so prominent to remark moral as in relation with action because moral is basically an ethical react or response rather than other symbolical understanding and defining value will be helpful to clean it up.

To conclude it all, the use of Kant’s perspective of morality is to screen out that the morality should be seen on the purpose rather than to see it in the context of how it is done. There are complicated categories to see but it is clinched in how it is done for something else and how it is done in itself and in its purest. From the point, morality can be embedded and applied to assume. Additionally, it is very important to see how Kant calculates morality with that

perspective, even with that paradigm. Kant, as German philosopher, should be seen as an idealist. Therefore, what he sees about morality can also be understood in the division of the combination between rationality and institution. The diagram below might explain how Kant views morality.

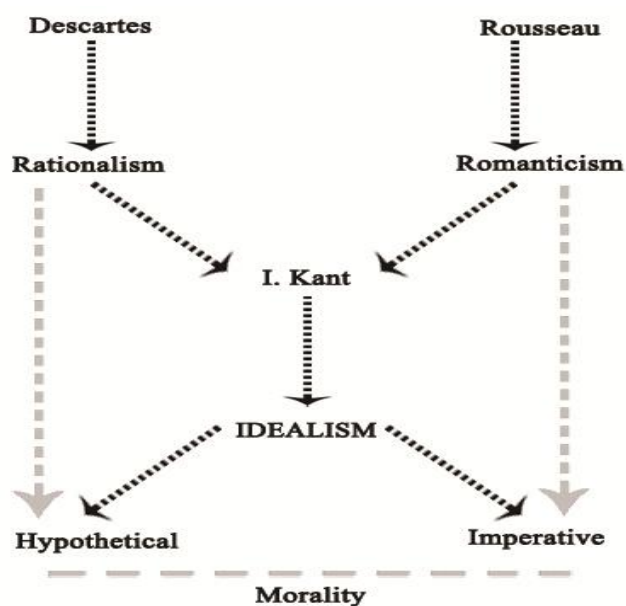


Figure 2.1  
The figure of perceived morality as proposed by  
Descartes, Rousseau, and Kant

Descartes, also known as the father of modern philosophy, believes that truth can be traced from the inquiries of the doubt. The doubt stimulates the questions to think, while thinking indicates the position of the answer which is aimed. This is what Descartes sees as the process of *cogito* and *cogito* is uncompleted condition, therefore, alike to general condition of a question that needs answer, *cogito* should be completed with an answer which he says as *sum*; *cogito ergo sum* (I think therefore I am). This is how rationality is centered than using emotion because emotion can trick and conceive human being. On the other side, this is what Rousseau criticizes that rationality makes human trapped in a condition like a machine which always looks for stability (answer and question). This leads human to forget the essence of human, especially against emotion, feeling, conscience, and intuition. Here, Romanticism emerges as the credo of taking human back in its essence; using emotion and intuition as the trigger. Rather than conflicting these two separated thoughts, Kant comes to solve it by combining it into a way to reach the highest truth as he puts it in moral category. He believes that there are two categories in morality; hypothetical (which means rational) and imperative (intuitional).

Knowing this conception can be important thing, because reading folktale is both interpreting the message and how to trace the way it is conveyed. Just take a look at the first folktale, *Jack and the Beanstalk*. Honesty in the story of Jack and the Beanstalk does not have the large portion to elucidate because the honesty

just emerges on a two additional enclosed part of the narration. The first is when Jack tells the truth about the beanstalk that grows to the cloud and the second one is the giant's wife's lie. Honesty can be anonymously termed as the antonym of lie. Therefore, it is always associated with a moral of telling the truth. Jack's honesty is represented when he tells to his grandmother that there is beanstalk grows. The grandmother does not trust it because it is very impossible to be accepted rationally. This honesty, willy-nilly, cannot be neglected from the moral value enclosed in the story implicitly. Indeed, Jack tricks the giant but it is for Jack's good life. Therefore, honesty here should be well thought-out as a way to solve morally, if it bad of being honest, it means that honesty should be valued as social effect. Being honest is a good thing because lie deceives someone else and it will result disadvantages.

The case of lie or dishonest in the story also reflects something paradox, Jack can be said to have deceived the giant, or the giant's wife who has deceived her husband. However, this dishonest may seem as a lie, but lie here is a good thing for the protagonist. Therefore, the antagonist, which is at the very beginning is "destined" to be defeated, should be deceived. This lie tricks the antagonist and provides the triumph of the protagonist. Doing bad for good thing is the moral value can be taken from the paradox of being dishonest and this is usually used in the classic story just like the seven gnomes deceives the witch in "The Snow White" folktales or Peter Pan who deceives Captain Hook, etc. Thus, again and again, dishonesty to defeat the evilness becomes the major morality, especially in the context of honesty. To be honest and to be dishonest does not simply about the category of it, but how it functions. If to be honest for something hurting, this would be amoral, but to be dishonest for something good, this should be morality. Jack has done it and it is the way for his adventure.

Honesty in the story of Jack and the Beanstalk can be one of the most interesting things should be noticed because it offers the "oxymoron" of morality; good and bad are united in one condition. The good thing is how honesty produces good result and bad thing is how dishonesty produces good result. The first thing should be discussed is Jack's honesty. As an innocent boy, after he is asked to plant the beans, he knows that the beans grow fast and tall extremely. He tells it to his grandmother and it implicates Jack's honesty to tell the truth;

So he run and said, "Grandmother, my bean tree is as high as the house. "So she slapped his face and said, "Go on out of here, you know hit's not up yet." When she went out, sure enough hit was high as the house. So hit made her kind a sorry and she give him a piece of bread and butter (Gentry, 1923: par. 2).

Jack tries to tell the truth with no lies although what he tells is difficult to accept logically and rationally. However, it does not stop the value of Jack's honesty to be considered because the important thing of honesty, at the very basic essence, is telling something truly with no lie behind or ahead it. His grandmother initially does not trust it until she attests Jack's honesty. Besides that, the other case which is oppositional to the honesty but occasionally relates to it is the second thing of honesty; dishonesty. Dishonesty here refers to the condition of how telling lie will result good thing, especially for the protagonist. After Jack climbing the stalk, he meets the giant's wife and she helps Jack by hiding Jack and telling to her husband that there is no Jack. This is how dishonest is used to save Jack and saving the other is the most fundamental thing in morality,

especially in ethical philosophy; “Aw now, Poppy, don’t talk that way, that was just a little old boy that was here this evenin’ and he’s gone now” (Gentry, 1923: par. 7). The giant’s wife tells the lie because she has hidden Jack under the bed. This dishonesty infers the implicit meaning of being honest as the moral message. This dishonesty also implicates the close relationship between Jack and the Giant’s wife in radical sense. By seeing this contrast but filling the ruptures of its unity, between dishonesty and honesty, there is laid a precondition of truth that the both should function to be morality. If it is good to tell the lie, thus it will be good thing. If it is good to tell the truth, thus it will be better thing. That is how honesty works as morality and Jack contests it in its conveyance. Honesty is always dependent by means it always traces reasons how it should be either done in honest or in lie; it is a hypothetical morality in Kant’s perspective.

It also occurs at how Merrywise in *the King’s Well*. The honesty in *The King’s Well* is actually the most interesting part to discuss, it is not caused by the way honesty result good things, but oppositely dishonesty which results good things. This may sound so paradox or even oxymoronic because honesty is known as morality usually bringing good value rather than dishonesty which is able to bring good value. In the story, there is told that Merrywise is an inquisitive one, he wants to know everything in detail. There two cases that lead to the dishonesty as good value here.

First is, when Merrywise spies on the sound in the mid of the forest, he finds that there is a giant and he steals the axe. After he comes back to his brothers, he tells that there is nothing happens. It is definitely the lie, Merrywise does not tell the truth to what he has seen and what he has done. However, by telling this untruth, Merrywise can keep the axe and at the end of the story he uses the axe to defeat the giant and people are happy to what he has done. The second thing is when Merrywise seeks for the source of the crystal water, he strolls for so long until he realizes that the source is from a walnut. He comes back to his brothers and again, he does not tell the truth that he has found a walnut. However, this walnut has made Merrywise wins the contest and it is not for his personal business, but he wants to make his brothers happy by positioning them as the dukes in the kingdom. Besides that, he also wants to go home to visit his father who is sick and it strengthens the assumption that the dishonesty Merrywise has sold to the readers, it is exactly for good thing and this is what important thing that has to be taken. Valuing morality is not merely about how morality is delivered on the surface, but it has to be seen the root or the essence or even the way it is purposed. If morality is used for bad thing, it is not morality itself, even the morality can be seen from the amorality for good reason just like to what Merrywise has done.

Conclusively, it should be regarded the important issue, and perhaps, its relation to Jack. This folktale has similarity to Jack, those are adventurous folktales and those have “problem” in honesty. Jack uses dishonesty to beat the giant down indirectly, while Merrywise, uses dishonesty for solving the problem. These are the picotal point, that honesty in the negation context can be seen as the morality because it is for good thing rather than resulting bad impact. Honesty in this folktale is very interesting thing to see because Merrywise can be said as the liar protagonist. The liar here refers to the cases that expose the slick character of

Merrywise. Merrywise finds the giant and he steals the axe, he finds the walnut, but he never says it to his brothers, he even lies about what he has just found.

Well, when he got down to where the brothers were, they said, “Okay, Merrywise, what did you find?” [...] And he said, “Oh, nothing.” [...] And they said, “What was making the noise?” [...] And he said, “Oh, just some trees falling.” [...] (Fugate, 2001: par. 9—12) Also, “Well, did you find out where the water comes from?” And he said, “Oh, up and around the hill a piece.” (Fugate, 2001: par. 17—8, *italic is added*).

Merrywise, indeed, is lying to his brothers that he actually finds something in the forest. But he decides to tell that he does not find anything. This dishonesty may seem bad, but when it is looked deeper, it will be showing that the lies will give the good effect. Talking honesty is essentially to avoid the bad luck and result, however, sometimes in morality; dishonesty can also to avoid the bad luck and result, such as tricking and trapping the giant, monster, or every antagonistic people who cannot be defeated physically. This does not teach how to lie, but it is to see the morality of being good with telling the lie in a good aspect. Finally, what can be said as the dishonesty in this folktale actually gives the good result. It means that Merrywise has told something important that doing morally should be seen on the thing which is resulted. He is lying but lying for truth and right result. If he does not lie, the king may be different and the brothers will be still arrogant, and even the giant will never be defeated. Therefore, the moral value of honesty here is the way Merrywise tells about how to be good for other although it is through lying. Being honest through lying means that this morality is not practiced from in-itself, but for something else (the purpose/the goal), therefore it should be considered as hypothetical morality in Kant’s perspective.

Different with those, *In the Fisherman and His Wife*, the honesty turns to be the bad thing. Too honest means too frank and blunt without any hesitation and it can hurt someone else’s heart. Honesty which is related to a condition of telling the truth, at this folktale, emerge on the fisherman’s character. It is known that the fisherman helps the magician fish and he releases it, however, on the other side, his wife is driving angry because of poor condition. The fisherman, when he comes back home, tells the truth that he has lost a fish, not because of his inability to hook it up, but rather his compassionate to release the fish because it was the magician fish. This truth, the way the fisherman tells the fact happened to him previously, unfortunately turns his wife’s madness on. Something that can be taken here is, this is not about why the wife is angry or why the wife cannot accept the truth, but it is about the way the fisherman tells something that even can threat his relation with his wife. Telling lie may be helpful and supportive, but it is not the way that is taken by the fisherman, he prefers to say the truth although it is not good one. By telling this, this action accumulates the assumption of honesty as a morality that should be practiced rather than discussed in discourse. The fisherman also tells honestly to the magician fish about what his wife demands, he does not add something personally, and it conveys this honesty which is carved in humble. This has shown the point of moral value obviously taken from honesty in this folktale, and of course, it is the calculation from the fisherman’s other moralities such as responsible and others.

To be honest means to truthful and open-minded. In this folktale, the honesty can be seen on the case when the fisherman comes back from the hut and

he has to tell the truth to the fish that his wife demands something. By telling that it is the real demand from the wife, the fish understands it. It asks the fisherman to go back home and see that what his wife asks has been fulfilled.

“Ah,” answered the fisherman, “my wife says that when I had caught you I ought to have asked you for something before I let you go. She does not like living any longer in our little hut. She wants a comfortable house.” “Go home then,” said the fish. “She is in the house she wants already.” (Johnson, 1993: par. 10-11).

The man comes back to the shore and tells to the fish his wife’s wish. He tells honestly so that the fish replies it in honesty too. What truth here is the fact of what they have told. The man says that his wife asks something, it is not what the fisherman wants. He just wants to make his wife happy. Telling the truth will continuously affect good thing because the fish also seem not to show any interest to give the lie to the fisherman. It asks the fisherman to go home because it has fulfilled the wife’s desire.

Ah, replied the man very sorrowfully, “my wife wants to live in a stone castle.” (18) “Go home then,” said the fish. “She is at the castle already.” [...] He comes back again, “Alas!” said the man. “My wife wants to be queen.” “Go home,” said the fish. “She is queen already.” [...] He comes back again, “Ah,” said the fisherman, “my wife wants to be pope.” “Go home,” commanded the fish, “She is pope already (Johnson, 1993: par. 18-9, 29-30, 42-43).

The problem that can be underlined here is the wife’s wishes. She seems to have unlimited wishes to fulfill, every single demand will be ended in dissatisfaction, and it makes the husband has to tell the truth that his wife wants something more and more. The fish also can be said to have understood the reality of the fisherman’s wife and it means that the fish cannot put the blame on the fisherman because he just wants to make his wife happy. Gradually, the fisherman comes back and back as his wife wishes. He tells the truth so that the fish fulfills his wife wishes honestly. This honest telling the changes everything and each further wish finally undoes those edifice wishes because the moral value of this folktale generally to warn the unsatisfied desire. The unsatisfied desire should be reduced, handled and controlled because it will govern human and drag human into the lost morality. Human will be always demanding something, especially when it seen in (borrowing) Lacanian perspective, that desire is demand without need. It means that what human wants will be always ended in demanding although it is not the need of life. As it has been seen, honesty must refer to the impact of it and the reason behind it. Therefore, it should be perceived as hypothetical morality in Kant’s perspective.

Similarly, the way the Fisherman and his wife to utter can be amorality and the honesty in Lazy Maria folktale has a connection with the previous explanation because the honesty here refers to the performance of the sisters in choosing the choice when they are in the house especially when they are choosing with humble the choices. The first thing should be noticed here is, that the sisters purposely strive to find a job but they are offered the choices. They persistently focus on the purpose they have had before, therefore, the honesty here appears as the result of their perseverance. Their perseverance is a proof that they are having honesty to keep the focus on looking the job without being greedy. The greedy here can be amorally seen as the factor to have lies to tell because sometimes

people will do everything to reach their goal just like in this context is gold and wealth. Therefore, to be honest can be associated to this context with being humble because it automatically shows the honesty of looking the job without aggressively being greedy.

The best thing to understand about the honesty at this folktale is very interesting because it has the correlation to the Fisherman's honesty. To be honest can be very hard to accept, because sometimes it leads to bad impact. For instance, to be honest to disdain someone while it is the fact, thus, saying honesty can be bad. The fisherman has proved it when he says honestly what his wife wishes, but it leads to the bad thing. On the other hand, Merry wise says honestly what she wants while in the moral context, it is no good. Therefore, it results to the bad impact he receives. This is the point should be learned about honesty as moral value. Discussing about the honesty in Lazy Maria cannot be released from the role of Lazy Maria because she is the center of this folktale although she gives the amoral value rather than gives the direct message of moral value. To see the honesty should be through the sisters, because the sisters has kindness and it is the direct path to find the honesty they have done. As it is assumed, the sisters (also Lazy Maria) are looking for job and they do not have any hesitation to tell the truth that they indeed look for job.

Towards dusk she came to a fine-looking mansion, and she thought she would inquire if they (the occupants) wanted anybody to work for them. [...] "Do you want a girl to work for you?" asked the girl. [...] "I think we do need one," answered the man; "but my master isn't home tonight, so you had better stay all night. Which door would you like to enter?" [...] "One is a gold door: if you go in through it, you will be covered from head to foot with gold. The other is a tar door: if you go in through it, you will be covered with tar." [...] "Oh, I don't mind!" replied the girl. "I had just as soon be covered with tar as with gold." (Buell, 1914: par. 6-11).

The oldest daughter honestly asks for job but she is offered to stay a night. She is precisely offered two choices, but she even chooses the "common" choice, and finally she get rewarded something better (gold). The honest is reflected on the way she strives to find job without being greedy. What the oldest sister is also done by the second sister, she does not want to be greedy and prefers to say honestly what she looks for, it is neither golden nor bed, but job. Thus, the honesty here will be seen as an emergence along the comparison with Lazy Maria's greediness. Lazy Maria does not choose similarly the choice as her sisters have done, it means that Lazy Maria implicitly tries to find the riches rather than to find her destiny, she does not only look for job, but she also want to utilizes the facilities offered to her. It is not an honesty and it is closer to greediness. What Lazy Maria shows has conveyed the moral value of being dishonesty that leads bad thing, and to attain good thing human should be honest, not only for him or herself, but also for people and their purpose or goal. This can be very ironic when it is known that the honesty Maria has shown her honesty but the honesty of being greedy. Therefore, the way she says the truth of what she wants can be said precisely as the hypothetical rather than becoming the imperative morality in Kant's perspective, because she wants something else from the choice she has chosen.

## CONCLUSION

A single honesty, two ways and it can be ambiguous. The way to read and interpret it can be very crucial because each folktale, although they have one-way-goal to convey the morality, but they have different way to deliver it. Therefore, it is very urgent to scope the morality in such context. We cannot generally take morality for granted. In the adventure folktales, the main characters seem to use dishonesty for something good and it results in good things, while in the family folktales the main characters seems to use honesty but it results in the bad things. However, it takes for granted because the most essential thing to envisage is the context. To do good things can result bad things if it is not related to the situational context, for example speaking honestly to an ugly guy that he is ugly will hurt him. In Jack's situation, Jack is dishonest because he cannot defeat the giant physically, thus he has to be so tricky by dishonesty to defeat the giant which represent the evilness. In Merrywise's case, he has to lie to his brothers because his lies function to win the challenge so that he can be successful son for his father. Therefore, it will recall us to the pure function of morality that morality is practiced and it functions to get the good result rather than talking about its values in its surface with regard to the context how it is produced.

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## **TEACHING ACADEMIC LISTENING THROUGH METACOGNITIVE INSTRUCTION VIEWED FROM STUDENTS' INTEREST**

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**Abstract:** This experimental study was carried out at the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2015/2016. The population was the third semester students and the sample consisted of two classes. The experimental group was treated by using metacognitive instruction; while the control group was treated by using Cognitive instruction. The sampling technique used was cluster random sampling. The instruments used to collect the data were questionnaire and listening test. The data were analyzed by using multifactor analysis of variance (ANOVA 2X2) and tukey test. The findings were: (1) metacognitive instruction was more effective than Cognitive instruction to teach academic listening; (2) the students with high listening interest have better ability; and (3) there was an interaction between teaching instruction and students' interest. It can be concluded that metacognitive instruction is an effective way to teach academic listening.

**Keywords:** *metacognitive, cognitive, listening ability, interest, experimental study*

### **INTRODUCTION**

Listening is an active, interpretative and subconscious processes in which listeners use cues from contextual information and existing knowledge to understand the spoken discourse. It involves listener's prior knowledge to process real – time authentic discourse. Through listening, someone can understand and convey meaning from the dialogue and monologue that happen around us.

Listening is widely accepted as an important ability because it is the channel in which the information process takes place in real time (Rost, 2002: 66). Without involving listening, we simply cannot process the spoken discourse, understand the oral messages, and communicate to other. Having a good listening ability leads the learners to comprehend the input appropriately.

Considering the role of listening towards language acquisition, teaching listening is important because it facilitates language learning process to take place (Richards, 2008: 3). Besides that, listening is an important ability in the development of other language ability because it provides input for the learners.

According to Koichi (2002: 8) without understanding the incoming input appropriately, learning process will not occur properly.

As an important language ability, listening has to be taught in proper way to achieve the demanded level of mastery. According to Richards, (2008: 6) the proficient learners are able to retain input, recognize clause and word division, recognize key words, recognize key transition in a discourse, recognize grammatical relationships between key elements in sentences, and use stress and intonation to identify word and sentence functions.

However, listening is very demanding and challenging ability to be mastered (Koichi, 2002: 2). In listening process, the learners encounter many difficulties. Flowerdew and Miller (2005: 197) classifies seven causes of difficulty in listening process, such as listeners cannot control the speed of delivery, cannot always have words repeated, have a limited vocabulary, may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point, may lack contextual knowledge, difficult to concentrate in a foreign language; and may have established certain learning habits such as a wish to understand every word. The existing difficulties create serious problem to the students in listening process if it does not meet the appropriate treatment.

Based on the descriptions above, a framework about the importance of listening in language learning and the existence of difficulties along side the process listening are taken as the main consideration to choose the appropriate teaching way to be implemented in teaching listening in order to meet the demanded achievement level. According to Koichi, (2002: 15) success or failure of teaching a language in the classroom can be examined from how effective the teacher implemented their teaching instruction.

There have been many research findings revealed that the implementation of such an appropriate teaching instruction in the process of teaching and learning language positively contributed to the students achievement (Goh, 2008; Coskun, 2010; rasouli, 2013). Besides, implementing an appropriate teaching instruction in the language classroom also enhances the students to comprehend more about the given topic discussed.

One of the beneficial ways in teaching listening is Metacognitive instruction. Goh, (2008: 195) arguest that Metacognitive instruction as a way to engage the listeners with listening process through managing, regulating, and directing their learning include planning, monitoring and evaluating. This teaching instruction involves in listening process into three stages namely: before listening, during listening and after listening. The implementation of this instruction includes planning as a way to determine learning objectives and deciding the means by which the objectives can be achieved, monitoring as away to check the progress in the course of learning or carrying out a learning task, and evaluating as a way to achieve the outcome or complete a learning task.

Cognitive instruction is another way to teach listening. It is mental routine for accomplishing a cognitive goal which related to comprehending and storing input in working memory for later retrieval (Flowerdew and Miller, 2005: 72). Cognitive instruction includes comprehension process, storing or memory process and retrieval process. The essential feature of cognitive instruction is focus on how and why specific topics are to be mastered, with an emphasis on how the

specific topic fits into an overall framework of related topics. In cognitive instruction, the teacher serves as a mediator by helping to select learning strategies, construct meaning, monitor understanding, assess the use of a strategy, organize and relate ideas, summarize, and extend learning.

As the attributive variable of this research is students' interest. According to Flowerdew and Miller (2005: 26) interest consisted of an active organization of knowledge about certain properties of objects, events, and actions which typically belong together. The basic idea is that human knowledge is organized and stored in memory according to reoccurring events. According to Brown (2006: 4) interest refers to the world knowledge, knowledge of the speaker or context, an analogy. A listener recalls interest relevant to the particular context and subject matter. A lifetime of experiences and knowledge is used to perform a cognitive association in order to bring an interpretation to the messages.

Interest also defines as packet of information stored in memory representing general knowledge about objects, situations, events, or actions. From this explanation, interest are created through experience with people, objects, and events in the world. Interest are built up from numerous experiences of similar events. Anderson (2002: 87) argues that the knowledge in our heads is internally organized in to interrelated patterns that are constructed from an individual's past experience of a given environment. These patterns, coined as schema, enable us to make predictions and inferences about the new experiences. Based on the explanation above, interest is certain patterns which are related to the past experience. Past experience is used to make predictions and inferences about the new one. When individuals obtain knowledge, they attempt to fit that knowledge into some structure in memory that helps them make sense of that knowledge.

As for the classification of interest, Anderson (2002: 84) identify two essentials categories of interest: textual interest also recognized as rhetorical, formal, or organizational interest that are related to knowledge of the general structure or format of the discourse level conversation, and content interest that are linked with the knowledge about different topics that is derived from the individual's life experiences. All in all, interest is a pattern of past experience about object, people, situations, events, and actions which consists of relevant information to the particular context and subject matter of cognitive aspects of interest which are related to the listening process, such as memory, associating, storage and recall (content interest), rhetorical and organizational form of interest (formal interest), and the knowledge of the letters and their corresponding sounds both alone and in clusters and the ability to predict, through knowledge of syntax, the word or words that will follow (linguistics interest) and used as predictions or inferences to catch the message of the new experiences or new information.

The assumptions about the effectiveness of Metacognitive instruction and Cognitive instruction above raise a question whether Metacognitive instruction is more effective than Cognitive instruction in teaching listening. Therefore, an experimental study was conducted based on the use of Metacognitive instruction compared with Cognitive instruction to teach listening viewed from students' interest to the third semester students of the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2015/2016.

## **STATEMENT OF THE PROBLEMS**

The following three questions guided this research:

1. Is Metacognitive instruction more effective than Cognitive instruction to teach academic listening for the third semester students of the English Education Department of IKIP-PGRI Pontianak in The Academic Year of 2015/2016?
2. Do the students with high level of interest have better listening than those with low level of interest for the third semester students of the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2015/2016?
3. Is there any interaction between teaching instruction and the students' interest in teaching academic listening for the third semester students of the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2015/2016?

## **RESEARCH METHOD**

The research applied was an experimental design. the purposes of this nresearch were to determine cause-and-effect relationships and observe whether there is an interaction between teaching instruction and listening ability viewed from the students' interest. The technique used by comparing the experimental group using Metacognitive instruction to control group using Cognitive Instruction as the teaching way to teach listening. Each group was classified into two different levels of interest. Moreover, in this research, there were a dependent variable and two independent variables. The dependent variable is listening ability and independent variables are teaching instruction and interest. This research applied a simple factorial design 2x2.

The population of the research was the third semester students of IKIP PGRI Pontianak in the academic year 2015/2016. It consisted six classes those were 3A morning, 3B morning, 3C morning, 3A afternoon, 3B afternoon, and 3C afternoon which consisted of 204 students. A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2005: 146). Furthermore, he state that a sample is always smaller than a population, and it is often much smaller.

The researcher picked out from the population are 68 students coming from the two classes (3A morning and 3C morning) where each class consisted of 34 students. One class was used as the experimental group and another as control group. Each class was divided into two groups, 50% students who have high interest and 50% those who have low interest. One of the two classes was taught by implementing metacognitive instruction and the other class was taught by implementing cognitive instruction.

The researcher used cluster random sampling, among the six classes, the researcher determined to take only two classes (3A morning and 3C morning) randomly as the sample in conducting the research by lottery. Questionnaire was

used to know the students' interest and test was applied to the students' ability in listening. In order to know the level of students' interest, the students were given questionnaire. The questionnaire consisted of statement lists and four responses, which should be chosen by the students. The responses consisted of (strongly agree, agree, disagree, and strongly disagree). For positive statement, the score 4 to 1, while for negative statement, the score is from 1 to 4. Furthermore, to know the students' listening competence, the students were given listening test with five options (a, b, c, d and e). The items of students' interest questionnaire and listening test were made and arranged based on the indicators at the blue print, which were formulated on the construct.

The researcher used descriptive and inferential analysis in this research. The descriptive analysis was used to know the mean, median, mode, and standard deviation of the score of listening test and questionnaire. The normality and homogeneity test were used to know the normality and homogeneity of the data. It was done before testing the hypothesis and the last was the use of multifactor analysis of variance or ANOVA 2X2.  $H_0$  is rejected if  $F_o > F_t$ . If  $H_0$  is rejected the analysis is continued to know which group is better using Tukey test. The researcher used 2 x 2 ANOVA to find out whether the difference between experimental and control group is significant.

## RESEARCH FINDINGS AND DISCUSSION

### *Research Findings*

Data analysis was conducted by using multifactor analysis of variance (ANOVA) 2 x 2.  $H_0$  is rejected if  $F_o$  is higher than  $F_t$  ( $F_o > F_t$ ). It means that there is a significant difference. After knowing that  $H_0$  is rejected, the analysis was continued to know the difference between the two groups and cells using Tukey test. To know which group is better, the mean scores of the groups and cells were compared. The 2 x 2 ANOVA and Tukey tests are listed as follows:

**Table 1. Multifactor Analysis of Variance**

Source of variance	SS	df	MS	$F_o$	$F_t$ (0.05)
Between columns	276.01	1	276.01	5.34	3.92
Between rows	335.31	1	335.31	6.49	
Column by row (interaction)	1770.72	1	1770.72	34.27	
Between group	2382.04	3	794.015		
Within group	3306.82	64	51.669		
Total	5688.87	67			

**Table 2. Mean Scores**

	$A_1$	$A_2$	
$B_1$	77.88	63.65	70.76
$B_2$	63.24	69.41	66.32
	70.56	66.53	

Based on the above table, it can be concluded that:

- a) Because  $F_o$  between columns (5.34) is bigger than  $F_t$  at the level of significance  $\alpha = 0.05$  (3.92),  $H_o$  is rejected and the difference between columns is significant. It can be concluded that the methods are different significantly from one another to teach listening ability.
- b) Because  $F_{row}$  between rows (6.49) is bigger than  $F_t$  at the level of significance  $\alpha = 0.05$  (3.92),  $H_o$  is rejected and the difference between rows is significant. It can be concluded that the students who have high and those who have low interest are significantly different in their listening ability.
- c) Because  $F_{interaction}$  between group (34.27) is bigger than  $F_t$  at the level of significance  $\alpha = 0.05$  (3.92). There is an interaction between the teaching methods and students' interest. Thus, it can be stated that the effectiveness of teaching methods depends on the degree of students' interest.

**Table 3. Summary of Tukey Test**

Between Group	$q_o$	$q_t$	Status	Meaning
$A_1 - A_2$	3.26	2.86	Significant	$A_1 \neq A_2$
$B_1 - B_2$	4.00	2.86	Significant	$B_1 \neq B_2$
$A_1B_1 - A_2B_1$	8.03	2.98	Significant	$A_1B_1 \neq A_2B_1$
$A_1B_2 - A_2B_2$	3.44	2.98	Significant	$A_1B_2 \neq A_2B_2$

- 1) Because  $q_o$  between columns (3.26) is higher than  $q_t$  at the level of significance  $\alpha = 0.05$  (2.86), the difference of the means between columns is significant. Therefore, it can be concluded that applying Metacognitive Instruction differs significantly from Cognitive Instruction to teach listening ability. Because the mean of A1 (70.56) is higher than A2 (66.53), it can be concluded that Metacognitive Instruction is more effective than Cognitive Instruction to teach listening.
- 2) Because  $q_o$  between rows (4.00) is higher than  $q_t$  at the level of significance  $\alpha = 0.05$  (2.86), the difference of the means between rows is significant. It can be concluded that the students who have high interest and those who have low interest are significantly different in their listening ability. Because the mean of B1 (70.76) is higher than B2 (66.32), it can be concluded that the students who have high interest have better listening than those who have low interest.
- 3) Because  $q_o$  between cells A1B1 and A2B1 (8.03) is higher than  $q_t$  at the level of significance  $\alpha = 0.05$  (2.98), the difference between columns is significant. It can be concluded that applying Metacognitive instruction differs significantly from Cognitive Instruction for teaching listening ability to the students who have high interest. Because the mean of A1B1 (77.88) is higher than A2B1 (63.65), it can be concluded that Metacognitive instruction is more effective than Cognitive Instruction for teaching listening to the students having high interest.
- 4) Because  $q_o$  between cells A1B2 and A2B2 (3.44) is higher than  $q_t$  at the level of significance  $\alpha = 0.05$  (2.98), therefore the difference between columns is significant. It can be concluded that applying Cognitive Instruction differs significantly from Metacognitive Instruction for teaching

listening ability to the students who have low interest. Because the mean of A1B2 (63.24) is lower than A2B2 (69.41), it can be concluded that Cognitive Instruction is more effective than Metacognitive instruction for teaching listening ability to the students who have low interest.

Based on the findings above, it can be concluded that there is an interaction between teaching methods and students' interest for teaching listening ability because  $F_o$  is higher than  $F_t$ . Metacognitive instruction is significantly different from Cognitive Instruction to teach listening ability for the students who have high interest because  $q_o$  between cells ( $A_1B_1$  and  $A_2B_1$ ) is higher than  $q_t$  and Metacognitive instruction is more effective than Cognitive Instruction to teach listening ability because the mean of  $A_1B_1$  is higher than  $A_2B_1$ . However, Cognitive Instruction is significantly different from Metacognitive instruction to teach listening ability for the students who have low interest because  $q_o$  between cells ( $A_2B_2$  and  $A_1B_2$ ) is higher than  $q_t$  and Cognitive Instruction is more effective than Metacognitive instruction to teach listening ability because the mean of  $A_2B_2$  is higher than  $A_1B_2$ . The effectiveness of the method depends on the degree of the students' interest.

### ***Discussion***

Based on the research findings, there was a significant difference on the effect between teaching listening using Metacognitive instruction and teaching listening using Cognitive Instruction. Teaching listening using Metacognitive instruction was more effective than Cognitive Instruction. The findings of this study is in line with Goh and Taib (2016) they found that results of the study showed the contribution of metacognitive instruction in language learning during listening comprehension process is significant. Rasouli (2013) found that the use of metacognitive instruction (planning for listening, self-monitoring of comprehension process and evaluation of one's own performance) is associated with proficient listeners. Therefore, teachers can base their listening instruction on listeners' use of metacognitive instruction as a model to design various practical tasks, for guiding listeners to have better use of metacognitive listening instruction (Goh, 2008; Vandergrift, 2007).

Furthermore, Coskun (2010: 43) found that the implementation of metacognitive instruction increases students' listening performance. The student listening comprehension improved more after exposure to metacognitive instruction. This research showed that the implementation of metacognitive instruction in teaching listening increases students' performance and makes them achieve the intended performance in completion the tasks and attending listening process.

Moreover, Metacognitive instruction helps students to understand the problem and solution, and make comparisons. Students can become aware of and develop good listening processes to improve their comprehension. The students' listening can be improved by putting metacognitive instruction into practice in the context of listening, they will mostly benefit from meaningful learning. As the results of this study showed, metacognitive instruction advances students level of

listening. Metacognitive instruction fit students' needs and adapt these listening instruction to facilitate academic learning.

There was a significant difference in listening ability among students with high interest and those with low interest. Listening ability of the students having high interest is better than those having low interest. The mean score of students having high interest is higher than those having low interest, the finding of this study are in line with Rasouli,*et.al.* (2013: 126). He found that listeners comprehend better when they process interest relevant to listening topic. The background knowledge is closely related to listening comprehension.

Furthermore, Vandergrift (2007: 205) states that comprehension was assessed through a recall protocol. Result of the study showed that both topics familiarity and course level affect measures of listening comprehension. All subjects recalled significantly more information from the familiar topic and the improvement in comprehension score ascended with the quarter level. The use of familiar topic is helpfulness for the students to understand and comprehend the listening.

In all three previous studies, interest are shown to improve listening comprehension, so that the students should have interest. The characteristics of the students having high and low interest were stated by Anderson (2002: 74). The students have good self preparation, good self organization, and good incorporation in all different kinds of knowledge. Students with high interest can predict the input listening well. Meanwhile, the students having low interest have the opposite characteristics. They have unwell organization of knowledge, unwell recognition and incorporation of some knowledge. They cannot predict the input of knowledge well.

Those three previous researches have little bit different with the findings of this research. This research uses a sample of English as second language students. The students have high interest in first language terms. So, they have limited vocabulary to express their background knowledge which relevant with the topic of listening. While, the three previous studies used the students as samples where English as first language. They have unlimited vocabulary to express and relate their background knowledge to the relevant topic of listening. However, based on the data of research findings, the students of English as a second language students having high interest have better listening ability than those having low interest.

There is an interaction between teaching method and interest. It cannot be denied that teaching method which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Metacognitive instruction is more effective than Cognitive instruction in teaching listening for students who have high interest and Cognitive instruction is more effective than Cognitive instruction in teaching listening for the students who have low interest.

On the other hand, Cognitive instruction is mental routine or procedure for accomplishing a cognitive goal which related to comprehending and storing input in working memory for later retrieval. Flowerdew and Miller (2005: 75), classifies cognitive instruction in teaching listening in to three phases: (1) comprehension process; (2) storing process; and (3) retrieval process. In cognitive instruction, the teacher serves as a mediator by helping the students to select learning instruction,

construct meaning, monitor understanding, assess the use of a strategy, organize and relate ideas, summarize, and extend learning.

In implementing cognitive instruction the teachers have to stimulate the students to be active, provide clear feedback regarding the effectiveness of that learner activity and provide instruction in the questions of when, why, and where such activities are likely to be effective. These systematic steps are suitable for the students who have low interest because the listeners depend on the teachers to assist them to understand and comprehend the listening tasks. It is in line with the characteristics of students who have low interest.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

Metacognitive instruction is more effective than Cognitive instruction to teach listening ability for the third semester students of the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2015/2016, the students having high interest have better listening ability than those having low interest for the third semester students of IKIP – PGRI Pontianak, there is an interaction between the teaching methods and students' interest in teaching listening ability.

The result of the research proves that using Metacognitive instruction is an effective teaching listening ability to the third semester students of IKIP – PGRI Pontianak. It is proved from research findings showing that the students who are taught by using Metacognitive instruction have better listening ability than those who are taught using Cognitive Instruction.

### ***Suggestion***

There are some suggestions for the teacher, students and other researchers:

1. For the teacher: The teachers can apply Metacognitive instruction to teach listening ability. The teachers have to consider that interest is one of factors that may affect the students' listening ability, pay more attention to the students with low level of interest, find out factors influencing the students' interest.
2. For the students: It is suggested for students with low level of interest to encourage themselves to be high interest students in learning language.
3. For other researchers: The next researchers can use the result of this research as the starting point for conducting the next investigation with different students' condition and ability, also develop teaching methods used in this research as a way of making revision to the weaknesses of this research.

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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)
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